

2016-2017

**COURSE:** MA 175 Clinical Office Procedures I

**COURSE DESCRIPTION:** This course includes instruction in patient preparation, obtaining and recording information, assisting the physician with examinations, and caring for the examination room before and after patient care. The course is also designed to familiarize the student with various types of microorganisms found around us, their usefulness as well as their disease producing abilities, including methods to control microscopic agents and methods of health promotion and disease prevention.

**LEARNING OUTCOME:** Upon successful completion of this course, the student will be able to perform the activities in a clinical setting from patient preparation, recording information, assisting the physician on examinations. The student will be aware of the various types of microorganisms that can cause diseases and methods to control these agents as well as health promotion and disease prevention.

**INSTRUCTOR:** Larin Albertson, CMA (AAMA)

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**DURATION:** 56 Clock Hours

2 Semester Credits

**SEMESTER:** FALL 2016 (8/18/16 – 12/16/16) T TH 8:00AM ROOM 110A

**REQUIRED TEXT:** Medical Assisting Administrative & Clinical Competencies, 8<sup>th</sup> edition, Michelle Blesi, \$145.00, ISBN: 978-1-305-11070-0, Publisher: Cengage Learning

Student Workbook: Medical Assisting Administrative & Clinical Competencies, 8<sup>th</sup> edition, Michelle Blesi, \$129.00, ISBN: 978-1-305-11085-4, Publisher: Cengage Learning

**UNITS OF INSTRUCTION:**

MA 175 1 Infection Control and Medical Asepsis (Chapter 34)

MA 175 2 The Medical History and Patient Screening (Chapter 35)

MA 175 3 Body Measurements and Vital Signs (Chapter 36)

MA 175 4 Preparing for Examinations (Chapter 37)

MA 175 5 The Physical Exam (Chapter 38)

MA 175 6 Pediatric Examinations (Chapter 41)

**STUDENT LEARNING OUTCOMES:**

**By successfully completing this course, the student will:**

MA 175 1

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. Locate and interpret from the communicable disease chart the means of transmission, incubation time, symptoms, and treatment for a given disease.
3. Describe the infection control cycle including: the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit.
4. List major types of infectious agents.

5. List the five steps in the infectious disease process and give an explanation of each.
6. Identify methods of controlling the growth of microorganisms.
7. Teach self-examination, disease management, and health promotion.
8. Explain how used needles, lancets, capillary tubes, glass slides, and other sharp instruments are to be handled.
9. Define the principles of standard precautions.
10. Explain the process for disposal of biohazardous material.
11. Describe the body's defense mechanisms against disease.
12. Identify Centers for Disease Control (CDC) regulations that impact health care practices.
13. Comply with federal, state, and local health laws and regulations as they relate to health care settings.
14. Define medical asepsis as practiced with an ambulatory care setting.
15. Define personal protective (PPE) for: all body fluids, secretions, and excretions; blood; nonintact skin; and mucous membranes.
16. Explain the preventive measure for health care professionals to protect against the hepatitis B virus.
17. Explain the difference between sanitation, disinfection, and sterilization and the purpose of each.
18. Explain the function of the autoclave and the steps and safety precautions to follow when using it.
19. Explain the purpose of using sterilization and biological indicators for autoclaving.
20. Describe the process in compliance reporting of incident reports.
21. Identify safety techniques that can be used in responding to accidental exposure to blood, other body fluids and needle sticks.
22. Perform handwashing.
23. Demonstrate proper removal of nonsterile gloves.
24. Select appropriate barrier/personal protective equipment (PPE) and demonstrate application and removal when working in potentially infectious situations.
25. Prepare items for autoclaving.
26. Demonstrate sanitization procedures.
27. Demonstrate disinfection/sterilization techniques.
28. Perform risk management procedures.
29. Practice standard precautions.
30. Recognize the implications for failure to comply with Centers for Disease Control (CDC) regulations in health care settings.

#### MA 175 2

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. Explain the purpose of screening in today's medical office.
3. Describe the process for screening and determining the urgency of a patient's condition.
4. Identify the skills necessary to conduct a patient interview.
5. List the characteristics of the patient's chief complaint and the present illness.
6. Explain the purpose of obtaining a health history.
7. Identify the components of the health history form and their documentation.
8. Compare and contrast the patient's medical, family, and social and occupational histories.
9. Discuss the genogram and explain why it is useful.
10. Explain how the review of systems is obtained and documented.
11. Perform patient screening using established protocols.

12. Obtain and record a patient health history.
13. Use feedback techniques to obtain patient information including reflection, restatement, and clarification.
14. Incorporate critical thinking skills when performing patient assessment and care.
15. Demonstrate empathy, active listening, and nonverbal communication.
16. Demonstrate the principles of self-boundaries.
17. Demonstrate sensitivity to patient rights.

#### MA 175 3

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. Name five types of mensurations.
3. Explain why and when a patient's height and weight are measured.
4. Identify the four vital signs and the body functions they measure.
5. Identify the average normal temperature for aural, axillary, oral, temporal, and rectal measurement.
6. Demonstrate knowledge of basic math calculations by being able to calculate the following: foot and inch measurement conversions, weight and BMI conversions, and Celsius and Fahrenheit temperature conversions.
7. Identify normal pulse rates, describing five factors that affect the rate.
8. Identify and locate five pulse sites and explain the appropriate use of each.
9. Explain indications for apical pulse measurement.
10. Describe normal respiration and explain abnormal breathing patterns.
11. Explain what blood pressure measures.
12. Describe the appropriate equipment for obtaining blood pressure.
13. Name the two phases of blood pressure; describe the corresponding action that occurs and the relative amount of pressure with each phase.
14. Identify normal and abnormal blood pressure, including factors affecting it.
15. Measure and record height and weight.
16. Measure and record oral temperature with an electronic thermometer.
17. Measure and record axillary temperature with an electronic thermometer.
18. Measure and record core body temperature with a tympanic (aural) thermometer.
19. Measure and record temperature with a temporal artery thermometer.
20. Measure and record apical pulse rate.
21. Measure and record radial pulse rate and respirations.
22. Measure and record blood pressure.
23. Follow documentation guidelines.
24. Perform patient screening using established protocols.
25. Demonstrate professional behavior.
26. Incorporate critical thinking skills when performing patient assessment and care.
27. Explain to a patient the rationale for performance of a procedure.
28. Show awareness of a patient's concerns related to the procedure being performed.

#### MA 175 4

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. List the supplies that should be available in an examination room.
3. Explain the steps necessary to prepare for an exam.

4. Explain examination room cleanup and equipment that may need to be disinfected following a patient examination.
5. Define medical asepsis as practiced within an ambulatory care setting.
6. Name the examination positions and explain the purpose of each.
7. Explain the technique and purpose of draping the patient for each examination position.
8. Make adaptations with patients with special needs.
9. Prepare and maintain examination and treatment areas.
10. Transfer a patient from a wheelchair to the examination table.
11. Transfer a patient from the examination table to a wheelchair.
12. Use proper body mechanics.
13. Demonstrate positioning a patient for a variety of examinations.
14. Assist provider with a patient exam.
15. Explain to the patient the rationale for performance of a procedure.
16. Incorporate critical thinking skills in performing patient assessment and care.

#### MA 175 5

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. Discuss the reasons a complete physical examination is performed.
3. Explain the role of the medical assistant in the examination process.
4. Discuss patient education as it relates to breast and testicular self-examination and why physical examinations are performed.
5. Name the six examination techniques used by physicians and give examples of each.
6. Discuss the physical examination format for providers and the body systems that are examined.
7. Using Table 38-1, discuss the examination and specialty procedures routinely performed on patients and the frequency of each.
8. Prepare a patient for and assist with a routine physical exam.
9. Assist provider with a patient exam.
10. Instruct and prepare a patient for a procedure or a treatment.
11. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients.
12. Incorporate critical thinking skills when performing patient assessment and care.
13. Explain to a patient the rationale for performance of a procedure.

#### MA 175 6

1. Spell and define, using the glossary, all the Words to Know in this chapter.
2. Interpret from the AAP's Recommendations for Preventive Pediatric Health Care chart for frequency and types of recommended screenings and procedures for pediatric patients.
3. Explain the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program.
4. Identify and discuss developmental stages of life.
5. Identify gross motor activities that are appropriate for 6-month, 1-year, and 18-month-old children using childhood growth and development tables.
6. Explain how to plot height and weight measurements on a growth chart.
7. Explain the difference between a well-child and sick-child visit.
8. List five responsibilities of the medical assistant when assisting with pediatric examinations.
9. Explain the difference between neglect and abuse, citing five examples of each.

10. Identify immunizations given to infants and children at various ages according to the Recommended Childhood and Adolescent Immunization Schedule.
11. Identify two charts used to perform pediatric vision acuity and explain how each is used.
12. Measure length, weight, and head and chest circumference of an infant or child.
13. Plot pediatric patients' measurements on a growth chart.
14. Perform pediatric vision acuity screening.
15. Incorporate critical thinking skills when performing patient assessment and care.
16. Explain the rationale for performance of a procedure to the patient.
17. Show awareness of the patient's concerns related to the procedure being performed.

**COGNITIVE OBJECTIVES:** III.C.1. List major types of infectious agents

III.C.2. Describe the infection cycle including: the infectious agent, reservoir, susceptible host, means of transmission, portal of entry, portals of exit

III.C.3. Define the following as practiced within an ambulatory care setting: medical asepsis

III.C.4. Identify methods of controlling the growth of microorganisms

III.C.5. Define the principles of standard precautions

III.C.6. Define personal protective equipment (PPE) for: all body fluids, secretions and excretions, blood, non-intact skin, mucous membranes

III.C.7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices

**PSYCHOMOTOR COMPETENCIES:** I.P.1. Measure and record: blood pressure, temperature, pulse, respirations, height, weight, length (infant), head circumference (infant), pulse oximetry

I.P.3. Perform patient screening using established protocols

I.P.8. Instruct and prepare a patient for a procedure or a treatment

I.P.9. Assist provider with a patient exam

II.P.4. Document on a growth chart

III.P.3. Perform handwashing

III.P.4. Prepare items for autoclaving

III.P.5. Perform sterilization procedures

V.P.1. Use feedback techniques to obtain patient information including: reflection, restatement, clarification

V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients

X.P.3. Document patient care accurately in the medical record

X.P.5. Perform compliance reporting based on public health statutes

XII.P.3. Use proper body mechanics

**AFFECTIVE COMPETENCIES:** I.A.1. Incorporate critical thinking skills when performing patient assessment

I.A.2. Incorporate critical thinking skills when performing patient care

I.A.3. Show awareness of a patient's concerns related to the procedure being performed

III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

**METHODS OF INSTRUCTION:** Lectures, class discussions, demonstrations, projects and assignments.

**ATTENDANCE:** Absences can seriously affect grades. Students are responsible for all information missed while absent from class. Students will be allowed to miss a maximum of three (3) class periods. This includes any changes to the schedule that might occur.

**MAKE UP POLICY:** Make up work procedures addressed in the MA Program Policy Manual.

**Student Responsibility for Student Handbook Information**

As a student, you are responsible for the information in the LATI handbook. Lake Area Technical Institute reserves the right to change regulations and policies as necessary. Information relating to the withdrawal of a course, class conduct, plagiarism, inclement weather can all be located in the student handbook.

**ACADEMIC INTEGRITY:** Students' Responsibilities: Students are responsible for their own behaviors and are expected to maintain stated standards of academic honesty. Students share the responsibility with the faculty for maintaining an environment that supports academic honesty and discourages plagiarism or cheating.

**Faculty and Administrator Responsibilities:** Faculty are responsible for creating a classroom and testing environment that discourages cheating, confronts suspected violators and insures fair treatment of all students. Administrators also share the responsibility for developing an environment that discourages academic dishonesty. If a student is participating in academic dishonesty, he/she may be dismissed from the course or otherwise disciplined.

**CAREER COUNSELING:** Guidance is available for students when investigating career choices or in reaffirming the choice already made.

**PERSONAL COUNSELING:** Knowing that student life can be stressful, Lake Area Tech provides personal on-campus counseling for either school-related or non-school-related issues. At times, referral to another counseling service may be warranted. Check with the on-campus counseling staff if you have concerns you need to discuss. Specific referrals for drug and alcohol-related issues will be made by on-campus counselors.

**AMERICANS WITH DISABILITIES ACT:** Students are entitled to 'reasonable accommodations' under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Office of Disability Services, Educational Services/Library.

**STUDENT TUTORING:** The Educational Services Center staff and peer tutors provide tutoring for all courses. If you are a student in need of help in any of your classes, please contact the Educational Services Coordinator located in the LATI library.

**PERSONAL OBJECTIVES:**

- Attend class session
- Prepare for class session
- Complete assignments by due date
- Demonstrate a high level of responsibility

- Display respect for other members of the class
- Participate in class discussions and projects

**COMPLETION STANDARDS:** The student will pass the course with a minimum of 80% on the overall grade of the course.

**EVALUATION AND GRADING:** Evaluation is directly related to the performance objectives. Performance is measured by written examinations, assignments, competencies, and/or quizzes.

**COMPETENCIES:** Students will be allowed three (3) attempts at the psychomotor and affective competencies for the Clinical Office Procedures I course. In order for the student to earn a passing grade in the course, the student must successfully complete the psychomotor and affective competencies by performing 100% competent. Students will receive a Pass/Fail grade for competencies.

**STUDENT EVALUATION:** The assessment and grading of student performance in this course is based on the following activities:

90% Written examinations  
10% Workbook assignments

**GRADING SCALE:** 100% - 94% = A  
93% - 87% = B  
86% - 80% = C  
79% or below = F

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\*\*The instructor has the right to change any and all material on this syllabus at any time.



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