**1. COURSE TITLE:** \* Medical Assisting Review

**2.** **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION: \*** MAST 2297

**3.** **PREREQUISITE(S):** \* MAST 2215, MAST 2220, MAST 2230, MAST 2240

**CO-REQUISITE(S):** \* MAST 1126, MAST 2226

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

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

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

**LABORATORY HOURS: \*** (Lab component) **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: \***

This course is designed as a review tool for the Medical Assisting student in preparation for successful completion of credentialing examination, to aid students in discovery of content areas needing review, recalling administrative, clinical and trans-disciplinary medical assisting principles, medical assisting guidelines, skill competency review, and practice of computer-based test-taking skills.

**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:**

* Identify strengths and weaknesses to determine further study needs
* Develop an individualized study plan in preparation for the medical assisting credentialing exam.
* Answer administrative, clinical and trans-disciplinary questions with confidence.
* Relate how to take a timed computer-based credentialing examination.
* Demonstrate use of test-taking skills when taking practice exams
* Complete the CAAHEP approved RMA(AMT) credentialing exams in the SSCC Testing Center on assigned day of Finals Week (course requirement).
* Complete the following CAAHEP approved credentialing exams following program completion/graduation (graduate option):
  + CMA(AAMA)
  + NCMA(NCCT)
  + CCMA(NHA)
  + CMAC (AMCA)

**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).

**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

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

**Online Course Requirements**:

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

Learning resources/textbooks from previous program courses may be utilized. The online Learning

Management System (LMS), Canvas, ZOOM, etc., will be used to meet course requirements as needed (per instructor).

***Required: Elsevier’s Medical Assisting Exam Review 6th Edition (or most recent edition)***

*By: Deborah Barbier Holmes*

*Elsevier, 2022*

*www.elsevier.com*

*ISBN-13: 978-0-323-73412-7 – Printed Paperback Textbook*

**Required:** Elsevier HESI Exit Exam (with Remediation) for Medical Assisting

Complete: Monday/Tuesday of Week 7 in the SSCC Testing Center

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

**Required:** American Medical Technologists (AMT) Registered Medical Assistant (RMA) Credentialing Exam

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

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

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

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

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

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

D (1.0) = 60% - 69%

F = 0 – 59%

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

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

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

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

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency-based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to table 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 achieve the required 75% *average* will result in failure to progress in health science program (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).
* Skill Review Videos: Students are responsible for additional open lab time for practice/perfection and video recording of skill procedures for competency review (outside the regularly scheduled class). You are responsible for scheduling appointments with the instructor for skill competency review if needed. If course components are not completed you have not met course requirements and will not pass the course.
* 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:
  + An educational resume will be created as assigned. Assignment details and topic will be determined by the instructor.
  + A patient nutrition education presentation will be created as assigned. Assignment details and topic will be determined by the instructor.
  + A community resource related to healthcare will be created as assigned. Assignment details will be distributed by the instructor.
  + A handwashing education presentation will be completed as assigned. Assignment details will be distributed by the instructor.
  + Students will initiate the student Practicum Program Objectives (PPO) for instructor signature, verifying competent performance of core curriculum objectives, following successful completion of the term in which the competency-based examination was completed.
* Professionalism: Professionalism is required in both behavior and attire:
  + Classroom attire – professional casual (refer to program handbook).
  + Lab attire – scrubs/lab coat (refer to program handbook).

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

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **TOTAL POINTS** | **% OF FINAL GRADE**  **Passing Score required as above** |
| Review Exams (8 x 100) | 800 points | 30% |
| Assignments, Resume (8 x 100) | 800 points | 20% |
| HESI Exit Exam (1 x 100) | 100 points | 20% |
| CAAHEP Approved Credentialing Exam | 100 points | 30% |
| TOTAL | 1800 POINTS | 100% |

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

This course may include a variety of learning experiences which may include, but 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, practical scenarios, human patient simulation, performance of completed psychomotor skills (review demonstration via recording as assigned), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/INDEPENDENT STUDY** |
| NA | NA | Attend/participate in course/online course activities as scheduled |
| NA | NA | For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work |
| NA | NA | This course includes a Lab Component, and requires completion of out-of-class practice of competency skills. |
| NA | NA | Online exam review of previously presented program content, capstone demonstration of skills learned (see schedule), with supplemental resources (Atomic Learn and HESI Exit Exam for Medical Assistant), online skill video |
| NA | NA | Complete all review assignments and examinations within the due dates |
| NA | NA | Complete assigned Discussion Board activities |
| NA | NA | Skill review/peer review completed on campus with/without instructor (as assigned) |

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

Students must complete medical assisting credentialing exam(s) (refer to **8. Course Objectives**).

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

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

*Kinn's The Medical Assistant with Student Study Guide and Procedure Checklist Manual, 15th Edition* (or most recent edition)

* ***All content presented in textbook chapters***

Examination of all cognitive domain content and skill review of psychomotor/affective domains presented throughout program as assigned:

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK | **TOPIC/CONTENT** | **EVALUATION** | **LEARNING OBJECTIVE** |
| **1** | * **ASSIGNMENT:** Introduction Post * **ORIENTATION**: Syllabus/Quizzes, Class Rules/Quizzes, Publisher Resources, Skill Videos & Skill Resources, Visit/Set Up Elsevier Student Account * **READ**: Study Techniques & Test Taking Skills (see weblinks) * **EXPLORE:** Career Services Resume Resources (Tom Payton <https://www.sscc.edu/services/career-services.shtml>) * **EXAM: Test Prep Learning Express Prep** Practice Exams for the RMA & CMA– Complete CMA this week (SSCC Library Page>Popular Library Databases – Select PrepStep>Career Preparation>Prepare for Allied Health & Social Worker Exams>Prepare for Medical Assisting Certification) <https://www.learningexpresshub.com/ProductEngine/LELIndex.html#/prepstepacademic/libraryhome>). Take note of your exam scores; send to me via course Inbox. Use results from this exam to identify areas of weakness prior to review exams; concentrate on these areas as you work through review of material. * **PRACTICE EXAMS:** **Kinns Online Resources** – Pre-Tests for all five credentialing exams will be completed over the course of the term (beginning Week 2) in your KINNS Online supplement>Practice Exams> <https://evolve.elsevier.com/cs/store?role=faculty>; do not send the tests to me; take note of your exam score and send the score via course Inbox. Use results from practice exams to identify areas of weakness prior to the coming RMA(AMT) credentialing exam. Concentrate on these areas as you work through review of material. * **CMA Practice Opportunities** - Visit AAMA Weblinks (see course weblink), complete/use for repeated practice. * **RMA Practice Opportunities** - Visit AMT Weblinks (see course weblink), complete/use for repeated practice. * **CCMA Practice Opportunities** - Visit NHA Weblinks (see course weblink), complete/use for repeated practice. * **BUDGET $50-$60 now, to pay for the required HESI EXIT EXAM in Week 7 (one week timeframe prior to exam, for payment via the publisher – watch for updates)** | • Cognitive Objectives:  Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **2** | * **Credentialing Exam Review** – **ER** Chapter 1-7. Timed Online Quiz; three attempts permitted; score will be average of all attempts * **Print, complete the RMA Credential Exam Application** (AMT website); Take a copy of your completed exam application form to MAST/ALTH office #182 at Central Campus by Wednesday of Week 4 (if campus is closed – see email info) * **Test Prep Learning Express Academy –** Complete RMA this week * **Self-Practice/Skill Review (SR)** – Prepare for Practicum Hours via Kinns Skill Video, see schedule in Modules(Online Elsevier/Evolve) * **Kinns Practice Tests** – Begin next week | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **3** | * **CER**: Chapter 8-13. Timed Online Quiz; three attempts permitted; score will be average of all attempts * **SPSR** - Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **Review**: Kinns Skills & Strategies (50) – begin Resume Revision - Assignment for appointment with Tom Payton; review Resume Information (see course folder and online resources) * **Email** [tpayton@sscc.edu](mailto:tpayton@sscc.edu) to schedule both a Resume Evaluation and a Graduate Appointment with Tom Payton, SSCC Career Services - cc [rdavis@sscc.edu](mailto:rdavis@sscc.edu) on the email * **Practicum Prep/Skill Review** – Kinns Skill Video, see schedule in Modules(Online Elsevier/Evolve) * **Kinns Practice Tests** – Complete CMA/RMA Practice Exams (Inbox score(s) to instructor) | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **4** | * **CER**: Chapter 14-19. Timed Online Quiz; three attempts; score average of all attempts * **RMA (AMT) application copy due** in MAST/ALTH office by Wednesday * **Kinns Practice Tests** – Complete RMA Practice exams (Inbox score(s) to instructor) * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **HESI A2 Secrets Study Guide** (Reading Assignment SSCC Central Campus Library Resource) * **Prepare for CMA Administrative Exam**: Next Week | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **5** | * **Simulated CMA Exam**: Administrative Review Exam (campus library completion recommended). Timed Online Exam: 300 questions, three hours, one attempt permitted * **Resume Due**: Send current resume via course link * **HESI A2 Study Guide Journal Assignment** * Using course message tool, send the date and time of your appointment with Tom Payton, SSCC Career Services to instructor * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **PREPARE FOR HESI EXIT EXAM** (Watch for updates) Call the SSCC Testing Center to schedule HESI Exit appointment (Wilmington Campus – see weblinks) | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **6** | * **CER**: Chapter 20-29. Timed Online Quiz; three attempts; score average of all attempts * Begin work on an updated Resume (following meeting with Tom) – draft due Week 8 * **READ: HESI A2 - Test Prep** (SSCC Library Resource; See course instructions) * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **Kinns Practice Tests** – Complete CCMA Practice exams (Inbox score(s) to instructor) | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **7** | * **COMPLETE HESI EXIT EXAM** (Watch for updates) – After completion of the HESI Exit Exam access your Elsevier Student Account to review/study your individual ‘Remediation Report’ based on your exam answers * **CER**: Chapter 30-39. Timed Online Quiz; three attempts; score average of all attempts * **JOURNAL: HESI A2** - **Test Prep Review** (See assignment link in this week’s module) * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **Kinns Practice Tests** – Complete CMAA Practice Exams (Inbox score(s) to instructor) | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **8** | * **CER**: Chapter 40-49. Timed Online Quiz; three attempts; score average of all attempts * **Final Resume** due Week 10 * **Appointment:** Schedule Exit Interview with Instructor for Week 10 * **Kinns Textbook Online Resources** – Finish Practice Exams, Complete CMAC (send score(s) to instructor) * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) * **PREPARE/REVIEW FOR RMA(AMT) EXAM** (Watch for updates) – **Review:** HESI Remediation Resources | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **9** | * **CANVAS Simulated CMA Exam**: Clinical Review Exam. Timed Online Exam: 400 questions - One attempt permitted * **Final Resume** due next week * **SPSR** – Kinns Skill Video, see schedule in Modules (Online Elsevier/Evolve) **Practicum Prep/Skill Review** – Kinns Skill Video, see schedule in Modules(Online Elsevier/Evolve) * **Kinns Textbook Online Resources** – Complete CMAA Exams (send score(s) to instructor) * **PREPARE/REVIEW FOR RMA(AMT) EXAM** (Watch for updates) – **Review:** HESI Remediation Resources | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **10** | * **Exit Meeting/Exit Interview with instructor** – HESI Results * **Review HESI Remediation Resources** (appointment with instructor); Prepare for RMA/CMA Exam * **Log In:** Review Elsevier HESI Exam Results and Remediation resources (exit interview with instructor). Review weak area content this test reveals following review/practice exams. * **CMA/RMA Practice Questions** - Visit AAMA/AMT web links and complete as available * **Final Resume Due** | * Cognitive Objectives: Exam Questions | Review of Program Accreditation Required cognitive, psychomotor and affective domains (see attached). |
| **2-DAY**  **FINAL**  **WEEK** | * **Finals Week – AMT (RMA) CREDENTIALING EXAM AVAILABLE THURSDAY (By Appointment in SSCC TESTING CENTER – See Instructor)** * **Explore**: Ohio Means Jobs (see web links) AND \*ONet (see web links) * **Review:** HESI Remediation Resources * Prepare for RMA/CMA Exam * Complete Online Survey * **COURSE COMPLETION**: Required Completion of CAAHEP approved RMA credentialing exam (refer to Credentialing Exam Module) * **COURSE COMPLETION:** Required Documentation/Proof of required credentialing exam to Instructor/Program Director. Watch for credentialing Exam information - Dates TBD | As Above | As Above |

Students are responsible for Completion of CAAHEP approved AMT (RMA) credentialing exam before the end of the semester, and all additional open lab time for practice/perfection of skill procedures for competency review (outside the regularly scheduled class). Students are responsible for scheduling appointments with the instructor for skill competency review as needed. If course components are not completed you have not met course requirements and will not pass the course.

*\*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: \*\*\***

To successfully complete this course the student must:

* Demonstrate attendance
* Complete assigned exercises and activities
* Complete all practice exams and skill reviews
* Purchase and complete HESI Exit Exam for Medical Assistants
* Complete Learning Express practice credentialing exams (SSCC Campus Library Resource)
* Complete a CAAHEP approved Medical Assisting Credential examination
* 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 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 returned to proper place.
3. Mannequins secured in beds, chairs, or on carts and draped.
4. Bed side furniture in proper place.
5. Beds 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 to 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. CBE will be performed according to the procedure listed below:

A. Students are required to successfully demonstrate skill mastery of all skill competencies within 2 CBE, 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. CBE 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 CBE. "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.

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**APPENDIX B**

**Core Curriculum for Medical Assistants**

**Medical Assisting Education Review Board (MAERB)**

**2022 Curriculum Requirements**

Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the medical assisting profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) skills and the affective (A) behaviors.

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| --- | --- |
| **FOUNDATIONS FOR CLINICAL PRACTICE**  **CONTENT AREA I-XII + AFFECTIVE DOMAINS** | |
| **CONTENT AREA I: ANATOMY, PHYSIOLOGY, & PHARMACOLOGY** | |
| **Cognitive (Knowledge)**  **I.C Anatomy, Physiology, & Pharmacology** | **Psychomotor (Skills)**  **I.P Anatomy, Physiology, & Pharmacology** |
| 1. Identify structural organization of the human body 2. Identify body systems\* 3. Identify:    1. body planes    2. directional terms    3. quadrants    4. body cavities 4. Identify major organs in each body system\* 5. Identify the anatomical location of major organs in each body system\* 6. Identify the structure and function of the human body across the life span 7. Identify the normal function of each body system\* 8. Identify common pathology related to each body system\* including:    1. signs    2. symptoms    3. etiology    4. diagnostic measures    5. treatment modalities 9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases 10. Identify the classifications of medications including:     1. indications for use     2. desired effects     3. side effects     4. adverse reactions 11. Identify quality assurance practices in healthcare 12. Identify basic principles of first aid 13. Identify appropriate vaccinations based on an immunization schedule.   \*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary. | 1. Accurately measure and record    1. blood pressure    2. temperature    3. pulse    4. respirations    5. height    6. weight (adult and infant)    7. length (infant)    8. head circumference (infant)    9. oxygen saturation 2. Perform the following procedures:    1. electrocardiography    2. venipuncture    3. capillary puncture    4. pulmonary function testing 3. Perform patient screening following established protocols 4. Verify the rules of medication administration:    1. right patient    2. right medication    3. right dose    4. right route    5. right time    6. right documentation 5. Select proper sites for administering parenteral medication 6. Administer oral medications 7. Administer parenteral (excluding IV) medications 8. Instruct and prepare a patient for a procedure or a treatment 9. Assist provider with a patient exam 10. Perform a quality control measure 11. Collect specimens and perform:     1. CLIA waived hematology test     2. CLIA waived chemistry test     3. CLIA waived urinalysis     4. CLIA waived immunology test     5. CLIA waived microbiology test 12. Provide up-to-date documentation of provider/professional level CPR 13. Perform first aid procedures     1. bleeding     2. diabetic coma or insulin shock     3. stroke     4. seizures     5. environmental emergency     6. syncope |
| **CONTENT AREA II: APPLIED MATHEMATICS** | |
| **Cognitive (Knowledge)**  **II.C Applied Mathematics** | **Psychomotor (Skills)**  **II.P Applied Mathematics** |
| 1. Define basic units of measurement in:    1. the metric system    2. the household system 2. Identify abbreviations used in calculating medication dosages 3. Identify normal and abnormal results as reported in:    1. graphs    2. tables | 1. Calculate proper dosages of medication for administration 2. Record laboratory test results into the patient’s record 3. Document on a growth chart 4. Apply mathematical computations to solve equations 5. Convert among measurement systems |
| **CONTENT AREA III: INFECTION CONTROL** | |
| **Cognitive (Knowledge)**  **III.C Infection Control** | **Psychomotor (Skills)**  **III.P Infection Control** |
| 1. Identify major types of infectious agents 2. Identify the infection cycle including:    1. the infectious agent    2. reservoir    3. susceptible host    4. means of transmission    5. portals of entry    6. portals of exit 3. Identify the following as practiced within an ambulatory care setting:    1. medical asepsis    2. surgical asepsis 4. Identify methods of controlling the growth of microorganisms 5. Identify the principles of standard precautions 6. Identify personal protective equipment (PPE) 7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings | 1. Participate in bloodborne pathogen training 2. Select appropriate barrier/personal protective equipment (PPE) 3. Perform handwashing 4. Prepare items for autoclaving 5. Perform sterilization procedures 6. Prepare a sterile field 7. Perform within a sterile field 8. Perform wound care 9. Perform dressing change 10. Demonstrate proper disposal of biohazardous material     1. sharps     2. regulated wastes |
| **CONTENT AREA IV: NUTRITION** | |
| **Cognitive (Knowledge)**  **IV. C Nutrition** | **Psychomotor (Skills)**  **IV. P Nutrition** |
| 1. Identify dietary nutrients including:    1. carbohydrates    2. fat    3. protein    4. minerals    5. electrolytes    6. vitamins    7. fiber    8. water 2. Identify the function of dietary supplements 3. Identify the special dietary needs for:    1. weight control    2. diabetes    3. cardiovascular disease    4. hypertension    5. cancer    6. lactose sensitivity    7. gluten-free    8. food allergies    9. eating disorders 4. Identify the components of a food label | 1. Instruct a patient regarding a dietary change related to patient’s special dietary needs |
| **CONTENT AREA V: CONCEPTS OF EFFECTIVE COMMUNICATION** | |
| **Cognitive (Knowledge)**  **V.C Concepts of Effective Communication** | **Psychomotor (Skills)**  **V.P. Concepts of Effective Communication** |
| 1. Identify types of verbal and nonverbal communication 2. Identify communication barriers 3. Identify techniques for overcoming communication barriers 4. Identify the steps in the sender-receiver process 5. Identify challenges in communication with different age groups 6. Identify techniques for coaching a patient related to specific needs 7. Identify different types of electronic technology used in professional communication 8. Identify the following related to body systems\*:    1. medical terms    2. abbreviations 9. Identify the principles of self-boundaries 10. Identify the role of the medical assistant as a patient navigator 11. Identify coping mechanisms 12. Identify subjective and objective information 13. Identify the basic concepts of the following theories of:     1. Maslow     2. Erikson     3. Kubler-Ross 14. Identify issues associated with diversity as it relates to patient care 15. Identify the medical assistant’s role in telehealth   \*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary. | 1. Respond to nonverbal communication 2. Correctly use and pronounce medical terminology in health care interactions 3. Coach patients regarding:    1. office policies    2. medical encounters 4. Demonstrate professional telephone techniques 5. Document telephone messages accurately 6. Using technology, compose clear and correct correspondence 7. Use a list of community resources to facilitate referrals 8. Participate in a telehealth interaction with a patient |
| **CONTENT AREA VI: ADMINISTRATIVE FUNCTIONS** | |
| **Cognitive (Knowledge)**  **VI.C Administrative Functions** | **Psychomotor (Skills)**  **VI.P Administrative Functions** |
| 1. Identify different types of appointment scheduling methods 2. Identify critical information required for scheduling patient procedures 3. Recognize the purpose for routine maintenance of equipment 4. Identify steps involved in completing an inventory 5. Identify the importance of data back-up 6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system | 1. Manage appointment schedule, using established protocols 2. Schedule a patient procedure 3. Input patient data using an electric system 4. Perform an inventory of supplies |
| **CONTENT AREA VII: BASIC PRACTICE FINANCES** | |
| **Cognitive (Knowledge)**  **VII.C Basic Practice Finances** | **Psychomotor (Skills)**  **VII.P Basic Practice Finances** |
| 1. Define the following bookkeeping terms:    1. charges    2. payments    3. accounts receivable    4. accounts payable    5. adjustments    6. end of day reconciliation 2. Identify precautions for accepting the following types of payments:    1. cash    2. check    3. credit card    4. debit card 3. Identify types of adjustments made to patient accounts including:    1. non-sufficient funds (NSF) check    2. collection agency transaction    3. credit balance    4. third party 4. Identify patient financial obligations for services rendered | 1. Perform accounts receivable procedures to patient accounts including posting:    1. charges    2. payments    3. adjustments 2. Input accurate billing information in an electronic system 3. Inform a patient of financial obligations for services rendered |
| **CONTENT AREA VIII: THIRD-PARTY REIMBURSEMENT** | |
| **Cognitive (Knowledge)**  **VIII.C Third-Party Reimbursement** | **Psychomotor (Skills)**  **VIII.P Third-Party Reimbursement** |
| 1. Identify:    1. types of third-party plans    2. steps for filing a third-party claim 2. Identify managed care requirements for patient referral 3. Identify processes for:    1. verification of eligibility for services    2. precertification/preauthorization    3. tracking unpaid claims    4. claim denials and appeals 4. Identify fraud and abuse as they relate to third party reimbursement 5. Define the following:    1. bundling and unbundling of codes    2. advanced beneficiary notice (ABN)    3. allowed amount    4. deductible    5. co-insurance    6. co-pay 6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements | 1. Interpret information on an insurance card 2. Verify eligibility for services 3. Obtain precertification or preauthorization with documentation 4. Complete an insurance claim form 5. Assist a patient in understanding an Explanation of Benefits (EOB) |
| **CONTENT AREA IX: PROCEDURAL AND DIAGNOSTIC CODING** | |
| **Cognitive (Knowledge)**  **IX.C Procedural and Diagnostic Coding** | **Psychomotor (Skills)**  **IX.P Procedural and Diagnostic Coding** |
| 1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II) 2. Identify the effects of:    1. upcoding    2. downcoding 3. Define medical necessity | 1. Perform procedural coding 2. Perform diagnostic coding 3. Utilize medical necessity guidelines |
| **CONTENT AREA X: LEGAL IMPLICATIONS** | |
| **Cognitive (Knowledge)**  **X.C Legal Implications** | **Psychomotor (Skills)**  **X.P Legal Implications** |
| 1. Identify scope of practice and standards of care for medical assistants 2. Identify the provider role in terms of standard of care. 3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA) 4. Identify the standards outlined in The Patient Care Partnership 5. Identify licensure and certification as they apply to healthcare providers 6. Identify criminal and civil law as they apply to the practicing medical assistant 7. Define:    1. negligence    2. malpractice    3. statute of limitations    4. Good Samaritan Act(s)    5. Uniform Anatomical Gift Act    6. living will/advanced directives    7. medical durable power of attorney    8. Patient Self Determination Act (PSDA)    9. risk management 8. Identify the purpose of medical malpractice insurance 9. Identify legal and illegal applicant interview questions 10. Identify:     1. Health Information Technology for Economic and Clinical Health (HITECH) Act     2. Genetic Information Nondiscrimination Act of 2008 (GINA)     3. Americans with Disabilities Act Amendments Act (ADAAA) 11. Identify the process in compliance reporting:     1. unsafe activities     2. errors in patient care     3. conflicts of interest     4. incident reports 12. Identify compliance with public health statutes related to:     1. communicable diseases     2. abuse, neglect, and exploitation     3. wounds of violence 13. Define the following medical legal terms:     1. informed consent     2. implied consent     3. expressed consent     4. patient incompetence     5. emancipated minor     6. mature minor     7. subpoena duces tecum     8. respondeat superior     9. res ipsa loquitur     10. locum tenens     11. defendant-plaintiff     12. deposition     13. arbitration-mediation | 1. Locate a state’s legal scope of practice for medical assistants 2. Apply HIPAA rules in regard to:    1. privacy    2. release of information 3. Document patient care accurately in the medical record 4. Complete compliance reporting based on public health statutes 5. Report an illegal activity following the protocol established by the healthcare setting 6. Complete an incident report related to an error in patient care |
| **CONTENT AREA XI: ETHICAL AND PROFESSIONAL CONSIDERATIONS** | |
| **Cognitive (Knowledge)**  **XI.C Ethical and Professional Considerations** | **Psychomotor (Skills)**  **XI.P Ethical and Professional Considerations** |
| 1. Define:    1. ethics    2. morals 2. Identify personal and professional ethics 3. Identify potential effects of personal morals on professional performance 4. Identify professional behaviors of a medical assistant | 1. Demonstrate professional response(s) to ethical issues |
| **CONTENT AREA XII: PROTECTIVE PRACTICES** | |
| **Cognitive (Knowledge)**  **XII.C Protective Practices** | **Psychomotor (Skills)**  **XII.P Protective Practices** |
| 1. Identify workplace safeguards 2. Identify safety techniques that can be used in responding to accidental exposure to:    1. blood    2. other body fluids    3. needle sticks    4. chemicals 3. Identify fire safety issues in an ambulatory healthcare environment 4. Identify emergency practices for evacuation of a healthcare setting 5. Identify the purposeof Safety Data Sheets (SDS) in a healthcare setting 6. Identify processes for disposal of a. biohazardous waste and b. chemicals 7. Identify principles of:    1. body mechanics    2. ergonomics 8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency 9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency | 1. Comply with safety practices 2. Demonstrate proper use of:    1. eyewash equipment    2. fire extinguishers 3. Use proper body mechanics 4. Evaluate an environment to identify unsafe conditions |

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| **AFFECTIVE SKILLS**  The affective competencies listed below can be bundled with any of the psychomotor competencies included in the curriculum. The goal is to provide opportunities for Program Directors to develop assessment tools creatively and focus on incorporating the affective behaviors with any psychomotor skill that involves interacting with a patient. These behavioral competencies are important to the development of communication skills and professional behavior in the field of medical assisting. The students will need to achieve all the affective competences, but they can do so using several different skills. There are examples in the *Educational Competencies for Medical Assistants* to guide Program Directors in the incorporation of these affective skills. | |
| **A.1** | Demonstrate critical thinking skills |
| **A.2** | Reassure patients |
| **A.3** | Demonstrate empathy for patients’ concerns |
| **A.4** | Demonstrate active listening |
| **A.5** | Respect diversity |
| **A.6** | Recognize personal boundaries |
| **A.7** | Demonstrate tactfulness |
| **A.8** | Demonstrate self-awareness |

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