**New River Community & Technical College**

Associate of Applied Science

Medical Assisting

Syllabi

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**MAST 108L**

**CLINICAL PROCEDURES FOR MEDICAL ASSISTING SKILLS LAB**

**Semester:** Spring 2015

**Instructor:** Mary Jane Floyd, MA

**Phone number:** (304)883-2430 - office

**E-mail address:** mfloyd@newriver.edu

**Office Hours:**

Monday –11:30 am to 12:00 pm

Tuesday – 8:00 am to 9:30 am

Wednesday – 9:30 am to 12:00 pm

3:00 pm to 4:30 pm

Thursday – 8:00 am to 12:00 pm

Friday – by appointment

**New River Vision Statement:** New River Community and Technical College improves students’ lives and enriches communities.

**New River Mission Statement:** New River Community and Technical College provides accessible, affordable, quality education and workforce programs to meet the needs of the region it serves.

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**Course Description:** This skills laboratory course focuses upon building competency in the utilization of skills and concepts taught in the pre-requisite and co-requisite Medical Assisting courses. It is concurrently offered with MAST 107 and MAST 109 for the instruction and demonstration of selected procedures necessary for the entry into the occupation of Medical Assisting. Students’ progress from basic assessment skills, vital signs and positioning to more complex skills utilized in diverse healthcare settings. Critical thinking in clinical situations is introduced as students begin to use critical thinking skills to address situations and challenges of the healthcare professional. Students are introduced to medication calculation and administration, collection of data (vital signs) and patient assessment, and specimen collection with documentation of these skills. Students develop practical experience in patient positioning, hand washing, physical assessment, medication administration principles and skills including oral, topical, sublingual and injections, wound care and sterile technique. Students begin to participate in self and peer performance evaluations and are encouraged to assist one another in the learning process. CR: MAST 107 or MAST 109.

**Primary Textbook(s):** Clinical Procedures for Medical Assistants, Study Guide, Eighth Edition; Bonewit-West

**Course Outline:**

1. Medical Record
   1. Consent to Treat Form
   2. Release of Information
   3. Preparing the medical record
   4. Obtaining and recording patient symptoms
2. Medical Asepsis and OSHA Standards
   1. Hand washing
   2. Applying an alcohol-based hand rub
   3. Application and removal of clean disposable gloves
3. Sterilization and Disinfection
   1. Sterilization of instruments
   2. Chemical disinfection
   3. Wrapping instruments
   4. Sterilizing using an autoclave
4. Vital Signs
   1. Oral body temperature
   2. Axillary body temperature
   3. Rectal body temperature
   4. Aural body temperature
   5. Tympanic temperature
   6. Temporal temperature
   7. Measuring pulse and respiration
   8. Measuring apical pulse
   9. Performing pulse oximetry
   10. Measuring blood pressure
5. Physical Examination-Assessment
   1. Measuring weight and height
   2. Positioning the patient
      1. Sitting
      2. Supine
      3. Prone
      4. Dorsal
      5. Lithotomy
      6. Sims
      7. Knee-chest
      8. Fowler’s
   3. Wheelchair transfer
   4. Assisting with physical exam
6. Eye and Ear Assessment
   1. Assessing distance visual acuity – Snellen Chart
   2. Assessing color vision – Ishihara
   3. Performing eye irrigation
   4. Performing eye instillation
   5. Performing ear irrigation
   6. Performing ear instillation
7. Physical Agents to Promote Healing
   1. Applying heating pad
   2. Applying hot soak
   3. Applying hot compress
   4. Applying ice pack
   5. Applying cold compress
   6. Applying chemical packs
   7. Measuring for axillary crutches
   8. Patient crutch gait instruction
   9. Patient cane instruction
   10. Patient walker instruction
8. OB-GYN Care
   1. Breast self-examination instructions
   2. Assisting with the gynecological exam
   3. Assisting with pre and post-natal exams
9. Pediatric Exams
   1. Measuring weight and length of infants
   2. Measuring head and chest circumference
   3. Calculating growth percentiles
   4. Applying urine collector
   5. Performing newborn screening
10. Minor Office Surgery
    1. Applying and removing sterile gloves
    2. Opening sterile pack
    3. Pouring sterile solution
    4. Changing sterile dressing
    5. Removing sutures and staples
    6. Applying and removing adhesive skin closures
    7. Assisting with minor office surgery
    8. Applying tubular gauze bandage
11. Administration of Medication
    1. Administering oral medications
    2. Preparing an injection
    3. Reconstituting powdered drugs
    4. Administering subcutaneous injections
    5. Administering intramuscular injections
    6. Z-track injections
    7. Administering intradermal injections
12. Cardiopulmonary Procedures
    1. Performing 12-lead EKG
    2. Applying Holter monitor
    3. Spirometry testing
    4. Measuring peak flow rate
13. Colon Procedures and Male Reproductive
    1. Fecal occult blood test – Guaiac test
    2. Hemocult slide test
    3. Assisting with sigmoidoscopy/colonoscopy procedures
14. Clinical Lab/Urinalysis
    1. Clean-catch urine collection
    2. 24-hour urine collection
    3. Chemical testing of urine with reagent strip
    4. Preparation of urine specimen for microscopic exam
    5. Performing urine pregnancy test
    6. Collecting a specimen for transport outside of lab
15. Hematology
    1. Hematocrit
    2. Preparation of blood smear for differential cell count
16. Blood Chemistry and Immunology
    1. Blood glucose monitoring using and Accu-Chek meter
17. Medical Microbiology
    1. Using a microscope
    2. Collecting throat specimens
    3. Preparing a smear

**Course Learning Outcomes:** At the conclusion of this course, the successful student will be able to:

1. Measure and record vital signs, height and weight.
2. Position and prepare the patient for various examinations and diagnostic procedures.
3. Clean, disinfect and sterilize instruments.
4. Prepare sterile field, including don and remove sterile gloves.
5. Correctly calculate medication dosage for parenteral and non-parenteral routes.
6. Administer medications be parenteral and non-parenteral routes, including otic, ophthalmic and topical.
7. Use the “Six Rights of Medication Administration” when administering all medications.
8. Demonstrate the safe collection of specimens of body fluids, for analysis, smears and cultures.
9. Demonstrate the application of various dressings, bandages and cast application and removal.
10. Demonstrate good health habits in the clinical setting (Standard Precautions).

**GENERAL EDUCATION OUTCOMES:**

**General Education Philosophy:** The purpose of general education at New River is to ensure that every student graduating with an associate degree, regardless of major or career objectives, receives an exposure to the liberal arts, develops basic skills competency, and acquires a body of knowledge fundamental to that of an educated person.

**General Education Competencies and Outcomes:** Students graduating from New River with an associate degree will demonstrate the competencies:

1. Apply critical thinking skills to a variety of subjects.
2. Use appropriate delivery techniques to deliver the compelling message, ensuring that the communicator appears polished and confident.
3. Use appropriate, relevant, and compelling content to illustrate mastery of the subject.
4. Access and use information ethically and legally.

**Procedures for Student Evaluation:** The student will be evaluated by homework, participation in the class and completion of the Medical Assisting checklist.

**Assessment of Student Learning:** Course assessment will be completed through a combination of class discussions, demonstrations and evaluation of practical applications. These assessments will be analyzed in relation to the learning outcomes associated with this course and improvements made to the course delivery as a result of the assessments.

**Procedure for Student Learning:**

Participation 40%

Skills Lab Competency Evaluation 40%

Homework 20%

**Grading Scale:**

A = 92.5% - 100%

B = 84.5% - 92.4%

C = 77.5% - 84.4%

D = 69.5% - 77.4

F = below 69.4%

**Attendance:** Students are expected to attend class. Lab Practical’s and Competencies are difficult and time consuming to set up. Equipment and supplies must be set up for each lab. It may not be possible to set these labs multiple times. Please make every effort to attend and participate when equipment is available. Refer to the NRCTC Student Handbook for the policy on attendance.

Missed Skills Competencies will be made up ONLY at the end of the semester. At that time, any missed competencies will be performed or the student will receive a grade of 0% for the missed competency (ies).

**ADA Services:** Students with special needs are encouraged to contact the ADA compliance officer on their campus before the start of the semester and request accommodations. Students with documented disabilities are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students must self-identify themselves and provide appropriate written documentation of their disability. Students qualifying for services will work closely with the ADA compliance officer to determine potential accommodations afforded to participate in the academic programs and services. Reasonable modifications in policies, practices and procedures are effected to ensure equal access to individuals with disabilities. The ADA compliance officer will prepare the “Notification of Need for Accommodation” letters for the faculty. Should a temporary disability occur during the semester, the student must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided to the Office of Disability Services is treated as confidential and is not released to anyone without the student’s prior consent. All inquiries are confidential.

**Note:** Changes in the course schedule may be necessary due to unforeseen circumstances. If changes become necessary, they will be announced in class.

**Course Schedule**

Week 1 Medical Records

Week 2 Medical Asepsis and OSHA Standards

Sterilization and Disinfection

Week 3 Vital Signs

Physical Examination-Assessment

Week 4 Eye and Ear Assessment

Week 5 Physical Agents to Promote Healing

Week 6 OB/GYN Care

Week 7 Pediatric Exams

Week 8 Minor Office Surgery

Week 9 NO CLASS – SPRING BREAK

Week 10 Drug Calculations

Administration of Medications

Week 11 Drug Calculations

Administration of Medications

Week 12 Cardiopulmonary Procedures

Week 13 Colon Procedures and Male Reproductive

Week 14 Radiology Procedures

Week 15 Medical Laboratory

Week 16 Final

**New River Community and Technical College**

**MAST 208L**

**Diseases of the Human Body Lab**

**Fall 2016**

**Credit Hours: 1**

**Instructor: Karen B. Tully, RN, BSN**

Phone: 304-883-2425

Email: [ktully@newriver.edu](mailto:ktully@newriver.edu)

Office Hours: Monday : 3:30-4pm

Tuesday : 1:00-2p & 3-4

Thurs: 1-4p

Monday through Thursday: 8:30-9am

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“New River Community and Technical College provided accessible, affordable, quality education and workforce programs to meet the needs of the region it serves.”

**Course Description:**

This skills laboratory course focuses upon building competency in the utilization of skills and concepts taught in the prerequisite and co-requisite Medical Assisting courses.It is a plannedcourse offered concurrently with MAST 207 for the instruction, demonstration and review of selected skills and procedures necessary for the entry into the occupation of Medical Assisting.

This is a progressive laboratory course, which introduces more complex skills, including physical assessment, diagnostic procedures, and specimen collection. This course will review skills and procedures developed in the MAST 108L laboratory course and allows students the opportunity to review and practice these previously mastered skills. More complex clinical situations and challenges are introduced to enhance the student’s ability to develop critical thinking and problem solving skills encountered in diverse clinical settings. Students develop practical experience in specimen collection and processing, diagnostic procedures, radiology, and medical emergencies. This skills laboratory course increases the student’s ability to apply practical knowledge of pathophysiology to patient care and education for specific disease processes.

**Pre/Co-requisite(s):**

Prerequisites: ENGL 101, ENGL 103,MATH 102, PSYCH 103, MAST 105, MAST 106, BIOL 106, MAST 107,MAST 108L, MAST 109

Co-requisites: MAST 207

**Primary Textbooks:** Students will continue to use the Study Guide/ Skills Check List from previous courses.

Tabor’s Medical Dictionary, F.A. Davis: Publisher

**General Education Outcomes:**

1. Think critically and analytically in order to solve problems and to formulate informed, reasoned opinions.
2. Communicate clearly, effectively, and confidently when writing, speaking, listening or reading.
3. Use mathematical skills to solve problems and communicate data.
4. Use information access and research skills to retrieve, process and evaluate information.
5. Develop scientific inquiry and research skills and apply scientific method towards problem solving.
6. Use information from diagrams, blueprints, floor plans, tables, forms and graphics, (bar charts, pie charts, and line graphs, flow charts) to locate, insert, compare, and summarize information contained in one or more related graphics.

**Program Content Goals:**

1. Utilize critical thinking skills to deliver safe, effective care in diverse healthcare settings.
2. Demonstrate effective collection and application of data for the delivery of safe, effective care.
3. Demonstrate good health habits in the professional setting.
4. Identifies the role of the medical assistant in various clinical settings.
5. Utilizes therapeutic communication skills with patients, families and other members of the healthcare team.
6. Demonstrate the development of patient education skills to meet the needs of individual patients and families.

**Course Content Goals:**

1. Think critically and analytically in order to solve problems and to formulate informed, reasoned opinions.
2. Communicate effectively, clearly, and confidently when writing, speaking, listening and reading.
3. Use mathematical skills to solve problems and communicate data.
4. Use information access and research skills to retrieve, process, and evaluate data.
5. Demonstrate computer competency in organizing, accessing, creating and communicating data.
6. Develop scientific inquiry and research skills and apply the scientific method toward problem solving.

**Course Learning Objectives:**

1. Obtain vital signs.
2. Collect and prepare specimens for prescribed laboratory tests.
3. Apply oxygen delivery devices.
4. Perform EKG, apply cardiac monitors, including Holter Monitors.
5. Perform head to toe physical assessment.
6. Perform venipuncture and correctly collect specimen for hematology studies.
7. Use the “Six Rights of Medication Administration”.
8. Calculate correct dosages and administer medications by prescribed route: oral, sublingual, intramuscular, subcutaneous, intradermal, transdermal, topical, and inhalation.
9. Verbalize correct use, dose, expected outcome therapy, adverse reactions, and indications for healthcare interventions, including patient education.
10. Analyze patient problem list.
11. Develop individualized education plan for patients, families, and caregivers.
12. Follow Standard Precautions.
13. Maintain safe patient and staff environment.
14. Respect patients’ rights for self-determination.
15. Use verbal and non-verbal communication techniques.
16. Use verbal and writing skills to communicate with other members of the healthcare team: documentation.

**Assessment of Learning:**

Students are expected to complete all performance requirements within established guidelines and to demonstrate mastery of course learning objectives. Demonstration of mastery of the course learning objectives requires:

1. Demonstration of the correct calculation of drug dosages and medication administration techniques for each prescribed route. Assessment of mastery of course learning objectives #1, #3, #7, #8, #9, #13, #14, #15, and #16.

2. Performance on the Skills Competency final exam. Assessment of mastery of course learning objectives #1 -#16.

**Exam, Quiz and out of class assignments:**

All exams and quizzes will be devised based on course content as presented in skills lab and this course syllabus and will be announced by the instructor prior to examination date. The majority of these exams will be competency based and hands on. Missed skills exam may not be made up until the end of the semester. At that time an “overview” of all competencies missed will be available to students who have missed class based on the NRCTC Handbook attendance policy. The planning and set up of the competency skills labs is time consuming. It is important that students are in class for these exams. Written quizzes based on class content may not be announced. Students will attend a Health Fair in the area and provide assigned care.

**Attendance:**

Students are expected to attend class. Refer to the student handbook for the NRCTC policy related to attendance.

\*\*\*\*Missed written exams must be made up before the next scheduled class meeting. It is the responsibility to contact the instructor to make arrangements for any missed exams. Missed Competency Exams will be made up at the end of the semester.

Any student with three absences will receive a failing grade for the course. Three tardies will be equal to one absence.

ADA Statement:

Students with special needs are encouraged to contact the ADA Compliance officer on their campus before the start of the semester. And request accommodations.

Students with documented disabilities are eligible for ADA accommodations if they meet the conditions of Section 504 of The Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. Students must self identify themselves and provide appropriate written documentation of the disability.

This skills lab will be devoted to a review of all skills obtained in MAST 106, MAST 107, and MAST 109.

Proposed Skills/Competencies to be performed include, but are not limited to the following:

Hand hygiene

Sterile gloving

Clean gloving

Donning PPE and removal

Preparation of the sterile field

Sterile dressing

Opening sterile items

Age Specific:

Measuring body temperature

Measuring pulse

Measuring B/P

Assessment of respirations

O2 sat

Orthostatic B/P

Palpation systolic B/P

Pain assessment

Physical exam: “head-to-toe”

Focused assessment

Patient positioning

O2 administration

Applying:

ACE bandage

Cast splint

Mobilize

Sling

Crutch

Cane

Walker

Medications:

Oral

Ophthalmic

Inhalers

Injections

Insulins

Documentation

Graphic sheets

Pt. education/instruction

Specimen collection

Venipuncture

Exam room preparation

[](http://www.newriver.edu/index.php)

Syllabus for

MAST 207

Diseases of the Human Body

(2-0-2)

# Course Description

This course focuses on the mechanisms of disease and disease effects of the human body. It emphasizes the disease process, basic concepts, terminology, and the most common diseases of each body system, with normal anatomy and physiology compared to pathologic anatomy and physiology and malfunctions due to the disease process. It also covers diagnostic methods, management and treatment modalities and prognosis.

PR: MAST 105, 106, 108L,MAST 109 CR: MAST 208L

# Course Delivery Method: TRAD

HelpDesk contact information: (304) 929-6725 or email [itsupport@newriver.edu](mailto:itsupport@newriver.edu) . For more information please refer to the Student Handbook; page 153.

Required Text(s)

. **Textbooks: Diseases of the Human Body 5th ed. ; Tamparo, Lewis :**

**ISBN#13:978-0-8036-2505-1**

# Learning Outcomes

Upon successful completion of this course, students will be able to:

Utilize critical thinking skills to deliver safe, effective care in diverse healthcare settings.

Demonstrate legal and ethical accountability and professional conduct in their practice.

Utilize therapeutic communication skills with patients, families and other members of the healthcare team.

Demonstrate the development of patient education skills to meet the needs of patients and families.

Demonstrate respect for the rights of patients with differing values, cultures, beliefs nationalities, and lifestyles.

Define patient education required for various diagnostic and laboratory procedures, disease processes, medications, diets, and exercise as it relates to specific medical diagnosis.

Develop advanced care skills associated with assessment, patient education, and diagnostic procedures.

**Course Content Outline:**

1. Concepts of Human Disease

a.Concepts related to human diseases

b.Terminology relevant to human diseases and disorders

c. Pronunciation of common terminology related to human diseases

d.Demonstration of correct assessments and documentation of pain

1. Common Diseases and Disorders of Body Systems

a.Signs, symptoms and diagnostic tests for common human diseases and disorders

b. Description of specific common human diseases and disorders

c. Typical course and management of the common disorders of each system

d. Effects of aging on specific body systems

1. Genetic/Developmental, Childhood, and Mental Health Diseases and Disorders

a.Common genetic and developmental disorders and the treatment

b. Important signs and symptoms associated with childhood diseases

c. Immunizations available to prevent childhood diseases

d. Common signs and symptoms associated with common mental health disorders

**General Education Competencies Addressed in this Course:**

* **Critical Thinking/Problem Solving**
* **Communication**
* **Information Literacy**
* **Scientific or Mathematic Reasoning**
* **Cultural and Social Awareness**

# Procedures for Evaluation

Students are expected to complete all performance requirements within established guidelines and to demonstrate mastery of the course learning objectives. Demonstration of mastery of the course learning objectives requires:

Completion of a comprehensive written report and oral presentation based on a specific pathological disease process to include pathophysiology, prognosis, treatment, medications, diet therapy, exercise, and patient education.

Evaluation of Case Studies and Critical Thinking Exercises as assigned by the instructor. These assignments may also include; medication sheets, patient education as it relates to various diagnostic exams, patient education for specific disease processes and reality checks.

Quizzes will be announced in the previous class meeting. They will be based on the information covered in lecture.

Assignments will be made upon completion of each chapter. Discussion of the assignment will take place at the beginning of each class meeting. Participation is expected from all students, so completion of the assignment is vital!

Each student will develop an oral and written presentation r/t IDDM/NIDDM. This report must include the pathophysiology, patient education, medications, diagnostic and lab procedures, nutrition, exercise and prognosis. These reports will be presented during scheduled class time. All research material must be presented to the instructor on completion of the presentation. Grades will be based on content as well as presentation. Grammar counts!!!!l. Students will be given guidelines for the grading of the presentation prior to completion of the project. This guideline is based on the requirements r/t the outline of the presentation. This project contains a peer review of the presentation. This presentation may be designated as a group project.

Chapter assignments will be due at the beginning of the next scheduled class meeting.

Students will attend various health fairs and SHEC clinics as they become available. Attendance is mandatory. These opportunities will be announced as quickly as the instructor is notified of the scheduled event.

The MAST students will provide a Free Flu Shot Clinic on campus and assist the Nicholas County Health Dept. as it provides vaccinations to the public.

HLIT students will be responsible for publicity and announcements related to these clinics.

All students in this course are expected to attend these events and actively participate.

Students will develop and present various teaching plans on campus throughout the semester. These events include: Breast Cancer Awareness; Vaccination Education; Heart Health etc. These educational sessions will be based in part on various disease awareness months and health and safety issues affecting our student population and their families. (safety, health life-style, etc.)

**Grading Components and Weights:**

Case Studies/Critical Thinking Exercises and

Weekly assignments: 30%

IDDM/NIDDM Project 30%

Campus/Community Projects 30%

Quizzes 10%

**Grading Scale:**

93-100% = A

85-92% = B

79-84% = C

70-78% = D

69% and below =F

**Tentative Course Calendar**

**See attached schedule.**

# Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

* Case Studies
* Class participation
* Attendance
* Weekly assignments

# Classroom/Course Policies

**Academic Integrity/Honor Code**: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**Assignment Submission Guidelines** (including acceptance of late submissions)

**Attendance**: You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

**Make-up Testing**

**Missed exams must be taken before the next scheduled class meeting. No late homework/case study assignments will be accepted. Quizzes must be taken on the day scheduled.**

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

**Inclement Weather/Emergency Situations**

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure\_3-inclement\_weather\_1-2014.pdf.

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**Student Success Centers are located at each campus. Services provided are:**

* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services.

Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/current-students/student-services/student-resources](http://www.newriver.edu/current-students/student-services/student-resources) .

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free

and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

**Veteran Priority of Service**

**The term ‘Priority of Service’ refers to the specific rights that veterans and eligible spouses of veterans have in all training services provided through the Department of Labor (DOL) funded training programs. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veteran priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service.  To obtain priority of service, a veteran of spouse must meet the program’s eligibility requirements.  Priority of Service applies to all job training programs funded in whole or in part by the U.S. Department of Labor which includes the following New River CTC programs: Physical Therapy Assistant, Medical Assisting, Paramedic, Electric Distribution Engineering Technology, Welding Technology, Computer Science: Information Technology, and Industrial Technology.​**

**Proposed Lecture Schedule**

**Review terminology for all chapters.**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Plan** | **Evaluation** |
| **#1** | **Review syllabus**  **Lecture Ch. 1&2** | **Class participation, homework** |
| **#2** | **Complete lecture**  **Ch. 3&4 S/Sx Infectious Diseases** | **Class participation, group discussion, handout; pain management, review meds** |
| **#3** | **Complete lecture**  **Review pain assessment and documentation/scale**  **POC for pain management** | **Pain assessment, case study, group work**  **quiz** |
| **#4** | **Lecture Ch. 5**  **Review early warning signs**  **POC for Cancer pt.**  **S/Sx** | **Review case study, class discussion pain management r/t care of the Cancer pt., handouts** |
| **#5** | **Lecture Ch. 6**  **Review pediatric assessment (NB through adolescent)** | **Case study; assessment**  **Meds, care of pt. r/t specific abnormalities** |
| **#6** | **Lecture Ch. 7**  **Mental Status assessment, medications, labs, safety of the caregiver S/Sx** | **Class participation, lab sheets, med sheets, case study, handouts** |
| **#7** | **Lecture Ch. 8&9**  **Review A&P, review assistive devices, S/SX, medications** | **Medications, case study, assessment, application of assistive devices, pt. care r/t Fx. Class participation, pt. ed** |
| **#8** | **Lecture Ch. 10**  **Review A&P, neuro assessment, medications,** | **Neuro checks, meds, case study, class participation, group assignment, case study, HO** |
| **#9** | **Lecture Ch. 11**  **IDDM, NIDDM, meds, POC**  **With diet, S/Sx** | **Review insulin meds and administration, diet, POC, class discussion, case study, HO, pt. ed** |
| **#10** | **Lecture Ch. 12 review A&P, HTN, meds, diet, S/Sx** | **Med sheets, cardiac assessment, V/S, group assignment, case study** |
| **#11** | **Lecture Ch. 13, resp assessment, meds, S/Sx,** | **Group assignment, resp assessment, meds, POC, case study, pt. ed** |
| **#12** | **Lecture Ch. 14 ABD assessment, diet, S/Sx, meds,** | **Group work, assessment, POC, case study, HO, pt.ed** |
| **#13** | **Lecture Ch. 15, specimen collection, meds, S/Sx** | **Class participation, POC for UTI, meds, pt. ed** |
| **#14** | **Lecture Ch. 16 & 17, meds,**  **Med admin, review pt. ed for BSE** | **Group work, meds, case study, HO, pt. ed, med admin** |
|  |  |  |

**Each chapter includes online resources. I will make specific assignments for specific chapters which the students are expected to review. I encourage students to take advantage of all online resources for each chapter.**

**\*\*\*\*this proposed schedule is subject to change.**

[](http://www.newriver.edu/index.php)

Syllabus for

Course# 109

Course Title:

Principles of Pharmacology for MA

(3-0-3)

# Course Description

# This course focuses on the principles of pharmacology, drug therapy and the administration of medications by the medical assistant. The course introduces general principles of drug action, pharmacology of the major drug classifications, drug side effects and drug calculations.

PR: MATH 102/103, MAST 106, MAST 105 Co-rec: MAST 107, MAST 108

# Course Delivery Method: TRAD

HelpDesk contact information; 304-929-6725

# Required Text(s)

*Lilly, Collins & Snyder.* Pharmacology and the Nursing Process, 7th ed., ISBN: 9780323087896

*Lilly, Collins & Snyder;* Study Guide for Pharmacology and the Nursing Process; 7th ed.,

*ISBN:* 9780323091299

*Lilly, Collins & Snyder;* Elsevier Adaptive Quizzing for Pharmacology and the Nursing Process, 7th ed., ISBN: 9780323280228

Davis Drug Guide for Nursing ISBN: 9780803639768

**Course ID: 153223\_ktully3\_1001**

# Course Materials

The following supplemental materials or resources are also required:

* Evolve Account and Password
* Calculator

# Learning Outcomes

Upon successful completion of this course, students will be able to:

* Identify and describe standards, laws and regulations governing the manufacturing, selling, prescribing, and administration of medications.
* Calculate prescribed drug dosages.
* Correctly interrupt research information related to medications and their approved use.
* Identify the uses, mechanisms of action, common side effects, and drug/food interactions of commonly used drugs.
* Discuss the drugs commonly used for the treatment of pain, infection, and chronic disease processes.
* Communicate medication orders electronically with other healthcare professional.

**Course Content Outline: Attached**

**General Education Competencies Addressed in this Course: (*Identify the specific competencies that are introduced, reinforced, and/or assessed in this course)***

* **Critical Thinking/Problem Solving**
* **Communication**
* **Information Literacy**
* **Scientific or Mathematic Reasoning**
* **Cultural and Social Awareness**

# Procedures for Evaluation

Class participation and attendance is always a considered part of the grading system. Exams will be announced prior to the scheduled date of the exam. Students must complete and pass the Adaptive Quizzing related to each text assignment with a score of 80% prior to taking the exam. Students failing to pass the exam with a score of 78% will be assigned specific Adaptive Quizzing sections. This is a form of remediation to assist students in the comprehension and application of the information being discussed in the classroom. Homework will be assigned from the Study Guide as it is covered in the classroom setting. Students are to complete all assignments prior to the next scheduled class meeting. No late homework or quizzes will be accepted. Students who have not completed the Adaptive Quizzing assignment

**Grading Components and Weights:**

**Unit Exams: 30%**

**Medication Sheets and Homework: 25%**

**Adaptive Quizzing: 25%**

**Comprehensive Final Exam: 20%**

**Grading Scale:**

**A: 92%-100%**

**B: 86%-91%**

**C: 80%-85%**

**D: 73%-79%**

**F: 72% and below**

**You must obtain a grade of C in this course for the program requirements.**

**Tentative Course Calendar:**

**See attached. This course schedule may also be used as a study guide and course review.**

**Please note your medication assignments are listed.**

Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

# Classroom/Course Policies

**Academic Integrity/Honor Code**: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**The use of cell phones is prohibited in this class**.

**Assignment Submission Guidelines**

**All assignments are expected to be turned in to the instructor on the announced due date. Late assignments will have a five (5) point deduction for each day they are late.**

**Adaptive Quizzing assignments are to be completed after the lecture for that specific chapter and prior to any announced exams.**

**Attendance**: You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

**Make-up Testing :**

**Missed exams must be taken prior to the next scheduled class meeting. Arrangements are to be made with the instructor to schedule these exams. This does not mean the exam may be taken during the class period. The instructor reserves the right to administer a different exam from the original exam given in class.**

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

**Inclement Weather/Emergency Situations**

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure\_3-inclement\_weather\_1-2014.pdf.

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**Student Success Centers are located at each campus. Services provided are:**

* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services.

Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/current-students/student-services/student-resources](http://www.newriver.edu/current-students/student-services/student-resources) .

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free

and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

**Other information** that might be included (suggested, not required, and not all-inclusive)

Other Instructional Materials

New River Attendance Policy (available in catalog)

Instructor/Professor’s Participation Policy

Instructor/Professor’s Recommended Schedule for Course Completion

Ethics/Academic Integrity

Computer Classroom and Lab Use

Library Use

Instructor/Professor’s Assignment Submissions Guidelines

Instructor/Professor’s Test Taking Policy

Instructor/Professor’s Make-up Work Submissions Guidelines

Instructor/Professor’s Make-up Test Policy

References and Readings

[](http://www.newriver.edu/index.php)

Syllabus for

Course# MAST 209 & HLIT 103

Course Title: Medical Assisting Seminar/Law & Ethics for Health Information

(2-0-2) & (3-0-3)

# Course Description

**Course Description:**

This course focuses on the legal aspects of the health record, health information, and the health information department. It emphasizes the implications of legal aspects for the health information practitioner, gives an in-depth study of the confidentiality of health information as well as standards, regulations, and laws that govern the release of health information. It also covers how to monitor and implement legal changes, liability issues, and the risk management function. Co-rec: none Pre-recs: none

# Course Delivery Method: TRAD

HelpDesk contact information; (304) 929-6725

[itsupport@newriver.edu](mailto:itsupport@newriver.edu)

# Required Text(s)

Law, Ethics & Bioethics for Health Professionals 7th ed; ; Lewis ISBN: 9780803627062

# Course Materials : N/A

# Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define key legal concepts.
2. Analyze requests for information in terms of validity.
3. Discuss and demonstrate the role of medical records personnel for court proceedings.
4. Evaluate departmental functions for compliance with pertinent legal and accreditation issues.
5. Identify major sources of legal information pertaining to maintaining medical records.
6. Apply legal principles of confidentiality in a variety of circumstances.
7. Explain the interrelationship between confidentiality and privacy.
8. Compare and contrast the professional disclosure standard and the reasonable patient standard.

**Course Content Outline;**

**See attached. Also available on the New River Intranet site.**

**General Education Competencies Addressed in this Course:**

* **Critical thinking/Problem solving**
* **Information literacy**
* **Cultural and Social Awareness**

# Procedures for Evaluation

Students will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used, such as exams, quizzes, class participation, projects, homework assignments; including case studies, and presentations. All exams will be announced in advance.

**Grading Components and Weights:**

Exams: 25%

Quizzes, class participation, and homework: 25%

Projects: 25%

Final Exam: 25%

**Grading Scale:**

GRADE SCALE:

A= 93-100%

B= 85-92%

C= 78-84%

D=70-77%

Below 70%=F

**Tentative Course Calendar**

Part 1: Study of the Law in General

* Workings of the American Legal System

Private and Public Law

Sources of Law

Branches of Government

Lecture, Text , Discussion, SyudyWare, Case Studies, Review, Enrichment Activity

* Court Systems and Legal Procedures

Court Systems

Legal Process

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Judicial Process of Health Information

Health Records as Evidence

Responses to Legal Process

* Principles of Liability

Health-Care Relationships:

Physician-Patient, Hospital-Patient, Hospital-Physician

Theories of Liability

Defenses and Limitations on Liability

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

Part 2: An Overview of Ethics

* Ethical Standards

Ethical Models: Concepts and Theories

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Ethical Decisions and Challenges

Ethical Decision Making:

Factors and Process

Ethical Challenges:

Ethics and supervision

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Bioethics Issues

R/T:

Beginning of Life

Quality of Life

Death & Dying

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

**EXAM**

Part 3: Legal and Ethical Issues Central to Health Information Management

* Patient Record Requirements

Function and Use of the Health Record

Legal Requirements for Content

Retention Requirements

Record Destruction

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Confidentiality and Informed Consent

Confidentiality: definition

Informed Consent

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Access to Health Information

Ownership

Notice of Use and Disclosure

Access By or On Behalf of the Patient

Access by the Business Associate

Access Pursuant to Reporting Laws

Access to Adoption Records

Unlawful Access

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Specialized Patient Records

Drug and Alcohol Abuse

Mental Health and Developmental Disability Care

Home Health Care

Genetic Information

HIV Information

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

**EXAM**

Part 4: Specialized Areas of Concern in Health Information Management

* Risk Management, Quality Management, and Utilization Management

Risk Management

Quality Management

Utilization Management

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Information Systems

EHR

HIPAA

Electronic Health Issues

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Health-Care Fraud and Abuse

Fraud and Abuse

Compliance Programs

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

* Law and Ethics in the workplace

Employment

Employee Rights

Lecture, Text, Discussion, StudyWare, Case Studies, Review, Enrichment Activity

**FINAL EXAM**

# Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

# Classroom/Course Policies

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**The use of cell phones is prohibited in this class**.

**Assignment Submission Guidelines** ;

**Assignments are due on the announced date**. Late assignments will have a 5% deduction for the grade on the late assignment.

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**Make-up Testing**

**Missed exams must be taken prior to the next scheduled class meeting**.

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

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* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

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and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

**NEW RIVER COMMUNITY AND TECHNICAL COLLEGE**

**MAST 107**

**CLINICAL PROCEDURES FOR MEDICAL ASSISTANTS**

**SPRING 2015**

**3 credit hours**

**Instructor: Karen B. Tully RN, BSN**

**Email:** [ktully@newriver.edu](mailto:ktully@newriver.edu)

**Phone: 883-2425**

**Location: Nicholas County Campus**

**Office Hours: Monday 8-9am, 11-12**

**Tuesday 8am-12**

**Wednesday 9-9am, 11-12**

**Thursday 8am-12**

**New River Community and Technical College Vision Statement:**

New River Community and Technical College improves student’s lives and enriches communities.

**New River Community and Technical College Mission Statement**

New River Community and Technical College provides comprehensive, affordable, high quality post-secondary education, workforce training programs, and services that are geographically or electronically assessable and that meet individual, business, and community needs of the diverse population in the college’s region of responsibility.

**New River Social Justice Statement:** Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the New River Community and Technical College Board of Governors promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.

**Course Description:** This course builds on the basic principles and concepts introduced inn MAST 106 Fundamentals of Medical Assisting. Students progress from basic assessment skills (vital signs, positioning) to more complex skills utilized in diverse healthcare settings. Critical thinking in clinical situations is introduced as students begin to use critical thinking skills to address situations and challenges of the health care professional. Students are introduced to the collection of data (medical history) patient assessment (head to toe physical assessment), specimen collection, and documentation in the medical record. Students will develop skills necessary to assist the physician in the examination and treatment of patients, including procedures and examinations frequently encountered in physician offices, clinics and selected inpatient patient care areas and ancillary services. The purposes, significance and interpretation of findings of commonly ordered laboratory tests/diagnostic studies are introduced. Skills associated with methods of specimen collection including venipuncture, urine, stool, respiratory secretions, and wound drainage are taught. Principles of patient education/preparation are stressed with specific procedure/skill instructions.

Prerequisites: MAST 106, MAST 105, ENGL 101

Co-requisites: MAST 108L, MAST 109

**General Education Outcomes:**

* **Critical thinking/problem solving**
* **Communication**
* **Information literacy**
* **Scientific or Mathematical reasoning**
* **Cultural and Social Awareness**

**Program Content Goals:**

**Upon completion of this program, the student will be able:**

1. Utilize critical thinking to deliver safe, effective care in diverse workplace settings.
2. Demonstrate legal and ethical accountability and professional conduct in their practice.
3. Utilize therapeutic communication skills with patients, families and other members of the healthcare team.
4. Demonstrate development of patient education skills to meet the needs of their patients and families.
5. The student will demonstrate basic care skills associated with patient venipuncture, procedures commonly performed in the physician offices, clinics, and selected inpatient areas and ancillary services.
6. The student will utilize communication skills effectively to communicate with diverse patient populations.

**Course Learning Objectives:**

1. Utilize critical thinking skills.
2. Assist with various diagnostic procedures.
3. Define patient education required for various diagnostic and laboratory procedures.
4. Collect and document data required for a comprehensive medical history and physical.
5. Perform head to toe physical assessment.
6. Perform venipuncture for hematological studies.
7. Collect various specimens for laboratory analysis.

**Textbooks:** Clinical Procedures for Medical Assistants 8th Ed: Bonewit-West

Student Mastery Manual: Clinical Procedures for Medical Assistants 8th Ed.

**Assessment of Student Learning;**

Patient Education Plan, return demonstration of selected skills in the skills laboratory.

**Procedures for Student Evaluation:**

Exams 50%

Final Exam 30%

Projects 20%

**Grading Scale:**

93% - 100% = A

85% - 92% = B

79% - 84% = C

70% - 78 % = D

69% and below = F

**Exam, Quiz and Out of Class Assignments:**

All exams and quizzes will be devised on course content as presented in class and outlined in the course syllabus. Exams will be announced by the instructor prior to examination date. Quizzes will not necessarily be announced prior to the quiz date. Quiz content will be based on previous class content or assigned reading/handouts/written assignments. Students WILL NOT HAVE the opportunity to take missed quizzes. Missed exams MUST be taken before the next scheduled class meeting. Exams not taken before that time will receive a grade of zero. Text and lecture content may be used on all exams and quizzes. All homework assignments will be submitted on the date announced by the instructor. Any student absent on the date an assignment is due is required to submit the assignment within one day of the due date. Assignments not submitted in this time frame will have 5% of the total grade deducted for each day the assignment is late. Students attending class on the date an assignment is due and not submitting the assignment will have 5% of the total grade deducted for each day the assignment is late.

**Attendance:**

Students are expected to attend class. Refer to the student handbook for the NRCTC policy related to attendance. (Institutional absences, absence due to illness, death in the immediate family, or unnatural cause beyond the control of the student.)

\*\*\*\* Missed exams must be taken before the next class meeting. It is the responsibility of the student to make arrangements for any missed exams. This means before the scheduled class time. Exams will be placed in the testing center. **There** **are No exceptions.**  Any makeup exam will be different from the announced exam in the classroom. Any exam not completed before the next scheduled class meeting will receive a grade of zero.

**THE USE OF CELL PHONES WILL NOT BE TOLERATED IN THIS CLASS ROOM. STUDENTS USING ELECTRONIC EQUIPMENT DURING LECTURE WILL BE ASKED TO LEAVE. THESE STUDENTS WILL NOT BE PERMITTED TO RETURN TO THE LECTURE UNTIL A CLASS BREAK. THIS IS DISRUPTIVE TO THE INSTRUCTOR AND OTHER STUDENTS.**

**Class Project:**

Each student will develop an education plan based on a specific patient scenario/diagnosis. This plan will be individualized to the patient related to age, competency, gender, learning ability, physical capability, and disease process. It must include education related to the disease process, medication ordered, diagnostic procedures, labs, nutrition, and activity for the patient. Students will present the completed education plan in the form of an oral presentation during scheduled class time. More specific information will be given at a later date.

**Community Project:**

This class will choose a community project in which they will participate as a group. Students will attend various health fairs in the area. Attendance is mandatory. The class will determine the specifics of this project as a group, with the instructor’s approval. Failure to participate in the project will result in a grade of zero.

**ADA Services**

Students with special needs are encouraged to contact the ADA compliance officer on their campus before the start of the semester and request accommodations. Students with documented disabilities are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students must self-identify themselves and provide appropriate written documentation of their disability. Students qualifying for services will work closely with the ADA compliance officer to determine potential accommodations afforded to participate in the academic programs and services. Reasonable modifications in policies, practices, and procedures are effected to assure equal access to individuals with disabilities. The ADA compliance officer will prepare the “Notification of Need for Accommodation” letters for the faculty. Should a temporary disability occur during the semester, the student must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided to the Office of Disability Services is treated as confidential and is not released to anyone without the student’s prior consent. All inquiries are confidential.

\*\*\*\***NOTE:**  Changes in the course schedule may be necessary due to unforeseen circumstances. If changes become necessary, they will be announced in class.

\*\* DISCLAIMER: The Instructor has the right to change/alter this syllabus.

[](http://www.newriver.edu/index.php)

Syllabus for

MAST 106

Fundamentals of Medical Assisting

(3-0-3)

# Course Description

This course provides an introduction to the profession of Medical Assisting, including the medical record, OSHA Standards, standards precautions, medical asepsis, sterilization, and disinfection. Students will develop skills necessary to assist the physician in the examination and treatment of patients, including recording the medical history, vital signs, anatomical positions for procedures and examinations, documentation of care, as well as assisting in minor office procedures and patient education/preparation for specific procedures, diagnostic tests and exams.

Co-requisites: MAST 105 PSYCH 103

# Course Delivery Method: TRAD

HelpDesk contact information: (304) 929-6725 or email [itsupport@newriver.edu](mailto:itsupport@newriver.edu) . For more information please refer to the Student Handbook; page 153.

# Required Text(s)

Clinical Procedures for Medical Assistants; Bonewit-West; 9th ed

ISBN# 9780323316248

**Please note; the required textbooks for this course are sold as a bundle. This bundle includes the textbook and the workbook/skills lab manual. These books will be used throughout the program.**

# Course Materials ;

The following supplemental materials or resources are also required:

* Nursing Video Skills 4th ed. Mosby’s; ISBN# 9780323088626

# Learning Outcomes

Upon successful completion of this course, students will be able to:

1. The student will utilize critical thinking skills to deliver safe, effective care in diverse healthcare settings.
2. The student will complete basic and follow-up patient physical assessments in a variety of medical environments.
3. The student will complete and assist with various diagnostic procedures.
4. The student will define patient education required for various diagnostic and laboratory procedures.
5. The student will demonstrate basic care skills associated with patient ambulation, positioning, safety, and the use of common aseptic techniques.
6. The student will utilize communication skills effectively to communicate with diverse patient populations.

**Course Content Outline**

**COURSE OUTLINE:**

1. The Medical Record
   1. Prepare components of the medical record
   2. Take a health history
   3. Document in Medical Record
   4. HIPPA
2. Medical Asepsis and the OSHA Standard
   1. Medical Asepsis
   2. Standard precautions
3. Sterilization and Disinfection
   1. Sanitation
   2. Disinfection
   3. Sterilization
4. Vital Signs
   1. Temperature
   2. Pulse
   3. Respiration
   4. Pulse Oximetry
   5. Blood Pressure
5. The Physical Examination
   1. Exam Rooms Prep
   2. Patient Prep for Exam
   3. Height/Weight
   4. Positioning and Draping
   5. Assessment of Patient
   6. Assist the Physician
6. Eye and Ear Assessment
   1. Eye
   2. Structure
   3. Visual Acuity/Color Vision
   4. Eye Instillation/Irrigation
   5. Ear
   6. Hearing Acuity
   7. Ear irrigation and installation
7. Physical Agents to Promote Tissue Healing
   1. Introduction to Tissue Healing
   2. Cast, Splints, Braces
   3. Ambulatory Aides
8. The Gynecologic Exam and Prenatal Care
   1. Gynecology Exam
   2. Breast Exam
   3. Pelvic Exam
   4. Prenatal Exam
   5. Obstetrics
   6. Six weeks Postpartum Visit
9. The Pediatric Exam
   1. Office Visits
   2. Growth Measurements
   3. Pediatrics B/P measurements
   4. Pediatrics Injections
   5. Immunization
   6. Newborn Screening
10. Minor Office Surgery
    1. Surgical Asepsis
    2. Instruments
    3. Sterile Packages
    4. Wounds
    5. Sterile Dressing Change

**General Education Competencies Addressed in this Course:**

* Think critically and analytically in order to solve problems and to formulate informed, reasoned opinions.
* Communicate effectively, clearly, and confidently when writing, speaking, or reading.
* Demonstrate computer competency in organizing, assessing, creating and communicating information.
* Develop scientific inquiry and research skills and apply scientific method toward problem solving.

# Procedures for Evaluation

**Assessment of Student Learning:**

Comprehensive medical history, written exams, homework, competency of assigned skills and student portfolio. Portfolios to include all completed assignments, and check-off lists.

Students are expected to review the Mosby’s Skills Video assigned prior to attending class. These videos are available for the two years of the program.

**Procedures for Student Evaluation**: Exams 40%

Final Exam 30%

Projects 20%

Portfolio 10%

**Grading Scale**: 93-100%= A

85-92% = B

79-84% = C

70-78% = D

69% and Below = F

**Exam, Quiz, and Out of Class Assignments**:

All exams and quizzes will be devised on course content as presented in class and outlined in this course syllabus and announced by the instructor prior to examination date. Quizzes will not necessarily be announced prior to the quiz date. Quiz content will be based on previous class content. Text and lecture content may be used on all exams and quizzes. All homework assignments will be submitted on the date announced by the instructor. Any student absent on the date an assignment is due is required to submit the assignment within one day of the due date. Assignments not submitted in this time frame will have 5% of the total grade deducted for each day the assignment is late. Students attending class on the date an assignment is due and not submitting the assignment will have 5% of the total grade deducted for each day the assignment is late.

**Tentative Course Calendar; See attachment. This proposed schedule is subject to change.**

# Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

# Classroom/Course Policies

**Academic Integrity/Honor Code**: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**Assignment Submission Guidelines** (including acceptance of late submissions)

**Attendance**: You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

**Make-up Testing;**

**Missed exams must be taken prior to the next scheduled class meeting.**

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

**Inclement Weather/Emergency Situations**

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure\_3-inclement\_weather\_1-2014.pdf.

**New River Community and Technical College Social Justice Statement**: “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

**Student Success Centers are located at each campus. Services provided are:**

* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services.

Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/current-students/student-services/student-resources](http://www.newriver.edu/current-students/student-services/student-resources) .

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free

and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

**Veteran Priority of Service**

**The term ‘Priority of Service’ refers to the specific rights that veterans and eligible spouses of veterans have in all training services provided through the Department of Labor (DOL) funded training programs. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veteran priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service.  To obtain priority of service, a veteran of spouse must meet the program’s eligibility requirements.  Priority of Service applies to all job training programs funded in whole or in part by the U.S. Department of Labor which includes the following New River CTC programs: Physical Therapy Assistant, Medical Assisting, Paramedic, Electric Distribution Engineering Technology, Welding Technology, Computer Science: Information Technology, and Industrial Technology.​**

**MAST 106: Fundamentals of Medical Assisting**

**Lesson No. : 1**

**Title: The Medical Record**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. List and describe the guidelines to follow to ensure accurate and concise charting.  3. Identify and discuss the HIPPA Privacy  Rule.  4. List and describe the types of progress notes.  5. Discuss types of Medical Record Formats.  6. Define Subjective and objective data and list examples of each.  7. Identify and respond to issues of confidentiality. | 1. Key Terms  2. Components of the Medical Record  a. Administrative documents: registration records  demographic information  billing information  correspondence  b. Clinical documents:  health history  physical exam  Progress Notes  Medication records  Consults  Home Health reports  c. Lab and diagnostic procedure documents  d. Ancillary Service reports  e. Hospital documents  f. Consent documents  3. HIPPA  4. Progress Notes:  a. POR  b. SOAP (E)  c. Narrative  5. Formats:  a. PPR  b. EMR  c. source-oriented record  d. problem-oriented records  6. Define:  a. subjective data  b. objective data  7. HIPPA | Bonewit-West Ch. 1  Study Guide Ch. 1  Virtual Medical Office: Office Tour & Lesson 1  Lecture  Class Discussion: Therapeutic communication  Cultural Diversity r/t interviewing the patient  Handouts; various forms  Documentation  Competency Check List  HIPPA Handbook  Certification Review  Review medical abbreviations and symbols | Class Participation  Exam  Competency Check List  Virtual Medical Office |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**Lesson No.:2**

**Title: Medical Asepsis and the OSHA Standard**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. List the six basic requirements for growth and multiplication of microorganisms.  3. Outline the infection process and cycle.  4. Explain the purpose of OSHA.  5. Define and give examples of OSHA Controls.  6. List examples of medical waste and how to discard each type of waste.  7. Discuss Bloodbourne Diseases. | 1. Key Terms  2. growth requirements  a. aerobes  b. anerobes  3. Infection Process Cycle:  a. Protective mechanisms  b. medical asepsis:  1. hand hygiene  2. types of hand washing  4. OSHA Bloodborne Pathogens Standards.  a. Neddlestick Safety and Prevention Act  b. OSHA terminology  c. Exposure Control Plan  d. labeling  e. sharps injury log  5. OSHA Controls:  a. Engineering controls  b. Safety Devices  1. safety syringes  c. work practice controls  d. PPEs  e. housekeeping  6. Biohazard containers  a. sharps  b. contaminated waste  7. Bloodborne Diseases:  a. Hepatitis  b. postexposure prophylaxis  c. viral vs. chronic hepatitis  d. HIV  e. AIDS  f. Stages of AIDS  g. transmission of AIDS | Bonewit-West Ch. 2  Virtual Medical Office Ch. 2  Study Guide Ch. 2  Mastery Check List  Lecture  Hand washing demonstration  Biohazard containers/bags  Safety syringes  Class discussion r/t Hepatitis vaccinations  Certification Review | Exam  Skills Check List:  Hand washing  Class participation  Virtual Medical Office |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 3**

**Title: Sterilization and Disinfection**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Explain the purpose of the Hazard Communication Standard.  2. State the purpose of sanitization.  3. List and describe the guidelines that should be followed for correct sanitization.  4. State the use of levels of disinfection.  5. List and describe the guidelines for disinfecting articles.  6. Define sterilization.  7. Explain how the autoclave functions  8. State the primary use of each of the following types of sterilization methods:  Dry heat, ethylene oxide gas, chemicals, radiation | 1. Read and interpret an MSDS.  a. Hazard communication programs  b. Inventory of hazardous chemicals  c. Labeling requirements  d. Employee information and training.  2. Define sanitization.  3. Sanitizing Instruments:  a. cleaning  b. manual methods  c. ultrasound method  3A. Procedural steps for Sanitizing Instruments.  4. Levels of disinfection:  a. high  b. intermediate  c. low  d. critical items, semi-critical items, noncritical items.  5. Guidelines for disinfecting articles  a. sanitize  b. safety precautions  c. preparation and use of disinfectants  d. storage; shelf life, use life, reuse life  6. Sterilization methods.  a. physical  b. chemical  7. autoclave overview:  a. monitoring  b. sanitizing articles  c. wrapping articles  d. loading articles  e. indicators  f. autoclave cycle  g. handling and storing packs  h. maintenance  i. monitoring log  8. other methods:  a. dry heat oven  b. ethylene oxide gas sterilization  c. cold sterilization  d. radiation | Text: Bonewit-West Ch 3  Lecture  Demonstration  Group Activity  Central Sterile Tour SMH  Class Discussion  Study Guide Ch 3  Virtual Medical Office  Certification Review | Exam  Class participation  Competency Checklist  Virtual Medical Office |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 4**

**Title: Vital Signs**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define and explain the reason for taking vital signs.  2. Explain how body temperature is maintained.  3. List examples of heat production and heat loss.  4. State normal body temperature range and average body temperature.  5. List and describe the three stages of a fever.  6. List the sites for obtaining body temperature and explain use of these sites.  7. Demonstrate the correct use of various types of thermometer.  8. Explain the mechanism of the pulse and the factors that affect pulse rate.  9. Identify the specific use of each of the eight pulse sites.  10. State the normal pulse range rate for each age group.  11. Define pulse rate terminology.  12. Explain the purpose of respiration and what occurs during inhalation and exhalation.  13. State the normal respiratory rate for each age group.  14. Explain factors that affect respiratory rate.  15. Explain the difference between depth and rhythm.  16. Explain the purpose of pulse oximetry.  17. State the normal oxygen saturation level of a healthy individual.  18. List and describe factors that may interfere with an accurate pulse ox reading.  19. Define blood pressure and the terminology r/t B/P.  20. Interpret B/P readings.  21. List the factors that affect B/P.  22. Demonstrate the correct assessment of B/P.  23. Identify Korotkoff sounds.  24. Prevent errors in B/P measurement.  25. Define terminology | 1. terminology and rationale.  2. body temperature regulation.  3. heat production/ cellular metabolism  3A. heat loss:  a. radiation  b. conduction  c. convection  4. Alterations in body temperatures.  a. fever  b. hyperpyrexia  c. hypothermia  4A. Variations in body temperature.  a. age  b. diurnal  c. emotional states  d. environmental  e. exercise  f. pregnancy    5. febrile/afebrile  a. onset  b. course of fever: continuous, intermittent, remittent and malaise  c. subsiding: crisis  6.Assessment sites:  a. axillary  b.oral  c. rectal  d. aural  e. forehead  7. types of thermometer:  a. tympanic  b. electronic  c. temporal artery thermometer  d. earlobe  e. chemical thermometers  8. Pulse:  a. vascular mechanism  b. age  c. gender  d. physical activity  e. emotional states  f. metabolism  g. fever  h. medications  9. Pulse sites:  a. radial  b. apical  c. brachial  d. ulnar  e. temporal  f. carotid  g. femoral  h. popliteal  i. posterior tibial  j. dorsalis pedis  10. pulse rates r/t age groups: table 4-4  11. terminology:  a. bradycardia  b. tachycardia  c. pulse rhythm  d. dysrhthmia  e. apical-radial pulse  f. pulse deficit  g. pulse volume  h. thready pulse  i. bounding pulse  12. respiration:  a. gas exchange  b. inhalation  c. exhalation  d. control of respiration  13. respiratory rate r/t age Table 4-5  14. Assessment of respiratory rate:  a. tachypnea  b. bradypnea  c. age  d. physical activity  e.emotional states  f. fever  g. medication  15. rhythm and depth:  a. eupnea  b. hyperpnea  c. hyperventilation  d. hypopnea  e. hypoxia  f. apnea  g. dyspnea  h. orthopnea  i. adventitious:  1. crackles  2. ronchi  3. wheezes  4. pleural friction rub  16. Define and explain pulse oximetry.  17. normal O2 = 95-99%  18. Factors affecting pulse ox readings:  a. incorrect positioning of probe  b. fingernail polish/artificial nails  c. poor peripheral blood flow  d. ambient light  e. patient movement  19. Define: B/P:  a. systole/ systolic pressure  b. diastole/diastolic pressure  20. B/P as a fraction:  a. Table 4-7  b. HTN  c. hypotension  d. pulse pressure  21. Factors affecting B/P:  a. age  b. gender  c. diurnal variations  d. emotional states  e. exercise  f. body position  g. medications  h. heredity/ethnicity  i. pain, recent meal, smoking, and bladder distention.  22. Obtaining B/P:  a. stethoscope  b. sphygmomanometers  c.cuff  d. bladder  e. cuff sizes  f. cuff and stethoscope placement  23. Define Korotkoff sounds.  24. Prevention of errors in B/P measurement.  25. Key Terminology | Text: Bonewit-West **Ch. 4**  Lecture  Study Guide  Virtual Medical Office  Skills Lab:  Measurement of body temperature  Measure radial pulse  Measure apical pulse  Measure respiration  Measure pulse oximetry  Measure blood pressure  Determine systolic pressure by palpation  Group activities  Handout: Flow Sheet  Documentation  HEALTH FAIR PARTICIPATION | Exam  Skills Lab Competency:  Vital Signs  Group activities  Class participation  Chapter Review  HEALTH FAIR PARTICIPATION |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 5**

**Title: The Physical Examination**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. Identify the components of a complete PE.  3. List the guidelines for preparation of the exam room.  4. Identify equipment and instruments used in the physical exam.  5. Explain the purpose of measuring height and weight and the guidelines to be followed.  6. Explain the purpose of positioning and draping.  7. List uses for each position.  8. List and define techniques of the patient examination with examples of each.  8. Describe the responsibilities of the MA during the Physical Examination. | 1. Key terminology  2. PE:  a. health history  b. physical exam  c. lab and diagnostic procedures  3. Proper preparation of the exam room:  a. guidelines  4. Equipment and supplies used in the PE:  a. Table 5-1  5. Mensuration:  a. Procedure 5-1  6. Positioning and Draping:  a. sitting  b. supine  c. prone  d. dorsal recumbent  e. lithotomy  f. sims  g. knee-chest  h. Fowler’s  7. Positions and procedures  8. Exam techniques:  a. inspection  b. palpation  c. percussion  d. auscultation  e. “head-to-toe” assessment  f. assisting the physician  8. MA responsibilities | Text: Bonewit-West Ch. 5  Lecture  Study Guide  Virtual Medical Office  Competency  Certification Review  Skills Lab Competency  Group Activities:  Patient Instruction & preparation  Positioning & draping  Assessment  Weight & Height  Cultural Diversity  Assessment  Room preparation  Handouts  Documentation | Exam  Class participation  Competency Check List  Chapter Review  Virtual Medical Office  Total Assessment  Assignment: Health History |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 6**

**Title: Eye and Ear Assessment Procedures**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. Identify the structures of the eye, and explain the function of each.  3. State the cause and difficulty of visual acuity defects.  4. List the reasons to perform an eye irrigation and an eye instillation.  5. Identify the structures of the external, middle, and inner ear and explain the function of each.  6. Identify conditions that may cause conductive and sensorial hearing loss.  7. Demonstrate ways hearing acuity can be tested.  8. List the rationale for ear irrigation and ear instillation. | 1. Key terminology.  2. Review anatomy of the eye.  3. Visual acuity problems:  a. Errors of refraction:  1. myopia  2. hyperopia  3. presbyopia  4. Rationale for procedures.  a. administration of ointment/drops  b. irrigation  5. Review anatomy of the ear.  6. Hearing loss:  a. physical interference  b. damage  c. illness  7. Hearing tests:  a. Gross screening test  b. tuning fork test  c. audiometry  d.Tympanometry  8. Rationale:  a. irrigation  b. instillation:  1. child  2. adult | Text: Bonewit-West Ch. 6  Study Guide  Virtual Medical Office  Lecture  Competency Checklist:  Assessment of distant and near visual acuity  Assess color vision  Eye Irrigation  Eye Instillation  Group activities: Snellen Eye Chart, Ishihara book  Certification Review | Exam  Class participation  Competency Checklist |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 7**

**Title: Physical Agents to Promote Tissue Healing**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define Terminology.  2. State examples of moist and dry applications of heat and cold.  3. State the factors for consideration when applying heat and cold.  4. List the effects of heat application and reasons for applying heat.  5. List the effects of cold application and the reasons for applying cold.  6. Describe the general use of therapeutic ultrasound.  7. Explain the purpose of the coupling agent.  8. List reasons for applying a cast.  9. Identify the advantages and disadvantages of the synthetic and plaster cast.  10. Identify the procedural steps for cast application.  11. Discuss patient education r/t cast care.   1. Describe a splint and explain its use.   13. Describe a brace and explain its use.  14. List factors to consider when ambulatory aids are ordered.  15. List the conditions to be considered when crutches are not properly fitted.  16. List the guidelines to be followed by the patient to ensure safe use of crutches.  17. Demonstrate proper technique for ambulating with crutches, canes and walkers.  18. Demonstrate various crutch gaits.  19. List and describe the three types of canes.  20. Identify patient conditions that warrant use of a cane or walker. | 1. Key Terminology  2. Applications of heat and cold:  a. heating pad  b. hot soaks  c. hot compress  d. chemical hot pack  e. ice bag  f. cold compress  g. chemical cold pack  h. Cryo-Cuff appliance  3. Factors to consideration:  a. age  b. location of application  c. impaired circulation  d. individual tolerance  4. Heat:  a. local effects  b. dilation  c. secondary effects  d. edema  e. pain  f. congestion  g. muscle spasms  h. inflammation  i. exudates/suppuration  5. Cold:  a. constriction  b. edema  c. trauma  d. sprain/strain  e. minor burns  f. joint injury  g. fracture  6. Ultrasound use  7. Coupling agent used with US  8. Purpose of cast application.  9. Synthetic/Plaster casts:  a. advantages  b. disadvantages  10. Cast application:  a. Types of casts  b. inspect skin  c. stockinette  d. padding  e. cast bandage/tape  f. precautions r/t cast application  11. Guidelines for cast care:  a. cast care  b. symptoms to report  c. cast removal  12.splints  13. Braces  14. Patient considerations:  a. size  b. patient status  c. deformity  d. weakness  e. balance  15. Correct size and type crutch  16. Patient safety guidelines.  17. Patient education for use of ambulatory devices.  18. Crutch gaits:  a. four-point  b. two-point  c. three-point  d. swing-to  e. swing- through  19. Types of canes:  a. standard  b. tri-pod  c. quad  20. Patient assessment | Text: Bonewit-West Ch. 7  Virtual Medical Office  Study Guide  Lecture  Group Activities  Demonstration  Competency Checklist  Patient Education: use of applications and devices  Gait demonstration | Exam  Competency r/t use of assistive  devices  Virtual Medical Office  Class participation  Patient Education |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 8**

**Title: The Gynecologic Examination and Prenatal Care**

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| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. Identify the components of the gynecologic examination.  3. Explain the purpose of the breast exam and demonstrate BSE.  4. State the purpose of a pap test and list information required for cytology report.  5. Identify symptoms of vaginal infections.  6. Explain the purpose of each part of the prenatal record.  7. Define prenatal terminology.  8. Explain the purpose of return prenatal visits and the physical examinations included in the visits.  9. Discuss specific prenatal tests.  10. List and explain the purpose of each of the procedures included in the postpartum examination. | 1. Key Terminology.  2. Gyn examination:  a. inspection  b. specimen collection  c. bimanual exam  d. rectal-vaginal exam  3. Breast examination:  a. Pt. ed. r/t BSE  b. practice breast exam  4. Pap Test:  a. pt. instructions  b. specimen collection  c. prep methods  d. cytology reports  e. maturation index  5. Vaginal infections:  a. Trichomoniasis  b. Candidiasis  c. Chlamydia  d. Gonorrhea  6. The prenatal record:  a. Past medical history  b. menstrual history  c. obstetric history  d. present pregnancy history  7. Prenatal terminology  8. Prenatal visits:  a. initial prenatal exam  b. return prenatal visits  c. Fundal height measurement.  9. Prenatal testing:  a. Triple screen test  b. Ultrasound scan  c. Amniocentesis  d. Fetal heart rate monitoring  10. Six weeks post-partum exam:  a. terminology  b. components of the exam. | Text: Bonewit-West Ch. 8  Virtual Medical Office  Study Guide  Competency  Skills Lab  Lecture  Handout  Group activities  documentation  CertificationReview | Exam  Class participation  Skills Lab Competency:  Pt. preparation  Instruments  BSE  Pt. ed  Specimen collection and prep  Lab and diagnostic reports  Prenatal Care  Fundal height measurement |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 9**

**Title: The Pediatric Examination**

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| --- | --- | --- | --- |
| **Objective** | **Lesson Plan** | **Implementation** | **Evaluation** |
| Upon completion of this lesson, the student will be able to:  1. Define terminology.  2. List the components and schedule for the well-child visit.  3. Explain the purpose of the sick child visit.  4. State the purpose and prognosis of untreated PKU.  5. Discuss education r/t the new mother. | 1. Key Terminology  2. Well-child visits:  a. schedule of appointments  b. Height and weight  c. pediatric vital signs  d. rapport  e. immunizations: schedule  3. The sick child:  a. specimen collection  b. injections  4. PKU:  a. purpose of screening test  b. screening procedure  c. prognosis of untreated PKU  5. Anticipatory Guidance | Text: Bonewit-WestCh. 9  Study Guide  Virtual Medical Office  Lecture  Group activities  Competency: peds exam  Injections  Specimen collection  Handouts  Medication and immunization records  Documentation  Certification Review | Exam  Skills Lab  Class participation  Competency checklist |

**MAST 106: FUNDAMENTALS OF MEDICAL ASSISTING**

**LESSON NO.: 9**

**OVERVIEW OF SKILLS/COMPETENCIES**

Lesson #9 will devote class time to skills lab review and oral presentation of developed health histories. This may require more than one class session. Students are required to attend these sessions and participate in the lab practicum and class discussion r/t the health history.

[](http://www.newriver.edu/index.php)

Syllabus for

MAST 105

Medical Terminology

(3-0-3)

# Course Description

# MAST 105: Medical Terminology (3-03) This course is designed as an introduction to medical terminology using a body systems approach. Students will develop a basic understanding of medical language by analyzing prefixes, suffixes, root words and combining forms as they relate to the different body systems and basic cellular structure.

# Course Delivery Method: M/W: IVN

HelpDesk: (304) 929-6725 or email [itsupport@newriver.edu](mailto:itsupport@newriver.edu) . For more information please refer to the Student Handbook; page 153.

# Required Text(s)

**Taber’s Cyclopedic Medical Dictionary. F.A. Davis 9 (any edition)**

**Medical Terminology Systems; A Body Systems Approach 7th ed. Gylys and Wedding**

**ISBN: 978-0-8036-3575-3**

# Course Materials

The following supplemental materials or resources are also required:

* Medical Language Lab is an interactive, online program that ensures your mastery of the language of medicine. Activate the free subscription using the personal code in the front of your text.

# Learning Outcomes

Upon successful completion of this course, students will be able to:

**By the end of this course, the successful student will be able to:**

1. Correctly identify, pronounce, spell, define, and combine roots, prefixes, and suffixes related to the diagnosis, pathology, and treatment of the major body systems.
2. Identify career possibilities that require knowledge of medical terminology.
3. Define the various body planes and directional terms.
4. Correctly spell, pronounce, and define the parts and functions of human anatomy.
5. Identify acceptable abbreviations and initials as used by the AMRA and JCAHO.
6. Define the role of confidentiality in working with medical records and in all health care professions.
7. Correctly identify, spell, pronounce and define medically related terminology.
8. Correctly spell and pronounce the names of drugs and laboratory terms and procedures.
9. Correctly spell and identify diagnosis, surgical procedures, and diagnostic procedures pertinent to each of the anatomical systems.
10. Identify the information found in the following types of medical reports:
11. History and Physical
12. Consultations and progress notes
13. Operative reports and Pathology reports
14. Discharge summaries

**Course Content Outline**

**Course Content Outline:**

I. Introduction to Medical Terminology

1. Overview of Introduction to Medical Terminology
2. Vocabulary Related to Introduction to Medical Terminology
3. Primary Medical Terms
4. Word Parts Are the Key
5. Word Roots
6. Suffixes
7. Prefixes
8. Determining Meanings on the Basis of Word Parts
9. Medical Dictionary Use
10. Pronunciation
11. Spelling is Always Important
12. Using Abbreviations
13. Singular and Plural Endings
14. Basic Medical Terms to Describe Diseases
15. Look-Alike Sound-Alike Terms and word Parts
16. Abbreviations Related to the Introduction to Medical Terminology
17. Learning Exercises
18. The Human Touch: Critical Thinking Exercise

II. The Human Body in Health and Disease

1. Overview of the Human Body in Health and Disease
2. Vocabulary Related to the Human Body in Health and Disease
3. Anatomic Reference Systems
4. Structures of the Body
5. Cells
6. Genetics
7. Tissues
8. Glands
9. Body Systems and Related Organs
10. Pathology
11. Aging
12. Abbreviations related to the Human Body in Health and Disease
13. Learning Exercises
14. The Human Touch: Critical Thinking Exercises

III. The Skeletal System

1. Overview of the Skeletal System
2. Vocabulary Related to the Skeletal system
3. Structures and Functions of the Skeletal system
4. The Structure of bones
5. Joints
6. The Skeleton
7. Medical Specialties Related to the Skeletal System
8. Pathology of the Skeletal System
9. Diagnostic Procedures of the Skeletal System
10. Treatment Procedures of the Skeletal System
11. Abbreviations Related to the Skeletal System
12. Learning Exercises
13. The Human Touch: Critical Thinking Exercises

IV. The Muscular System

1. Overview of Structures, Combining Forms, and functions of the Muscular System
2. Vocabulary Related to the Muscular System
3. Functions of the Muscular System
4. Structures of the Muscular System
5. Types of Muscle Tissue
6. Muscle Contraction and Relaxation
7. Contrasting Muscle Motion
8. How Muscles are Names
9. Medical Specialties Related to the Muscular System
10. Pathology of the Muscular System
11. Diagnostic Procedures of the Muscular System
12. Treatment Procedures of the Muscular System
13. Abbreviations Related to the Muscular System
14. Learning Exercises
15. The Human Touch: Critical Thinking Exercise

V. The Cardiovascular System

a. Overview of Structures, combining Forms, and Functions of the Cardiovascular System

b. Vocabulary Related to the Cardiovascular System

c. Functions of the Cardiovascular System

d. Structures of the Cardiovascular System

e. The Blood Vessels

f. Blood

g. Medical Specialties Related to the Cardiovascular System

h. Pathology of the Cardiovascular System

i. Diagnostic Procedures of the Cardiovascular System

j. Treatment Procedures of the Cardiovascular System

k. Abbreviations of the Cardiovascular System

l. Learning Exercises

m. The Human Touch: Critical Thinking Exercise

VI. The Lymphatic and Immune Systems

1. Overview of Structures, Combining Forms, and Functions of the Lymphatic and Immune

Systems

1. Vocabulary Related to the Lymphatic and Immune Systems
2. Introduction
3. Medical Specialties Related to the Lymphatic and Immune Systems
4. Functions of the Lymphatic System
5. Structures of the Lymphatic System
6. Functions and Structures of the Immune System
7. Pathogenic Organisms
8. Oncology
9. Abbreviations Related to the Lymphatic and Immune Systems
10. Learning Exercises
11. The Human Touch: Critical Thinking Exercises

VII. The Respiratory System

1. Overview of Structures, combining Forms, and Functions of the Respiratory System
2. Vocabulary Related to the Respiratory System
3. Functions of the Respiratory system
4. Structures of the Respiratory System
5. Respiration
6. Medical Specialties Related to the Respiratory System
7. Pathology of the Respiratory System
8. Diagnostic Procedures of the Respiratory System
9. Treatment Procedures of the Respiratory System
10. Abbreviations Related to the Respiratory System
11. Learning Exercises
12. The Human touch: Critical Thinking Exercise

VIII. The Digestive System

a. Overview of Structure, combining Forms, and functions of the Digestive System

b. Vocabulary Related to the Digestive System

c. Structures of the Digestive System

d. Digestion

e. Medical Specialties Related to the Digestive System

f. Pathology of the Digestive System

g. Diagnostic Procedures of the Digestive System

h. Treatment Procedures of the Digestive System

i. Abbreviations Related to the Digestive System

j. Learning Exercises

K. The Human Touch

IX. The Urinary System

a. Overview of Structures, Combining forms, and Functions of the Urinary System

b. Vocabulary Related to the Urinary System

c. Functions of the Urinary System

d. Structures of the Urinary system

e. The Excretion of Urine

f. Medical Specialties Related to the Urinary System

g. Pathology of the Urinary System

h. Diagnostic Procedures of the Urinary System

i. Treatment Procedures of the Urinary System

j. Abbreviations Related to the Urinary System

k. Learning Exercises

l. The Human tough: Critical Thinking Exercises

X. The Nervous system

a. Overview of Structures, combining Forms, and Functions of the Nervous System

b. Vocabulary Related to the Nervous System

c. Functions of the Nervous system

d. Structures of the Nervous System

e. The Central Nervous System

f. The Peripheral Nervous System

g. The Autonomic Nervous System

h. Medical Specialties Related to the Nervous System

i. Pathology of the Nervous System

j. Diagnostic Procedures of the Nervous System

k. Treatment Procedures of the Nervous System

l. Abbreviations Related to the Nervous system

m. Learning Exercises

n. The Human Touch: Critical Thinking Exercise

XI. Special Senses: The Eyes and Ears

a. Overview of Structures, Combining Forms, and Functions of the Eyes and the Ears

b. Vocabulary Related to the Eyes and the Ears

c. Functions of the Eyes

d. Structures of the Eyes

e. Medical Specialties Related to the eyes

f. Pathology of the Eyes and Vision

g. Diagnostic Procedures of the Eyes and Vision

h. Treatment Procedures of the Eyes and Vision

i. Functions of the Ears

j. Structures of the Ears

k. Medical Specialties Related to the Ears and Hearing

l. Pathology of the Ears and Hearing

m. Diagnostic Procedures of the Ears and Hearing

n. Treatment Procedures of the Ears and Hearing

o. Abbreviations Related to the special Senses

p. Learning Exercises

q. The Human Touch: Critical Thinking Exercises

XII. Skin: The Integumentary System

a. Overview of Structures, Combining Forms, and Functions of the Integumentary System

b. Vocabulary Related to the Integumentary System

c. Functions of the Integumentary System

d. Structures of the Integumentary System and its Related Structures

e. Medical Specialties Related to the Integumentary System

f. Pathology of the Integumentary System

g. Diagnostic Procedures of the Integumentary System

h. Treatment Procedures of the Integumentary System

i. Abbreviations Related to the Integumentary System

j. Learning Exercises

k. The Human Touch: Critical Thinking Exercises

XIII. The Endocrine System

a. Overview of Structures, Combining Forms, and Functions of the Endocrine System

b. Vocabulary Related to the Endocrine System

c. Functions of the Endocrine System

d. Structures of the Endocrine System

e. Medical Specialties Related to the Endocrine System

f. Pathology of the Endocrine system

g. The Pituitary Gland

h. The Pineal Gland

i. The Thyroid Gland

j. The Parathyroid Gland

k. The Thymus

l. The Pancreatic Islets

m. The Adrenal Glands

n. The Gonads

o. Abbreviations Related to the Endocrine System

p. Learning Exercises

q. The Human Touch: Critical Thinking Exercise

XIV. The Reproductive Systems

a. Overview of Structures, Combining Forms, and Functions of the Reproductive Systems

b. Vocabulary Related to the Reproductive Systems

c. Terms Related to the Reproductive Systems

d. Functions of the Male Reproductive System

e. Structures of the Male Reproductive System

f. Medical Specialties Related to the Male Reproductive System

g. Pathology of the Male Reproductive System

h. Diagnostic Procedures of the Male Reproductive System

i. Treatment Procedures of the Male Reproductive System

j. Sexually Transmitted Diseases

k. Functions of the Female Reproductive System

l. Structures of the Female Reproductive System

m. Medical Specialties Related to the Female Reproductive System and Childbirth

n. Pathology of the Female Reproductive System

o. Diagnostic Procedures of the Female Reproductive system

p. Treatment Procedures of the Female Reproductive System

q. Pregnancy and Childbirth

r. Pathology of Pregnancy and Childbirth

s. Assisted Reproduction

t. Abbreviations Related to the Reproductive Systems

u. Learning Exercises

v. The Human Touch: Critical Thinking Exercises

XV. Diagnostic Procedures and Pharmacology

a. Overview of Diagnostic Procedures and Pharmacology

b. Vocabulary Related to Diagnostic Procedures and Pharmacology

c. Basic Examination Procedures

d. Basic Examination Positions

e. Laboratory Fees

f. Endoscopy

g. Centesis

h. Imaging Techniques

i. Pharmacology

j. Abbreviations Related to Diagnostic Procedures and Pharmacology

k. Learning Exercises

l. The Human Touch: Critical Thinking Exercise

XVI. Comprehensive Medical Terminology Review

a. Overview of Comprehensive Medical Terminology Review

b. Study Tips

c. Review Session

d. Simulated Final Test

e. Appendix A: Prefixes, Combining forms, and Suffixes

f. Appendix B: Abbreviations and Their Meanings

g. Index

h. Flash cards

**General Education Competencies Addressed in this Course: Critical Thinking/Problem Solving**

* **Communication**
* **Information Literacy**
* **Scientific or Mathematic Reasoning**

# Procedures for Evaluation

Exams: Exams will be based on lecture and textbook content. Exams will be announced in advance. Students are expected to take the exam during the scheduled class meeting. There are no excused absences on exam days unless it is specifically covered in the student handbook. The lowest exam grade will be dropped.

The first exam will cover the first three chapters in the textbook. Consecutive exams will be given after the completion of two chapters and cover the content of those two chapters.

Homework: homework assignments are due on the day of the exams. **No late assignments will be accepted under any circumstances.** Each assignment will be worth 20 points. (10 points per chapter)

**Grading Scale:**

**A= 450-525 points**

**B= 374-449 points**

**C= 373-298 points**

**D= 297-222 points**

**F= 221 and below**

**Grading Components and Weights:**

Homework : 15 chapters X 10 points each = 150 points

Exams : Chapter 1-3= 75 points

50 points X 6 = 300 points

Exam Total points = 375

Total points = 525 possible

**Tentative Course Calendar \* this schedule is subject to change**

|  |  |  |
| --- | --- | --- |
| **Lesson 1** | **Review syllabus and course requirements**  **Chapter 1** | **Homework** |
| **Lesson 2** | **Chapter 2**  **Chapter 3** | **Homework** |
| **Lesson 3** |  | **Exam chapter 1,2 &3** |
| **Lesson 4** | **Chapter 4 & 5** | **Review exam**  **homework** |
| **Lesson 5** | **Chapter 6** | **Exam Ch. 4&5**  **Homework due ch. 4&5**  **homework** |
| **Lesson 6** | **Chapter 7** | **homework** |
| **Lesson 7** | **Chapter 8** | **Exam Ch. 6&7**  **Homework due Ch. 6&7**  **homework** |
| **Lesson 8** | **Chapter 9** | **homework** |
| **Lesson 9** | **Chapter 10** | **Exam Ch. 8&9**  **Homework due**  **homework** |
| **Lesson 10** | **Chapter 11** | **homework** |
| **Lesson 11** | **Chapter 12 & 13** | **Exam Ch. 10 & 11**  **Homework Due**  **Homework** |
| **Lesson 12** | **Chapter 14** | **homework** |
| **Lesson 13** | **Chapter 15** | **Exam Ch. 12&13**  **Homework Due**  **homework** |
| **Lesson 14** | **Chapter 16** | **Exam Ch. 14&15**  **Homework Due** |
|  |  |  |

**COURSE CONTENT GOALS:**

1. To make a personal commitment to learn medical terminology.
2. To learn and define prefixes, suffixes, and abbreviations used in medical documentation.
3. To define basic terms and abbreviations used in medical documentation.
4. To define common combining forms in relation to all body systems.
5. To define and describe basic functions and anatomical terms related to all body systems.

# Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

# Classroom/Course Policies

**Academic Integrity/Honor Code**: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**Absolutely no cell phone use will be tolerated in the classroom. Please see the instructor if you need to have your cell phone out during any scheduled class meeting.**

**Assignment Submission Guidelines** (including acceptance of late submissions)

**Attendance**: You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

**Inclement Weather/Emergency Situations**

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure\_3-inclement\_weather\_1-2014.pdf.

**New River Community and Technical College Social Justice Statement**: “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

**Student Success Centers are located at each campus. Services provided are:**

* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services.

Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/current-students/student-services/student-resources](http://www.newriver.edu/current-students/student-services/student-resources) .

**Veteran Priority of Service**

**The term ‘Priority of Service’ refers to the specific rights that veterans and eligible spouses of veterans have in all training services provided through the Department of Labor (DOL) funded training programs. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veteran priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service.  To obtain priority of service, a veteran of spouse must meet the program’s eligibility requirements.  Priority of Service applies to all job training programs funded in whole or in part by the U.S. Department of Labor which includes the following New River CTC programs: Physical Therapy Assistant, Medical Assisting, Paramedic, Electric Distribution Engineering Technology, Welding Technology, Computer Science: Information Technology, and Industrial Technology.​**

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free

and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

[](http://www.newriver.edu/index.php)

**SYLLABUS FOR**

**MAST 220**

**Clinical Externship**

# Course Description

The Clinical Externship, comprised of 160 clock hours, is a planned course that extends the classroom to actual clinical settings. Lifelike experience is impossible to simulate in the classroom and students are rotated through various community health facilities and agencies or private practitioners to meet specific performance objectives. Students are required to spend time in surgery, respiratory, lab and x-ray departments. A minimum of three consecutive days are to be spent in an administrative area. Upon completion of the required experiences, students may elect to spend additional time in the area of their choice. Students are evaluated by staff members after the completion of each rotation. Upon completion of the externship, students must meet individually with the instructor to assess the various experiences in the clinical setting. The instructor and the student determine success of the externship based on the check list, student and preceptor evaluations and daily diary entries.

CR: Students MUST be concurrently enrolled in MAST 209. PR: Students must have completed all required courses in the previous three (3) semesters. Refer to the catalog for course listings.

# Course Delivery Method: TRAD

HelpDesk contact information: (304) 929-6725

[itsupport@newriver.edu](mailto:itsupport@newriver.edu)

**Required Text(s):** Halverson-Bender, Kimberly; Excelling in the Externship, A Preparation Guide for Medical Assisting and Allied Health, Second Edition, Pearson 2014

# Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Safely transfer medical assisting skills from the classroom to the clinical setting.
2. Communicate effectively by listening, observing, reporting and recording (documenting) accurately.
3. Adhere to ethical and legal standards.
4. Demonstrate professional characteristics.
5. Function calmly while under pressure of time and in the presence of anxious patients and families. (recognize and respond to medical emergencies)
6. Competently perform administrative duties.
7. Confidently seek employment.

**Course Content Outline**

1. The Medical Record
   1. Complete consent for treatment form
   2. Assist patient in completion of consent for release of medical information
   3. Prepare a medical record for a new patient
   4. Obtain and document patient’s symptoms
2. Medical Asepsis and OSHA Standards
   1. Wash hands
   2. Apply alcohol based hand rub
   3. Apple and remove clean disposable gloves
   4. Adhere to OSHA standards
3. Sterilization and Disinfection
   1. Sanitize instruments
   2. Chemically disinfect contaminated articles
   3. Wrap instruments for autoclaving
   4. Sterilize articles in autoclave
4. Vital Signs (age specific across the life-span)
   1. Measure height and weight
   2. Measure axillary body temperature
   3. Measure rectal body temperature
   4. Measure temporal body temperature
   5. Measure radial and apical pulse
   6. Measure respirations
   7. Perform pulse oximetry
   8. Measure blood pressure
5. The Physical Examination
   1. Demonstrate proper body mechanics
   2. Position and drape an individual
   3. Transfer a patient to and from a wheelchair
   4. Prepare a patient for the physical examination
   5. Assist the physician with a physical examination
6. Eye and Ear Procedures
   1. Assess distance acuity
   2. Assess color vision
   3. Perform eye irrigation
   4. Perform eye instillation
   5. Perform ear irrigation
   6. Perform ear instillation
7. Physical Agents to Promote Healing
   1. Apply a heating pad
   2. Apply a hot soak
   3. Apply a hot compress
   4. Apply an ice bag
   5. Apply a cold compress
   6. Apply a chemical hot and cold pack
   7. Assist with the application and removal of a cast
   8. Instruct the patient in proper cast care
   9. Apply a splint
   10. Apply a brace
   11. Measure an individual for axillary crutches
   12. Instruct a patient in mastering a crutch gait
   13. Instruct an individual in the use of a cane
   14. Instruct an individual in the use of a walker
8. The Gynecological Examination and Prenatal Care
   1. Provide instructions for breast self-examination
   2. Prepare a patient for a gynecological examination
   3. Assist with a gynecological examination
   4. Complete a cytology requisition form
   5. Prepare the patient for a prenatal examination
   6. Assist with a 6 week post-partum examination
   7. Schedule prenatal visits
9. The Pediatric Examination
   1. Carry the infant in the following positions: cradle and upright
   2. Measure the weight and length of an infant
   3. Measure the head circumference of an infant
   4. Measure the chest circumference of an infant
   5. Plot pediatric measurements on a growth chart
   6. Apply pediatric urine collector
   7. Collect specimens for a newborn screening test
10. Minor Office Surgery
    1. Apply and remove sterile gloves
    2. Open a sterile package
    3. Add an article to a sterile field from a peel apart package
    4. Pour a sterile solution into a container on a sterile field
    5. Change a sterile dressing
    6. Remove sutures
    7. Remove staples
    8. Apply and remove adhesive closures
    9. Set up a tray for minor office surgery
    10. Assist the physician with minor office surgery
    11. Apply the following bandage turns: circular, spiral, spiral-reverse, figure-eight and recurrent
    12. Apply a tubular gauze bandage
11. Administration of Medication
    1. Complete a medication record form
    2. Prepare and administer oral medication
    3. Prepare an injection from a vial
    4. Prepare an injection from an ampule
    5. Reconstitute a powdered drug
    6. Administer a subcutaneous injection
    7. Locate the following intramuscular sites: dorogluteal, deltoid, vastus lateralis and ventrogluteal
    8. Administer an intramuscular injection
    9. Administer an intradermal injection
    10. Administer a tuberculin skin test and read the results
12. Cardiopulmonary Procedures
    1. Record a 12-lead electrocardiogram (ECG/EKG)
    2. Instruct a patient in the guidelines for wearing a Holter monitor
    3. Apply a Holter monitor
    4. Perform a spirometry test
    5. Measure peak flow rate
13. Colon Procedure
    1. Instruct a patient in the proper preparation required for each of the following examinations: mammogram, bone density scan, upper GI, lower GI and IVP
    2. Instruct a patient in the proper preparation required for each of the following examinations: US, CT, MRI and nuclear medicine study.
14. Introduction to Clinical Laboratory
    1. Use a laboratory directory
    2. Complete a lab request form
    3. Collect a specimen
    4. Properly handle and store a specimen
    5. Review a lab report
15. Urinalysis
    1. Instruct a patient in a clean-catch midstream urine collection
    2. Instruct a patient in a 24-hour urine specimen collection
    3. Assess the color and appearance of a urine specimen
    4. Perform a chemical assessment of a urine specimen
    5. Prepare a urine specimen for microscopic analysis
    6. Perform a rapid urine culture test
    7. Perform a urine pregnancy test
16. Phlebotomy
    1. Perform venipuncture using the vacuum tube method
    2. Perform venipuncture using the butterfly method
    3. Perform venipuncture using the syringe method
    4. Separate serum from blood specimen
    5. Obtain a capillary blood specimen
17. Blood Chemistry and Hematology
    1. Perform a FBS using a glucometer
    2. Perform blood chemistry testing
    3. Perform a rapid mononucleosis test
18. Microbiology
    1. Use a microscope
    2. Collect a throat specimen
    3. Obtain a specimen using collection and transport system
    4. Perform a rapid strep screen
    5. Prepare a wet-mount slide
    6. Prepare a microbiological smear

**General Education Competencies Addressed in this Course: (*Identify the specific competencies that are introduced, reinforced, and/or assessed in this course)***

1. Apply critical thinking skills to a variety of subjects.
2. Practice attentive and active listening, maintain solid eye contact, often paraphrasing the message of the speaker to ensure understanding, and accurately restate the opinions of others even when he or she disagrees.
3. Access and use information ethically and legally.
4. Participate in teamwork activities helping the team move forward in relation to the team goals.

# Procedures for Evaluation: A clinical evaluation will be completed by the assigned office personnel at the end of each rotation. The student will be evaluated in various areas, with ratings as designated on the evaluation form. A rating of all 5’s would result in a score of 100%. A rating of all 3’s would result in a score of 75%. Ratings may range from 5 to 1 and thus vary the score. Refer to the evaluation form.

**Procedure for Student Learning:**

Average of student rating 50%

Average of journal 30%

Attendance 20%

**Grading Scale:**

A = 92.5% - 100%

B = 84.5% - 92.4%

C = 77.5% - 84.4%

D = 69.5% - 77.4

F = below 69.4%

**Journal:** A journal of daily activities must be kept for each day of the externship (clinical days). Daily entries must be in complete sentences and paragraphs.

**Required for Clinical Placement:**

New River CTC uniform

Lab Jacket with New River CTC patch

Watch with a second hand

Name tag

Stethoscope

Drug and Background check; arrangements will be made to obtain online and on campus.

In the event of an emergency or sickness, the student is required to call the assigned clinical site and the instructor’s office before the start of the clinic day.

The instructor will meet with each student privately to discuss the externship rotation. Student progress will be evaluated at the mid-term point in the semester and during the week of finals.

At the mid-term point, students must have completed 80 clinical hours. The additional 80 hours must be completed prior to the week of finals. (Weather will be a consideration)

During each private evaluation, the student and the instructor will review the diary, checklist and site evaluations. The students will also meet as a group to discuss their experiences while in the clinical areas. The meeting will be held during the scheduled MAST 209 class. Students should be aware that the externship rotation is to be treated as a job. Students are to arrive on time and leave only when the shift ends.

# Assessment for Continuous Improvement

Course assessment will be completed through a combination of embedded test questions, class discussions and demonstrations, and evaluation of practical applications. These assessments will be analyzed in relation to the student learning outcomes associated with this course and improvements made to the course delivery as a result of the assessments.

# Classroom/Course Policies

**Academic Integrity/Honor Code**: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**Assignment Submission Guidelines:**  Assignments will be given during class. The assignments will be due at the next class meeting with 5% taken off of every late submission.

**Attendance:** Students are to arrive at the clinical site at the specified time. If you are going to be late you MUST call and inform the manager of the unit to which you are assigned for the day. If you are unable to attend the clinical day, you MUST CONTACT THE SITE AND THE INSTRUCTOR. The only excused absences are that listed in the New River Community and Technical College Student Handbook. Students with an unexcused absence for the clinical day WILL NOT PASS THE COURSE. Clinical days missed due to illness or reasons listed in the student handbook, must be made up before the end of the course. The instructor will make every effort to schedule make-up dates for the convenience of the student (work, class); however, these days will be scheduled at the convenience of the clinical site and the staff at the site. The instructor cannot guarantee an extra clinical day on any specific clinical site.

Students should treat this clinical experience as if it were a profession position. Healthcare professionals are not easily “covered” or replaced in the work area. If the student is too ill to attend the clinical site, call the manager at the site and the clinical advisor/instructor. As you know, healthcare professionals do not want to be with patients when the healthcare professional is ill. Specific guidelines will be discussed at the initial class meeting. Calling the instructor does not guarantee an excused absence. This will be determined based on the specific situation. A child’s ballgame is not a reason to miss a clinical day. Unexcused absences may be made up only if time and scheduling allow another clinical day. Students may receive a grade of F for this course due to absences. Make sure you have sitters in place for emergencies with children. A sick child is not an excuse to miss a scheduled clinical day.

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.

# Additional Information

**Inclement Weather/Emergency Situations**

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure\_3-inclement\_weather\_1-2014.pdf.

**New River Community and Technical College Social Justice Statement**: “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

**Student Success Centers are located at each campus. Services provided are:**

* Tutoring - Individual, group and online options
* Career Counseling
* Academic Advising
* Life Skills Advising
* Disability Services
* Placement Testing
* Make-up testing - appointment required, walk-ins will be accommodated when space is available
* Study Groups
* Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services.

Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/current-students/student-services/student-resources](http://www.newriver.edu/current-students/student-services/student-resources) .

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free

and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (<http://www.newriver.edu/current-students/library-services>) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer

journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

**Note:** Changes in the course schedule may be necessary due to unforeseen circumstances. If changes become necessary, they will be announced in class.

