

SOUTHEAST COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
MEDICAL ASSISTING
Revision Date: 11/2021
[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: MEDA 1205
Course Title: Exam Room 1
Prerequisites: None

Catalog Description: Content incorporates cognitive knowledge in the performance of psychomotor and affective competencies in the following areas: infection control and medical asepsis, patient history and documentation, vital signs and measurements, physical examination, OB-GYN, pediatrics, male reproductive system, gerontology, examinations and procedures of body systems, assisting with office and ambulatory surgery, rehabilitation and therapeutic modalities, and nutrition and health and disease.

Credit Hours: 3
Class Hours: 30
Lab Hours: 45
Total Contact Hours: 75

II. COURSE OBJECTIVES: *Course will:*

1. Demonstrate clinical procedures specific to the ambulatory healthcare setting.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. STUDENT LEARNING OUTCOMES: *Students will be able to:*

1. Obtain vital signs
2. Apply infection control procedures
3. Practice Standard Precautions

B. GENERAL EDUCATION LEARNING OUTCOMES (GELOs)

1. **GELO 6: Career and Life Skills**

Outcome: Develop knowledge and habits that will foster physical, emotional, social, spiritual, intellectual, and environmental wellness.

C. ENTRY LEVEL COMPETENCIES FOR MEDICAL ASSISTING STUDENTS (taken from CAAHEP's 2015 Standards and Guidelines for Medical Assisting Programs)

1. II.C.6. Analyze healthcare results as reported in:
 - a. graphs and tables
2. III.C.1. List major types of infectious agents
3. III.C.2. Describe the infection cycle including:
 - a. the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit
4. III.C.3. Define the following as practiced within an ambulatory care setting:
 - a. medical and surgical asepsis
5. III.C.4. Identify methods of controlling the growth of microorganisms
6. III.C.5. Define the principles of standard precautions
7. III.C.6. Define personal protective equipment (PPE) for:
 - a. all body fluids, secretions and excretions

- b. blood
 - c. non-intact skin
 - d. mucous membranes
8. III.C.7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices
 9. IV.C.1. Describe dietary nutrients including:
 - a. carbohydrates, fat, protein, minerals, electrolytes, vitamins, fiber, water
 10. IV.C.2. Define the function of dietary supplements
 11. IV.C.3. Identify the special dietary needs for:
 - a. weight control, diabetes, cardiovascular disease, hypertension, cancer, lactose sensitivity, gluten-free, and food allergies
 12. V.C.6. Define coaching a patient as it relates to:
 - a. health maintenance
 - b. disease prevention
 - c. compliance with treatment plan
 - d. community resources
 - e. adaptations relevant to individual patient needs
 13. V.C.12. Define patient navigator
 14. V.C.13. Describe the role of the medical assistant as a patient navigator
 15. V.C.16. Differentiate between subjective and objective information
 16. XII.C.2. Identify safety techniques that can be used in responding to accidental exposure to blood and other body fluids, needle sticks, and chemicals
 17. XII.C.5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
 18. XII.C.6. Discuss protocols for disposal of biological chemical materials
 19. XII.C.7. Identify principles of body mechanics and ergonomics
 20. I.P.1. Measure and record:
 - a. blood pressure, temperature, pulse, respirations, height, weight length (infant), head circumference (infant), and pulse oximetry
 21. I.P.2. Perform pulmonary function testing
 22. I.P.3. Perform patient screening using established protocols
 23. I.P.8. Instruct and prepare a patient for a procedure or a treatment
 24. I.P.9. Assist provider with a patient exam
 25. III.P.1. Participate in bloodborne pathogen training
 26. III.P.2. Select appropriate barrier/personal protective equipment (PPE)
 27. III.P.3. Perform handwashing
 28. III.P.4. Prepare items for autoclaving
 29. III.P.5. Perform sterilization procedures
 30. III.P.6. Prepare a sterile field
 31. III.P.7. Perform within a sterile field
 32. III.P.8. Perform wound care
 33. III.P.9. Perform dressing change
 34. III.P.10. Demonstrate proper disposal of biohazardous material
 - a. sharps and regulated wastes
 35. IV.P.1. Instruct a patient according to patient's special dietary needs
 36. V.P.4. Coach patients regarding:
 - b. health maintenance
 - c. disease prevention
 - d. treatment plan
 37. V.P.9. Develop a current list of community resources related to patients' healthcare needs
 38. V.P.10. Facilitate referrals to community resources in the role of a patient navigator
 39. V.P.11. Report relevant information concisely and accurately

- 40. XII.P.2. Demonstrate proper use of:
 - c. sharps disposal containers
- 41. XII.P.3. Use proper body mechanics
- 42. XII.P.4. Participate in a mock exposure event with documentation of specific steps
- 43. XII.P.5. Evaluate the work environment to identify unsafe working conditions
- 44. I.A.1. Incorporate critical thinking skills when performing patient assessment
- 45. I.A.2. Incorporate critical thinking skills when performing patient care
- 46. I.A.3. Show awareness of a patient's concerns related to the procedure being performed
- 47. III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings
- 48. IV.A.1. Show awareness of a patient's concerns regarding a dietary change

IV. CONTENT/TOPICAL OUTLINE (Course outline may provide more detailed information)

- A. INTEGRATED CLINICAL PROCEDURES
- B. ASSISTING WITH SPECIALTY EXAMINATIONS AND PROCEDURES
- C. ADVANCED TECHNIQUES AND PROCEDURES

V. INSTRUCTIONAL MATERIALS

A. Required text(s):

Lindh, Poole, Tamparo, Dahl. *Comprehensive Medical Assisting* (current edition)
 Workbook to accompany *Comprehensive Medical Assisting*

B. Other resources:

Stethoscope and blood pressure cuff
 MEDA1205 paper packet

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following
 - 1. Lecture, PowerPoint, Demonstrations, Role Play, Videos, and Class Participation

VII. METHODS OF EVALUATION- See Course Information Document for specifics.

SCC STANDARD GRADING SCALE POLICY:

A+	95-100	C+	75-79
A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
		F	Below 60

Grading Policies

- All of the cognitive objectives and psychomotor and affective competencies for this course are taught and assessed. All students must pass 100% of the psychomotor and affective competencies in this course in order to pass the course and progress in the Program and graduate (MAERB requirement for 2015 Standards and Guidelines for Medical Assisting Programs).
- In this course, instructor graded check-offs which have psychomotor and affective competencies (critical steps) must be passed with a 90% minimum. All critical steps on the check-off must be passed with the total point value indicated on the check-off in order to pass all of the psychomotor and affective competencies.

- If a 90% is not obtained on the check-off or if a critical step is not passed, the student will be allowed to repeat the check-off. A student failing a check-off will complete remediation prior to the repeat check-off.
- In the event that the repeat check-off is not passed, the student will remediate with the Medical Assisting Program Director until the 90% is obtained and/or the critical steps are passed.
- There are also written tests in this course which contain cognitive objectives. Those test scores are averaged as part of the total course grade.
- The cognitive (classroom) portion of the grade is 60% and the psychomotor and affective (hands-on lab) is 40% of the total grade.
- Students must receive a minimum grade average of a 75% in this course to progress in the Program.
- See the Course Information Document for more information.

VIII. SPECIFIC COURSE REQUIREMENTS- See Course Information Document for specifics.