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Department of Allied Health Course Syllabus for HLTH F142  
***Clinical Procedures 1***  
***4 credits***

**Instructor:** Amy Samuel, CMA (AAMA), AHI (AMT) Assistant Professor

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**Office Hours:** Tuesdays 9-12 or by appointment

**Lab Assistant:** Theresa Salzman, PBT, (907) 388-7683, [tsalzman@gci.net](mailto:tsalzman@gci.net)

**Class Location/Dates:** **Spring 2015** This accelerated class has no set meeting days or times. At a minimum, students are expected to log in weekly to UAF Blackboard to view and complete assignments. In person competency check-offs lab times and locations (required) will be as listed on the course schedule.

**COURSE DESCRIPTION:** Introduction to the clinical duties performed by medical assistants in outpatient facilities including the care of patients in the examining room, use and care of medical instruments and supplies, assisting physicians with clinical procedures, tissue healing, and eye and ear procedures.

Course Prerequisites: Health F100; Health F116

Course Co-requisites: Health F114 or Biol F100X or permission of program Coordinator.

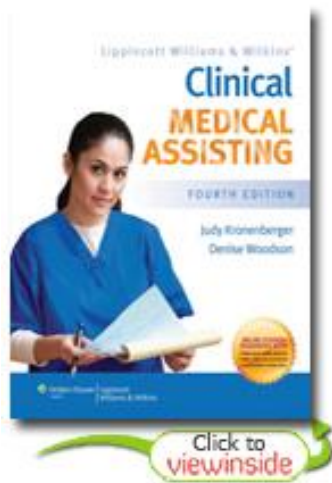
Clinical Procedures Class Requirements: Current CPR Certificate, Annual 2-step Mantoux & Current Immunizations and Titers as required by MA program

**INSTRUCTIONAL METHODS:** This is a hybrid distance course. Lectures, lecture material, discussion boards, assignments, and exams will be on-line, and all course materials are available through Blackboard. Students may have face-to-face instructional support sessions with the instructor. Practice of skills and performance of required psychomotor and affective competencies will be performed in person during the assigned lab intensive.

**TECHNOLOGICAL NEEDS:**

- A reliable computer with a printer, speakers, sound card
- A web browser current with Firefox, Google Chrome or Internet Explorer
- An ISP (Internet Service Provider) and internet connection
- An email account. All email correspondence will be through your UAF account
- Microsoft Office (discounted through UAF) or Google Drive (free with UAF email)
- Basic proficiency in browsing your hard drive for documents
- Basic proficiency in working in a web-based environment (opening links, using browser buttons, scrolling, locating URLs, using search engines, etc.)
- Basic proficiency in opening, saving, modifying and printing files

**TEXT:** ISBN: 978-1-4511-1575-8 Lippincott Williams & Wilkins' Clinical Medical Assisting, Fourth Edition by Judy Kronenberger; Denise Woodson



**COURSE OBJECTIVES:** On completion of this course the student will be able to:

- Spell and define the key terms
- Describe the normal function of the digestive system
- Analyze charts, graphs, and/or tables (BMI) in the interpretation of health care results
- Name all of the essential nutrients
- Discuss the body's basal metabolic rate and its importance in weight management
- Explain how to use the food pyramid and MyPlate guides to promote healthy food choices
- Read, explain and teach a patient about the information on food labels
- Describe therapeutic diets and the patients who need them
- Recognize the dangers and describe the effects of the substances most commonly abused
- Instruct patients according to their needs to promote health maintenance and disease prevention
- Document patient education
- Perform within scope of practice
- Apply critical thinking skills in performing patient assessment and care
- Identify techniques for overcoming communication barriers
- Use language/verbal skills that enable patients' understanding
- Demonstrate respect for diversity in approaching patients and families
- Apply active listening skills
- Demonstrate empathy in communicating with patients, family, and staff
- Use appropriate body language and other nonverbal skills in communicating with patients, family, and staff
- Demonstrate awareness of the territorial boundaries of the person with whom you are communicating
- Demonstrate sensitivity appropriate to the message being delivered
- Demonstrate recognition of the patient's level of understanding communications
- Recognize and protect personal boundaries in communicating with others
- Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status
- Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit
- List major types of infectious agents
- Compare different methods of controlling the growth of microorganisms
- Discuss infection control procedures
- List the various ways microbes are transmitted
- Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate
- Compare the effectiveness in reducing or destroying microorganisms using the various levels of infection control

- Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA)
- Match types and uses of personal protective equipment (PPE)
- Describe standard precautions, including transmission-based, purpose, and activities-regulated precautions
- Discuss the application of standard precautions with regard to
  - a. all body fluids, secretions, and excretions
  - b. blood
  - c. nonintact skin
  - d. mucous membranes
- Identify the role of the Centers for Disease Control (CDC) regulations in health care settings
- Participate in training on standard precautions
- Perform a medical aseptic handwashing procedure
- Remove contaminated gloves
- Clean and decontaminate biohazardous spills
- Apply local, state, and federal health care legislation and regulations appropriate to the medical assisting practice setting
- Select appropriate barriers/PPE for potentially infectious situations
- Explain the rationale for performance of a procedure to the patient
- Give examples of the type of information included in each section of the patient history
- Identify guidelines for conducting a patient interview using verbal and nonverbal communication
- Differentiate between subjective and objective information
- Discuss open and closed-ended questions and explain when to use each during the patient interview
- Obtain and record a patient history and accurately document a chief complaint and present illness
- Practice within the standard of care for a medical assistant
- Use reflection, restatement, and clarification techniques to obtain a patient history
- Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data, and observations
- Apply local, state, and federal health care legislation and regulations appropriate to the medical assisting practice setting
- Demonstrate empathy in communicating with patients, family, and staff
- Apply active listening skills
- Use appropriate body language and other nonverbal skills in communicating with patients, family, and staff
- Demonstrate sensitivity to patients' rights
- Demonstrate awareness of the territorial boundaries of the person with whom you are communicating
- Demonstrate recognition of the patient's level of understanding communications
- Recognize and protect personal boundaries in communicating with others
- Apply critical thinking skills in performing patient assessment and care
- Apply ethical behaviors, including honesty and integrity in performance of medical assisting practice
- Explain the procedures for measuring a patient's height and weight
- Identify and describe the types of thermometers and compare the procedures for measuring a patient's temperature using the oral, rectal, axillary, and tympanic methods
- List the fever process, including the stages of fever
- Identify the various sites on the body used for palpating a pulse
- Define Korotkoff sounds, phases of and factors that may influence the blood pressure
- Explain the factors to consider when choosing the correct blood pressure cuff size
- Discuss implications for disease and disability when homeostasis is not maintained
- Obtain vital signs
- Practice standard precautions
- Document accurately in the patient record

- Identify and state the use of the basic and specialized instruments and supplies used in the physical examination
- Describe the four methods used to examine the patient and list the basic sequence of a physical exam
- State your responsibilities before, during, and after the physical examination and minor office surgery
- Describe the normal function of each body system*
- Assist the physician with patient care*
- Practice standard precautions*
- Document accurately in the patient record*
- Practice within the standard of care for a medical assistant*
- Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate*
- Describe several methods of sterilization
- Categorize surgical instruments based on use and identify each by its characteristics or specialties
- State the difference between reusable and disposable instruments
- Explain how to handle and store instruments, equipment, and supplies
- Describe the necessity and steps for maintaining documents and records of maintenance for instruments and equipment
- Sanitize equipment and instruments
- Prepare items for autoclaving*
- Perform sterilization procedures*
- Identify the guidelines for preparing and maintaining sterility of the field and surgical equipment during a minor office procedure
- Explain the purpose of local anesthetics and list three commonly used in the medical office
- Describe the types of needles and sutures and the uses of each
- Describe the various methods of skin closure used in the medical office
- List the types of laser surgery and electrosurgery used in the medical office and explain the precautions for each
- Describe implications for treatment related to pathology*
- Open sterile surgical packs, use sterile transfer forceps and add sterile solution to a sterile field
- Prepare a patient for procedures and/or treatments*
- Perform skin preparation and hair removal
- Apply a sterile dressing and change an existing sterile dressing while appropriately applying guidelines
- Assist with excisional surgery, and incision and drainage
- Remove sutures and staples
- Document patient education*
- Schedule patient admissions and/or procedures*
- Apply local, state, and federal health care legislation and regulation appropriate to the medical assisting practice setting*
- Describe common skin disorders and explain common diagnostic procedures
- Prepare the patient and assist with examination of the integument
- Explain the difference between bandages and dressings and give the purpose of each
- Identify the guidelines for applying bandages
- Apply a warm or cold compress, assist with therapeutic soaks, apply a tubular gauze bandage
- Document patient care*
- Compare the different types of fractures
- Identify and explain diagnostic procedures of the musculoskeletal system
- Discuss the role of the medical assistant in caring for the patient with a musculoskeletal system disorder
- Describe the various types of ambulatory aids, apply an arm sling, apply cold packs and hot packs
- Measure a patient for axillary crutches and instruct a patient in various crutch gaits
- List and define disorders associated with the eye, ear, nose and throat and identify commonly performed diagnostic procedures

- Describe patient education procedures associated with the eye, ear, nose, and throat
- Measure distance visual acuity with a Snellen chart and color perception with an Ishihara color plate
- Instill eye, ear and nasal medication
- Irrigate the eye and irrigate the ear
- Administer an audiometric hearing test
- Identify the primary defense mechanisms of the respiratory system
- Explain various diagnostic procedures of the respiratory system
- Describe the physician's examination of the respiratory system
- Discuss the role of the medical assistant with regard to various diagnostic and therapeutic procedures
- Instruct a patient in the use of the peak flowmeter
- Administer a nebulized breathing treatment
- Perform a pulmonary function test
- List and describe common disorders of the alimentary canal and accessory organs
- Identify and explain the purpose of common procedures and tests associated with the gastrointestinal system
- Describe the roles and responsibilities of the medical assistant in diagnosing and treating disorders of the gastrointestinal system
- Describe the physical and emotional effects of degenerative nervous system disorders
- List potential complications of a spinal cord injury
- Name and describe the common procedures for diagnosing nervous system disorders
- List and describe common gynecologic and obstetric disorders
- Identify your role in the care of gynecologic and obstetric patients
- Describe the components of prenatal and postpartum patient care and menopause
- Explain the diagnostic and therapeutic procedures associated with the female reproductive system
- Identify the various methods of contraception
- Instruct the patient on the breast self-examination
- Assist with the pelvic examination and Pap smear, colposcopy and cervical biopsy
- Identify abnormal conditions of the thyroid, pancreas, adrenal, and pituitary glands
- Describe the tests commonly used to diagnose disorders of these endocrine system glands
- Explain your role in working with patients with endocrine system disorders
- Manage a patient with a diabetic emergency
- List safety precautions for the pediatric office
- Explain the difference between a well-child and a sick-child visit
- List types and schedule of immunizations
- Describe the types of feelings a child might have during an office visit
- List and explain how to record the anthropometric measurements obtained in a pediatric visit
- Identify two injection sites to use on an infant and two used on a child
- Describe the role of the parent during the office visit
- List the names, symptoms, and treatments for common pediatric illnesses
- Obtain an infant's length and weight and the head and chest circumference
- Apply a pediatric urinary collection device
- Explain how aging affects thought processes
- Describe methods to increase compliance with health maintenance programs among older adults
- Discuss communication problems that may occur with the older adult and list steps to maintain open communication
- Recognize and describe the coping mechanisms used by the older adult to deal with multiple losses
- Name the risk factors and signs of elder abuse
- Explain the types of long-term care facilities available
- Describe the effects of aging on the way the body processes medication
- Discuss the responsibility of medical assistants with regard to teaching older adult patients
- List and describe physical changes and diseases common to the aging process

**GENERAL EXPECTATIONS:** This is a professional course and as such students are expected to conduct themselves in a professional manner. This includes participation in discussions, and observation of confidentiality rules. Writing proficiency is considered a significant part of any assignment. Expect to be graded on spelling, punctuation, grammar and style as well as the content and organization of your written work. All assignments must be typed and proofread and submitted in Microsoft Word or PDF format or through Blackboard if there is a link to submit. Identify your name and class in email communication to the instructor as multiple classes are ongoing.

**PROFESSIONALISM:** Professional behavior and appearance in lecture and laboratory sessions is expected to be professional. Hair is to be pulled back and fingernails kept short during all class times. Natural nails are expected, but clear polish is acceptable. No body piercings are to be visible-no face piercings at all, no visible tattoos, and only one set of earrings can be worn during class and they need to be studs-no dangling earrings. A wedding band and a watch can be worn but no other jewelry. Scrubs are Mandatory for all labs and name tags are to be worn on scrubs during class time. Clean, closed-toe shoes, without elevated heels, must be worn. Street clothes under scrubs prohibited, except for t-shirts under scrub tops.

**USE OF PERSONAL TECHNOLOGY:**

The use of cell phones, iPods, digital cameras and/or camcorder, audio or visual recorders, laptops, DVD and or CD players, radios, and mini-TVs is not permitted in the classroom, lab or any setting while representing yourself as a student in this class. There will be no sharing of information gained or photographs taken during clinical/practicum activities, to include sharing on any social media sites. Noncompliance with these rules will be grounds for removal from class and an “F” will be recorded as the grade.

**DISABILITIES SERVICES:** Disability Services provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you may be eligible, please visit: <http://www.uaf.edu/chc/disability.html> on the web or contact Disability Services on the Fairbanks Campus at (907) 474-7043.

**TITLE IX:** The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) Access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) Access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) File a criminal complaint by contacting the University Police Department at 474-7721.

**HONOR CODE:** The Honor Code of the University strictly prohibits cheating. The Honor Code states: Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

1. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.
2. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

**Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violations of the Honor Code may result in suspension or expulsion. The honor code of the University of Alaska will be strictly enforced.**

**COURSE PARTICIPATION:** This is an *accelerated online class* conducted as a cohort group (within a specific time frame and with other students and the instructor) so be prudent with your time. You have the privilege and responsibility of setting your own course schedule to make it fit in your life, but you also must meet MY weekly deadlines. Assignments require regular participation and must be completed in a timely manner. Lessons are as noted and assignments and quizzes are due as listed on the course schedule. **This is not a self-paced course.** You are required to complete all course work, quizzes and assignments in the time specified by this instructor.

Unlike a traditional, face-to-face course, you do not need to log into the online classroom on any specific dates/times every day to earn a class participation grade. Instead, you need to make a constant effort to complete the online course lectures, complete ungraded assignments, submit homework and quizzes, and participate in any discussion boards. Although some of your activities may be ungraded, the instructor will keep track of whether you have completed them and may assign a course participation grade based on your completion of these assignments.

**EVALUATION:** You must make a “C” or higher to pass this class.

Your final grade for this class will be a letter grade based using the following percentages:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and lower

If you stop participating in class without officially withdrawing you will receive an instructor-initiated withdraw.

*Assignments:* All assignments and competencies are listed on the Class Schedule and posted in Blackboard under each module. It is your responsibility to answer questions in a way that demonstrates that you understand the material and have given it appropriate practice and thought. Assignments will be worth **75%** of your grade.

Each homework and test assignment in the course, will be due as designated on the course schedule and you are encouraged to work ahead to account for unforeseen incidents. If you have extenuating circumstances and contact me via email before the time and date it is due, with my approval, the assignment can be completed within 1 week of the time and date which it was due and your score will be docked 20%.

You may not attempt a competency check-off until the related chapter coursework in Blackboard has been completed.

*Competencies:* 100% completion of all Clinical Procedure Competencies must be passed with an 85% or better and will be worth **25%** of your grade. Your first check off will be with another person and if successful, you will then be ready to attempt the check-off with the instructor or lab assistant.

\*\*\*\*\* **COMPETENCY/PROCEDURE METHOD** \*\*\*\*\*

1. Read the procedure in your textbook and competency notebook.
2. Practice the competency until you have mastered the required skills of the competency. Practicing the competency includes gathering the needed equipment from the appropriate cabinet, charting the competency, **cleaning up and putting material back in the cabinet after completion of procedure.**
3. Ask another student or your work supervisor to watch and evaluate you perform the competency using the competency form. If you complete the competency accurately, have your partner sign on the form where it states for them to sign. If you do not perform the task satisfactorily, repeat practices until you have mastered the competency accurately, review it again, and repeat student peer evaluation. When you sign off a peer evaluation, you are stating that the student is competent in that skill.

**You must be checked off on each competency before you can have an instructor evaluation.**

**\*Students can do the peer evaluations outside of class and are encouraged to do so with the approval and support of their employer. Make sure the competency form is completed and returned to your notebook for final check off by your instructor.**

4. Sign up for Instructor Evaluation of Competency. Be prepared to show the Evaluation for Competency sheet to your instructor.

**HELP DESK:** I do not address technical issues. If you have difficulty accessing or have questions regarding Blackboard, the University of Alaska Fairbanks has a team of professionals that can help you that are available for any log-in problems, technical questions, problems related to the course and to assist in your transition into your online course environment.

Please contact the **OIT Support Center:**

Monday - Friday: 7:30 AM - 7:30 PM

Saturday - Sunday: 10:00AM - 6:00 PM

Phone: (907) 450-8300 (x8300 on campus)

Toll-free: (800) 478-8226

Fax: (907) 450-8312 (x8312 on campus)

Email: [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)

**Support Center In Person: Rasmuson Library - Room 401**

Monday-Friday: 7:30AM - 7:30PM

Saturday-Sunday: 10:00AM - 6:00PM

**GENERAL BLACKBOARD INFO:** Blackboard is an Internet based course management system that provides student and faculty interaction within a web-based course. It is also utilized with traditional courses as well. Students use Blackboard to gain access to the course materials, assignments, and other important items related to their courses; thus, Blackboard is the tool used to obtain announcements, assignment criteria and due dates, maintain discussion forums, etc, as prescribed by the instructor or the distance delivered coursework requirements.

To access Blackboard, Internet Explorer or Firefox is recommended. Go to the UAF website and click on the Blackboard link. Enter your username and password. You are now at your main Blackboard screen and will see all UAF courses for which you are registered. Select your course by clicking on it to link to class information. You should be logging onto the Blackboard course regularly each week to check assignments and grades, review announcements and course content, turn in assignments, and



take the weekly quiz. You should check your UAF email frequently each week as this will be my primary means of conversing with you on an individual basis.

Professors control course content inside of our Blackboard portals, but we cannot correct or control Blackboard malfunctions. If Blackboard experiences major outages (more than 48 hours), please check your email for any special instructions regarding the course.