**1.** **COURSE TITLE: \*** Clinical Procedures

**2.** **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION: \*** MAST 2240

**3.** **PREREQUISITE(S): \*** MAST 1101, MAST 1111, MAST 1115

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

**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: \***

Presents the theory and techniques required by the medical assistant to perform fundamental skills at intermediate and advanced levels. Procedure skills include those associated with Gastroenterology, Urology, Neurology, Obstetrics, Gynecology, Geriatrics, family medical practice, surgical, and specialty practices. Emphasis is placed on competency-based skills and techniques used in male and female catheterization, enemas, patient/client instructions for GI testing, pre- and postnatal exams, Pap smears, assisting with minor surgical procedures, assisting with technical diagnostic procedures, and technique.

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

* To achieve proficient entry-level medical assisting skills for safe and effective performance of patient/client 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.

Dermatology:

* Recognize thermal injuries to the skin.
* Define grading and staging of malignant tumors.
* Conduct patient/client education on the warning signs of cancer.
* Define the ABCD rule for identifying a malignant melanoma.
* Summarize allergy testing procedures.

Gastroenterology:

* Describe the primary functions of the gastrointestinal system.
* Summarize the typical symptoms and characteristics of gastrointestinal complaints.
* Perform the procedural steps for assisting with the collection of a fecal specimen, including the necessary patient/client education for preparation for the examination and collection of stool samples at home.
* Describe the medical assistant’s role in the proctologic examination.
* Demonstrate assisting with an endoscopic colon examination.

Urology and Male Reproduction:

* Perform patient/client education for the testicular self-examination.
* Analyze the effects of sexually transmitted diseases in the male patient/client.
* Describe the medical assistant’s role in urologic and male reproductive examinations.

Obstetrics and Gynecology:

* Trace the ovum through the three phases of menstruation.
* Compare and contrast contraceptive methods.
* Prepare for and assist with the female examination, including a Papanicolaou (Pap) test.
* Teach the patient/client how to perform a breast self-examination.
* Summarize the process of pregnancy and parturition.
* Outline the medical assistant’s role in gynecologic and reproductive examinations.

Orthopedics:

* Summarize the medical assistant’s role in assisting with orthopedic procedures.
* Apply cold therapy to an injury.
* Assist with hot moist heat application to an orthopedic injury.
* Properly apply therapeutic ultrasound.
* Explain the use of common ambulatory devices.
* Apply a sling to immobilize an injury.
* Properly fit a patient/client with crutches, and explain the correct mechanics of crutch walking.

Neurology and Mental Health:

* Identify the various types of epilepsy.
* Compare and contrast encephalitis and meningitis.
* Explain the dynamics of head and spinal cord injuries.
* Summarize the neurologic diseases that affect mobility.
* Analyze the medical assistant’s role in the neurologic examination.
* Outline the steps needed to prepare a patient/client for an EEG test.
* Describe the procedural steps for preparing a patient/client for and assisting with a lumbar puncture.

Endocrinology:

* Explain the mechanism of hormone action.
* Describe the diagnostic criteria for diabetes mellitus.
* Identify the characteristics of hypoglycemia and hyperglycemia.
* Discuss patient/client education approaches to diabetes and follow-up for patients/clients with diabetes.

Pulmonology:

* Teach a patient/client how to use a peak flow meter.
* Perform a nebulizer treatment.
* Detail patient/client teaching for the use of a metered-dose inhaler.
* Perform a volume capacity spirometric test.
* Correctly employ a pulse oximeter.
* Prepare a patient/client to collect a sputum sample for culture.

Cardiology:

* Summarize risk factors for the development of heart disease.
* Compare and contrast the treatment for hypertension.
* Explain the signs and symptoms of myocardial infarction in men and women.
* Outline the causes of congestive heart failure.
* Differentiate among the types of shock.
* Outline typical cardiovascular procedures.

Geriatrics:

* Describe various screening tools for dementia, depression, and malnutrition.
* Explain the effect of aging on sleep.
* Differentiate among independent, assisted, and skilled nursing facilities.
* Summarize the role of the medical assistant in caring for aging patients/clients.
* Determine the principles for effective communication with older adults.
* Identify legal and ethical issues regarding aging patients/clients.
* Explain how aging affects thought processes.
* Describe methods to increase compliance with health maintenance programs among the elderly.
* Describe the changes in the approach to care that you will have to take when dealing with elderly and children.

Electrocardiography:

* Explain the concepts of cardiac polarization, depolarization, and repolarization.
* Summarize the properties of the electrocardiograph.
* Describe the electrical views of the heart recorded by the 12-lead electrocardiograph.
* Perform an accurate recording of the electrical activity of the heart.
* Compare and contrast electrocardiographic artifacts and the probable cause of each.
* Interpret a typical electrocardiographic tracing.
* Identify common electrocardiograph arrhythmias.
* Summarize cardiac diagnostic tests.
* Apply a Holter monitor.

Diagnostic Imaging:

* Recognize the precautions to be taken when unloading, loading, and processing radiograph film and cassettes.
* Distinguish among the three body planes, and use these terms correctly when discussing radiographic positions.
* Identify anteroposterior (AP), posteroanterior (PA), lateral, oblique, and axial radiographic projections.
* Outline the general procedure for assisting with an x-ray examination.
* Summarize guidelines for scheduling multiple diagnostic procedures.
* Apply patient/client education principles when providing instructions for preparation for diagnostic procedures.
* Describe precautions to ensure the safety of equipment operators and staff during x-ray procedures.

Surgical Supplies and Instruments:

* Describe typical solutions and medications used in minor surgical procedures.
* Summarize methods for identifying surgical instruments used in minor office surgery.
* Outline the general classifications of surgical instruments.
* Describe the care of surgical instruments.
* Identify types of sutures and surgical needles.
* Define the concepts of aseptic technique.
* Explain the differences among sanitization, disinfection, and sterilization.
* Demonstrate how to wrap instrument packs for autoclave sterilization.
* Explain the types and uses of sterilization indicators.
* Summarize the correct methods for loading, operating, and unloading an autoclave.
* Demonstrate how to operate an autoclave.

Surgical Asepsis and Surgical Procedures:

* Summarize common minor surgical procedures.
* Detail the medical assistant's role in minor office surgery.
* Perform a skin prep and a surgical hand scrub for surgery.
* Outline the rules for setting up and maintaining a sterile field.
* Open a sterile pack to create a sterile field.
* Transfer sterile instruments and pour solutions into a sterile field.
* Apply sterile gloves without contamination.
* Don a sterile gown and gloves while maintaining a sterile field.
* Demonstrate how to assist with a minor surgical procedure and suturing.
* Summarize postoperative instructions and care of wounds.
* Properly apply dressings and bandages to surgical sites.
* Conduct patient/client education in aseptic technique and surgical procedures.

**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** |
| **Psychomotor (Skills)** **I.P. Anatomy, Physiology, and Pharmacology** |
| I.P.2 | 2. Perform the following procedures: |
| I.P.2.a | a. electrocardiography |
| I.P.8 | 8. Instruct and prepare a patient for a procedure or treatment |
| I.P.9 | 9. Assist provider with a patient exam |
| **CONTENT AREA III: Infection Control** |
| **Psychomotor (Skills)** **III.P. Infection Control** |
| III.P.4 | 4. Prepare items for autoclaving |
| III.P.5 | 5. Perform sterilization procedures |
| III.P.6 | 6. Prepare a sterile field |
| III.P.7 | 7. Perform within a sterile field |
| III.P.9 | 9. Perform dressing change |
| **CONTENT AREA V: Applied Communications** |
| **Psychomotor (Skills)** **V.P. Concepts of Effective Communication** |
| V.P.8 | 8. Participate in a telehealth interaction with a patient |
|  **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 MATERIALS:**

**For Online 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)
* A medical dictionary
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Needed for daily classroom participation:

* One stethoscope
* One sphygmomanometer (blood pressure cuff)
* One watch with a second hand
* One USB storage device for personal use/backup
* One USB storage device of sufficient size to store your skill video recordings (to be given to the instructor at the end of the term)

Required learning resources from previous program courses may be utilized.

**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,** see above, 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 products, etcetera, to meet core curriculum objectives, per instructor (refer to table below).

Evaluation may include:

* Demonstration of safe psychomotor skills when providing patient/client care
* Demonstration of listening skills, and respect, for diversity during interactions with patients/clients and families
* Demonstration of assertive verbal and nonverbal communication skills with patients/clients, families and team members
* Practice of correct medical terminology to communicate and document patient/client information
* Providing patient/client care in accordance with regulations, policies, laws and patient/client 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 (including text and email), assignments, quizzes, etcetera, 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 Products:
	+ A patient/client education resource related to healthcare will be created as assigned (i.e., Colposcopy, Cervical Biopsy, Breast Self-Exam, Testicular Self-Exam, etc.). Assignment details will be distributed by the instructor.
	+ A handwashing community service presentation will be completed as assigned. Assignment details will be distributed by the instructor.
	+ Vital signs, including chief complaint, are to be completed with accurate performance and documentation. A total of 5 “patient/client” vital signs and chief complaints are to be turned in each class for 12 weeks of the semester (60 vital signs). Vital Signs are a course requirement. If vital signs are not completed you have not met course requirements and will not pass the course. CBE guidelines:
		- Measure and record the height within 0.5 inches and weight within 0.25 pounds for adult patient/client, and 0.25 inches and 1 ounce for pediatric patient/client, as read by the instructor.
		- Count and record respirations/minute, within one breathe, as counted by the instructor.
		- Count and record radial and apical pulse rate/minute, within 2 beats, as counted by the instructor.
		- Take and record oral temperature, axillary temperature, and tympanic core body temperature within 0.2 degrees of the instructor’s reading, use proper technique to clean and store thermometers.
	+ 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** (additional assignments may be assigned and graded):

**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) | 25% |
| Abbreviation Examination (1 X 100) | 1400 points | 25%  |
| Anatomy Examinations (5 x 100) |
| Chapter Examinations (8 x 100) |
| Project(s) (3 x 100) | 700 points | 25% |
| Presentation x2/Professionalism x1 (3 x 100) |
| Coursework/ Exercises/Vital Signs  |
| Midterm Exam (1 x 100) | 200 points | 25% |
| Final Exam (1 x 100) |
| TOTAL | 2300 points | 100% |

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

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/client 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 (see schedule), 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:**

Content related to the medical assistant profession 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:

The Kinn’s Medical Assistant

Procedures I

Chapter 32 Dermatology

Chapter 37 Neurology

Chapter 42 Urology and Male Reproduction

Chapter 43 Obstetrics and Gynecology

Chapter 45 Geriatrics

Procedures II

Chapter 24 Surgical Supplies and Instruments

Chapter 25 Assisting with Surgical Procedures

Chapter 26 Principles of Electrocardiography

Chapter 35 Orthopedics and Rheumatology

Chapter 38 Behavioral Health

Chapter 40 Cardiology

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC/CONTENT** | **EVALUATION** | **LEARNING OBJECTIVE** |
| 1 | * **ORIENTATION (CAMPUS):** 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 Products (WP), and all Publisher Online Skill Videos & Resources, Team Leader Assignments
* **TOPIC (CAMPUS):** Obstetrics and Gynecology (43) – Read Chapter thoroughly, Female Reproductive Anatomy (quiz), Complete Assigned Kinns Study Guide, Login/Complete Kinns Online Resources/Practice Exam, other as assigned
* **WORK PRODUCT (WP), PROJECTS & PRESENTATION (CAMPUS):** 1) Index Cards for OB/GYN Exam & Procedures. 2) Cervical Biopsy and Colposcopy Educational Presentation Information: Date Due – See Instructor Syllabus
* **VIRTUAL STUDY/LAB (CANVAS):** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **VIRTUAL REVIEW (CANVAS):** Review MAST 1101 All Competencies, e.g., Physical Exam, Vital Signs, etc., and Kinns Skill Videos
 | * Cognitive Objectives: Exam Questions
 | I.P.8, I.P.9, A.1-8 |
| * **SKILL LAB (CAMPUS)**: Review Required Lab Hours, Lab Policies, Peer Evaluation and CBE policies; Hands-On Psychomotor and Affective Skills Practice
 |
| 2 | * **TOPIC (CAMPUS):** Urology & Male Reproduction (42) – Study Guide, Male Reproductive Anatomy (quiz), Online Skill Videos & Resources as assigned
* **WP:** Research Ejaculatory Process (See Instructor Syllabus), review Module WP Information
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | III.P.6, I.P.9, A.1-8 I.P.9 |
| * **EXAM:** Female Anatomy
* **SKILL LAB (CAMPUS)**: Hands-On Psychomotor/Affective Skills Practice, and CBE and/or Scenarios; Pelvic Exam and Breast-Self-Exam (BSE), UA, Testicular Self-Exam (TSE)
 |
| 3 | * **TOPIC (CANVAS):** Principles of Electrocardiology (26) – Study Guide, Electrode Placement (quiz), Online Skill Videos & Resources as assigned
* **VIRTUAL STUDY/LAB (CANVAS):** Read/Review - Autoclave Cleaning/Prep Manuals (see Module information); Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.2.a, I.P.8, A.1-8 |
| * **EXAM (CAMPUS):** Male Anatomy
* **SKILL LAB (CAMPUS)**: Pelvic Exam and Breast-Self-Exam (BSE), UA, Testicular Self-Exam (TSE), ECG, Holter Monitor, Patient Scenarios
 |
| 4 | * **EXAM (CANVAS):** Chapter 42, 43
* **TOPIC (CANVAS):** Cardiology (40) – Study Guide, Heart Anatomy (quiz), Online Skill Videos, Pathway of blood through circulatory system & Resources as assigned
* **VIRTUAL STUDY/LAB (CANVAS):** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **SIMCHART (CANVAS/EVOLVE):** Assigned EHR Simulations, See Instructor Syllabus
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8 |
| * **EXAM (CAMPUS):** Electrode Placement
* **SKILL LAB (CAMPUS):** ECG, Holter Monitor, Cardiology, skill practice, Holter Monitor, Wrap Instruments, Testicular Exam, Skill practice cardiology and ECG, Demo/Video Autoclave, Surgical Instruments, Sanitation, Sterilization, Disinfection, wrapping instruments, Read/Sign Autoclave Manual, other as needed
 |
| 5 | * **TOPIC:** Surgical Supplies and Instruments (24) – Study Guide, Instruments (quiz), Online Skill Videos & Resources as assigned, Review - Autoclave Cleaning/Prep for use
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8 |
| * **EXAM:** Heart Anatomy
* **CBE/SKILL LAB:** ECG, Holter Monitor, Cardiology, Wrap Instruments, Testicular Exam, Autoclave, Surgical Instruments, Sanitation, Sterilization, Disinfection, wrapping instruments, Sanitation, Sterilization, Disinfection, wrapping instruments, Read/Sign Autoclave Manual other as needed
 |
| 6 | * **EXAM:** Chapter 26, 40
* **TOPIC:** Assisting with Surgical Procedures (25) – Study Guide, Online Skill Videos & Resources as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.8, III.P.4, III.P.5, III.P.6, III.P.7, III.P.9, A.1-8 |
| * **EXAM:** Surgical Instruments
* **CBE/SKILL LAB:** Urology, Cardiology, skill practice CBE Autoclave, other as needed Autoclave Cleaning/Prep for use, pouring solution, transfer object, open sterile packages
 |
| 7 | * **TOPIC:** Behavioral Health (38) – Study Guide, Online Skill Videos & Resources as assigned. Review Specialty Office Procedures, prepare index cards for same
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **SIMCHART:** Assigned EHR Simulations
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8I.P.9, A.1-8 |
| * **CBE/SKILL LAB:** Positioning, Patient Prep, Office Surgery, Stitch/Staple removal, ECG, Holter Monitor, EHR Simulations, Patient Scenarios ROM, Patient Edu, Crutch Gaits, Sling, Hot/Cold packs, rehab/therapeutics
 |
| 8 | * **EXAM:** Chapter 24, 25
* **TOPIC:** Assisting in Orthopedic Medicine (35) – Study Guide, Skeletal/Muscular Anatomy, Online Skill Videos & Resources as assigned. Review Specialty Office Procedures, prepare index cards for same
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8 |
| * **EXAM:** Skeletal/Muscular Anatomy
* **CBE/SKILL LAB:** ECG, Holter Monitor, EHR Simulations, Patient Scenarios
 |
| 9 | * **TOPIC:** Assisting in Neurology and Mental Health (37) – Study Guide, Online Skill Videos & Resources as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8I.P.9, A.1-8 |
| * **CBE/SKILL LAB:** ECG, Holter Monitor, Wrap Instruments, ROM, Patient Edu, Crutch Gaits, Sling, Hot/Cold packs, rehab/therapeutics, other as needed
 |
| 10 | * **EXAM:** Chapter 35, 37
* **TOPIC:** Assisting in Geriatrics (45) – Study Guide, Online Skill Videos & Resources as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **SIMCHART:** Assigned EHR Simulations,
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | I.P.9, A.1-8I.P.9, A.1-8 |
| * **WP:** Presentation Community Service HW, Colposcopy, Cervical Biopsy, Breast Self-Exam, Testicular Exam, etc.
* **CBE/SKILL LAB:** BEGIN FINAL CBE/Scenarios all skills
 |
| 11 | * **TOPIC:** Assisting in Dermatology (32) – Study Guide, Online Skill Videos & Resources as assigned
* **VIRTUAL STUDY/LAB:** Watch Kinns any/all Supplemental Skills Videos for Assigned Chapter
* **Begin** Self-Review/Preparations for final exam
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately)
* **CBE/SKILL LAB:** FINAL CBE/Scenarios all skills
 |
| 12 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 42, 43, 26, 40)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **WP: Complete -** Presentation Community Service HW, Colposcopy, Cervical Biopsy, Breast Self-Exam, Testicular Exam, etc.
* **CBE/SKILL LAB:** FINAL CBE/Scenarios all skills
 |
| 13 | * **EXAM:** Chapters 32, 37, 45
* **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 24, 25, 38)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams, any/all Supplemental Skills Videos for Assigned Chapter
* **PRESENTATION:** Community Service HW
* **LOOKING AHEAD:** Initiate PPO for Final Instructor Signatures in Week 15
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **SIMULATION LAB SCENARIO/CRITICAL THINKING SKILL LAB:** Central Campus 8-5 PM(approximately)
* **CBE/SKILL LAB:** Begin Second Attempt Skills, SimChart Due
 |
| 14 | * **TOPIC:** Self Review – Final Exam Preparations/Study (Chap 35, 32, 37, 45)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams
* **LOOKING AHEAD:** Finalize PPO for Instructor Signature next week
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **WP DUE:** **ALL PRESENTATIONS Complete**
* **CBE/SKILL LAB: Complete** All Second-Attempt Skills as needed for all chapters
* **LOOKING AHEAD:** PPO for FINAL Instructor Signatures NEXT WEEK
 |
| 15 | * **TOPIC:** Final Exam Prep (review weak areas twice!)
* **VIRTUAL STUDY/LAB:** Review Kinns Practice Exams
 | * Cognitive Objectives: Exam Questions
* Psychomotor: CBE
* Affective: Scenario/Rubric/CBE
* Presentation/Project: Rubric
 | Listed Above |
| * **DUE:** PPO for Instructor Signature
* **SKILL LAB:** Inventory and lab cleanup (course cabinet/refrigerator), lab equipment check, QA
 |
| FINAL WEEEK | * **FINAL EXAM: PROCTORED (ZOOM OR CAMPUS – Per Instructor)**
 | * Cognitive Objectives: Exam Questions
 | 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: A 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. 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/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. 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/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 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/Clients" 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/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.