



**Course Syllabus**

**MDCA 1317 – Procedures in a Clinical Setting**

**Catalog Description:** Emphasis on patient assessment, examination, and treatment as directed by physician. Includes vital signs, collection and documentation of patient information, asepsis, office clinical procedures, and other treatments as appropriate for ambulatory settings.

**Lecture hours = 2, Lab hours = 2**

**Prerequisites:** Medical Assisting One Year Certificate

**Semester Credit Hours: 3**

**Lecture Hours per Week: 2**

**Lab Hours per Week: 2**

**Contact Hours per Semester: 64**

**State Approval Code:** CIP 51.0801

**Instructional Goals and Purposes:** The purpose of this course is to enable students to assist with routine and specialty office examinations and procedures including inventory control; perform medical and surgical asepsis and sterile techniques appropriate in ambulatory care settings; apply governmental health care guidelines; and respond to medical emergencies.

**Learning Outcomes:**

After studying all materials and resources presented in the course, the student will be able to:

1. Discuss the important aspects of nutrition and wellness
2. Demonstrate Medical asepsis and infection control
3. Perform a patient assessment and interview including a medical history
4. Demonstrate anthropometric and vital sign measurements
5. Assist with a physical examination
6. Demonstrate care and handling of surgical instruments and supplies
7. Demonstrate assisting with minor office surgery
8. Describe the process of radiology procedures
9. Detail what to do in a medical office emergency
10. Apply governmental health care guidelines.

**Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

Unit	References/Assignments
<b>Unit I – Nutrition and Wellness</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to: 1. Comprehend and explain to the patient the importance of diet and	<b>Kronenberger Chapter 16</b>

<ul style="list-style-type: none"> <li>nutrition (1 aiv, 1 bii)</li> <li>2. Effectively convey and educate patients regarding the proper diet and nutrition guidelines (2 bi, 2 bii,)</li> <li>3. Identify categories of patients who require special diets or diet modifications (2 biii)</li> <li>4. Document accurately (1 aii, 2 ci)</li> </ul>	
<p><b>Unit II – Medical Asepsis and Infection Control</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Apply Principles of aseptic techniques and infection control (1 ci, 2 bi)</li> <li>2. Use standard precautions (1 ci, 2bi)</li> <li>3. Dispose of biohazardous materials (1 civ, 1ci)</li> </ul>	<p><b>Kronenberger Chapter 17</b></p>
<p><b>Unit III – Medical History and Patient Assessment</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Be impartial and show empathy when dealing with patients (2 biii, 1 av)</li> <li>2. Interview effectively (1 aiv, 1 bi)</li> <li>3. Recognize and respond to verbal and nonverbal communication (2 bvi)</li> <li>4. Obtain chief complaint, recording patient history (2 bi, 2 biii)</li> </ul>	<p><b>Kronenberger Chapter 18</b></p>
<p><b>Unit IV – Anthropometric Measurements and Vital Signs</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Take vital signs (1 bv, 2 biii)</li> <li>2. Document accurately (1 aii, 2 ci)</li> </ul>	<p><b>Kronenberger Chapter 19</b></p>
<p><b>Unit V – Assisting with the Physical Examination</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Prepare and maintain examination and treatment area (2bi, 2 ai)</li> <li>2. Prepare patient for examinations and treatments (2 ai, 2 biii)</li> <li>3. Assist physician with routine and specialty examinations and treatments (2 bi, 2 ai)</li> </ul>	<p><b>Kronenberger Chapter 20</b></p>
<p><b>Unit VI – Sterilization and Surgical Instruments</b> Using critical thinking skills and universal precautions, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Explain how to wrap items for autoclaving (2 bi, 2 aiii)</li> <li>2. Practice quality control (1ci, 2 aii)</li> <li>3. Use standard precautions (1 ci, 1 civ)</li> <li>4. Perform sterilization techniques (2 biii)</li> </ul>	<p><b>Kronenberger Chapter 21</b></p>
<p><b>Unit VII – Assisting with Minor Office Surgery</b> Using critical thinking skills, universal precautions, and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Prepare patients for examinations and treatments (2 bi, 2 biii)</li> </ul>	<p><b>Kronenberger Chapter 22</b></p>

<ol style="list-style-type: none"> <li>2. Assist physician with minor office procedures (2 ai, 2 bi)</li> <li>3. Dispose of biohazardous materials (1 ci, 1 civ)</li> <li>4. Document accurately (1 aii, 2 ci)</li> </ol>	
<p><b>Unit VIII – Diagnostic Imaging</b> Using critical thinking skills and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assist the physician with the regimen of diagnostic and treatment modalities as they relate to each body system (2 bi, 2 biii)</li> <li>2. Comply with federal, state, and local health laws and regulations (1 ai, 1 a ii, 1 bii)</li> <li>3. Communicate on the recipient’s level of comprehension (1 av, 1 aiv)</li> <li>4. Serve as a liaison between the physician and others (2 bi, 2 biii)</li> <li>5. Show empathy and impartiality when dealing with patients (2 bvi)</li> </ol>	<p><b>Kronenberger Chapter 25</b></p>
<p><b>Unit IX – Medical Office Emergencies</b> Using critical thinking skills, universal precautions, and demonstrating respect for diversity in approaching patients and families, at the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Document accurately (1 aii, 2 ci)</li> <li>2. Recognize emergencies and treatments and minor office surgical procedures (1 bi, 1 biii, 2 biii)</li> <li>3. Use standard precautions (1 ci, 1 civ)</li> <li>4. Perform first aid and know CPR procedures/guidelines (1 bi, 1 biii, 2 biii)</li> <li>5. Demonstrate professionalism by exhibiting a positive attitude and sense of responsibility (1 ci, 1 civ)</li> </ol>	<p><b>Kronenberger Chapter 26</b></p>

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Methods of Instruction/Course Format/Delivery:** Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions and/or presentations, case studies and internet research activities.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments**

1. Read each chapter and answer study guide questions for each chapter. Chapters 16-19, 25-26
2. Internet topic summary and class presentation
3. MA Role play scenario creation and demonstration
4. Online quizzes for each chapter in Prep U (Ch. 16-22, 25, & 26)
5. Blood pressure procedure demonstration
6. Handwashing technique demonstration
7. Sterile glove technique demonstration

**Assessment(s):**

1. Prep U online quizzes for each chapter: (16-22, 25 & 26)

2. Exam 1 (chapter 16-19)
3. Exam 2 (chapter 20-22)
4. Exam 3 (chapter 25-26)
5. Final exam (comprehensive)
6. Skill evaluations for blood pressure, handwashing, sterile glove technique

**Course Grade:**

The grading scale for this course is as follows:

- Attendance – 5%
- Assignments-15%
- Exams – 30%
- Final Exam -30%
- Lab Skills Checkoffs – 20%

**Texts, Materials, and Supplies:**

- *Comprehensive Medical Assisting*, Fifth Edition, Kronenberger, J. and Ledbetter, J, Lippincott Williams & Wilkins
- *Study Guide to Comprehensive Medical Assisting*, Fifth Edition, Kronenberger, J. and Ledbetter, J, Lippincott Williams & Wilkins
- Prep U Access code

**Required Readings:**

- *Comprehensive Medical Assisting*, Fifth Edition, Kronenberger, J. and Ledbetter, J, Lippincott Williams & Wilkins (Chapters 16-19, 25-26)
- *Study Guide to Comprehensive Medical Assisting*, Fifth Edition, Kronenberger, J. and Ledbetter, J, Lippincott Williams & Wilkins (Chapters 16-19, 25-26)
- Internet Topic interesting to each student

**Recommended Readings:**

- MA Notes
- Medical Dictionary

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
  - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v) Speaking: Organize ideas and communicate orally.
  - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i) Creative Thinking: generate new ideas.
    - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    - iii) Problem Solving: recognize problems and devise and implement plan of action.
    - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
    - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
    - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
  - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
    - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b) **Interpersonal Skills:** A worker must work with others effectively.
    - i) Participate as a Member of a Team: contribute to group effort.
    - ii) Teach Others New Skills.
    - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.