



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Nursing**

**COURSE: CMA 1200 Medical Assisting Skills I**

Date: Fall 2020

Credit Hours: 5

Prerequisite(s): Admission to the Medical Assisting Certificate, BIO 1200, ALH 1001 (or concurrent enrollment)

Delivery Method:

<input checked="" type="checkbox"/> Lecture	<b>5 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> Seminar	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> Lab	<b>0 Contact Hours (2-3 contact = 1 credit hour)</b>
<input type="checkbox"/> Clinical	<b>0 Contact Hours (3 contact = 1 credit hour)</b>
<input type="checkbox"/> Online	
<input type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent – **Only for Transfer Courses**–go to <http://www.itransfer.org>:

### **CATALOG DESCRIPTION:**

This course will begin by introducing the roles and responsibilities of a medical assistant as well as introduces the basic concept of medical assisting and its relation to other health fields; the purpose of medical records, charting in the patient record, and filing medical records. Additional topics in the course will emphasize professional and business communications from office protocol, greeting and receiving patients, explaining office policies, appointment scheduling, medical office equipment, mail services, and basic keyboarding. Students will learn to format and create a business letter, personal letter, and chart note as well as identify the different types of correspondence used in the medical office while displaying professionalism through written and verbal communications. Students will also be introduced to the electronic health record, learning skills such as patient registration, scheduling, organizing and maintaining the electronic health record and patient communications using online simulation.

***Statement of Minimum Expectation: “To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”***

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. **Effectively and efficiently communicate with providers and patients:**
  - 1.1 Identify styles and types of verbal communication. (V.C.1)
  - 1.2 Identify types of nonverbal communication. (V.C. 2)
  - 1.3 Respond to nonverbal communication. (V.P.2)
  - 1.4 Recognize barriers to communication. (V.C.3)
  - 1.5 Identify techniques for overcoming communication barriers (V.C.4)
  - 1.6 Use feedback techniques to obtain patient information including: (V.P.1)
    - a. reflection
    - b. restatement
    - c. clarification
  - 1.7 Recognize the elements of oral communication using a sender-receiver process. (V.C.5)
  - 1.8 Define coaching a patient as it relates to: (V.C.6)
    - a. health maintenance
    - b. disease prevention
    - c. compliance with treatment plan
    - d. community resources
    - e. adaptations relevant to individual patient needs.
  - 1.9 Recognize elements of fundamental writing skills. (V.C.7)
  - 1.10 Discuss applications of electronic technology in professional communication. (V.C.8)
  - 1.11 Define the principles of self-boundaries. (V.C.11)
  - 1.12 Demonstrate the principles of self-boundaries. (V.A.2)
  - 1.13 Define patient navigator. (V.C.12)
  - 1.14 Describe the role of the medical assistant as a patient navigator. (V.P.13)

- 1.15 Use medical terminology correctly and pronounced accurately to communicate information to providers and patients. (V.P.3)
- 1.16 Coach patients regarding: (V.P.4)
  - a. office policies
  - b. health maintenance
  - c. disease prevention
  - d. treatment plan.
- 1.17 Coach patients appropriately considering: (V.P.5)
  - a. cultural diversity;
  - b. developmental life stage
  - c. communication barriers
- 1.18 Report relevant information concisely and accurately. (V.P.11)
- 1.19 Demonstrate professional telephone technique. (V.P.6)
- 1.20 Document telephone messages accurately. (V.P.7)
- 1.21 Compose professional correspondence utilizing electronic technology. (V.P.8)
- 1.22 Relate the following behaviors to professional communication: (V.C.14)
  - a. assertive
  - b. aggressive
  - c. passive
- 1.23 Demonstrate: (V.A.1)
  - a. empathy
  - b. active listening
  - c. nonverbal communication
- 1.24 Explain to a patient the rationale for performance of a procedure. (V.A.4)
- 2. Demonstrate competency in adaptation, diversity, and ethics.**
  - 2.1 Differentiate between adaptive and non-adaptive coping mechanisms. (V.C.15)
  - 2.2 Differentiate between subjective and objective information. (V.C.16)
  - 2.3 Discuss the theories of: (V.C.17)
    - a. Maslow
    - b. Erikson
    - c. Kubler-Ross
  - 2.4 Discuss examples of diversity: (V.C.18)
    - a. cultural
    - b. social
    - c. ethnic
  - 2.5 Develop a plan for separation of personal and professional ethics. (XI.P.1)
  - 2.6 Demonstrate appropriate response(s) to ethical issues. (XI.P.2)
  - 2.7 Demonstrate respect for individual diversity including: (V.A.3)
    - a. gender
    - b. race
    - c. religion
    - d. age
    - e. economic status
    - f. appearance
  - 2.8 Display sensitivity when managing appointments. (VI.A.1)
  - 2.9 Demonstrate sensitivity to patient rights. (X.A.1)
  - 2.10 Protect the integrity of the medical record. (X.A.2)

- 3. Utilize community resources and referrals.**
  - 3.1 Develop a current list of community resources related to patients' healthcare needs. (V.P.9)
  - 3.2 Facilitate referrals to community resources in the role of a patient navigator. (V.C.10)
- 4. Effectively and efficiently maintain a schedule.**
  - 4.1 Identify different types of appointment scheduling methods. (VI.C.1)
  - 4.2 Identify advantages and disadvantages of the following appointment systems: (VI.C.2)
    - a. manual
    - b. electronic
  - 4.3 Identify critical information required for scheduling patient procedures. (VI.C.3)
  - 4.4 Define types of information contained in the patient's medical record. (VI.C.4)
  - 4.5 Manage appointment schedule using established priorities. (VI.P.1)
  - 4.6 Schedule a patient procedure. (VI.P.2)
- 5. Effectively and efficiently identify, organize, and maintain the patient record.**
  - 5.1 Identify the methods of organizing the patient's medical record based on: (VI.C.5)
    - a. problem-oriented medical (POMR)
    - b. source-oriented medical record (SOMR)
  - 5.2 Identify equipment and supplies needed for medical records in order to: (VI.C.6)
    - a. Create
    - b. Maintain
    - c. Store
  - 5.3 Describe filing indexing rules. (VI.C.7)
  - 5.4 Differentiate between electronic medical records (EMR) and a practice management system. (VI.C.8)
  - 5.5 Explain meaningful use as it applies to EMR. (VI.C.12)
- 6. Identify and perform key office processes.**
  - 6.1 Explain the purpose of routine maintenance of administrative and clinical equipment. (VI.C.9)
  - 6.2 Perform routine maintenance of administrative and clinical equipment. (VI.P.8)
  - 6.3 List steps involved in completing an inventory. (VI.C.10)
  - 6.4 Explain the importance of data back-up. (VI.C.11)
  - 6.5 Perform an inventory with documentation. (VI.P.9)
  - 6.6 Perform compliance reporting based on public health statutes. (X.P.5)
  - 6.7 Report an illegal activity in the healthcare setting following proper protocol. (X.P.6)
- 7. Effectively and efficiently schedule patients for appointments.**
  - 7.1 Identify different types of appointment scheduling methods. (VI.C.1)
  - 7.2 Identify advantages and disadvantages of the following appointment systems: (VI.C.2)
    - a. Manual
    - b. Electronic
  - 7.3 Manage appointment schedule using established priorities. (VI.P.1)
  - 7.4 Schedule a patient procedure. (VI.P.2)
  - 7.5 Display sensitivity when managing appointments. (VI.A.1)
- 8. Effectively and efficiently manage the patient record.**
  - 8.1 Define types of information contained in the patient's record. (VI.C.3)
  - 8.2 Differentiate between electronic medical records (EMR) and a practice management software. (VI.C.8)

- 8.3 Create a patient's medical record. (VI.P.3)
- 8.4 Organize a patient's record. (VI.P.4)
- 8.5 File patient medical records. (VI.P.5)
- 8.6 Utilize an EMR. (VI.P.6)
- 8.7 Input patient data utilizing a practice management system. (VI.P.7)

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences	Effectively and efficiently communicate with providers and patients. a. Identify styles and types of verbal communication. (V.C.1) b. Identify types of nonverbal communication. (V.C. c. Demonstrate professional telephone technique. (V.P.6) d. Document telephone messages accurately. (V.P.7) e. Compose professional correspondence utilizing electronic technology. (V.P.8)
Second Goal	
To understand and use technology effectively and to understand its impact on the individual and society.	Effectively and efficiently manage the patient record. Identify and perform key office processes. Effectively and efficiently identify, organize, and maintain the patient record.
Third Goal	
To develop interpersonal capacity	Utilize community resources and referrals. Develop a plan for separation of personal and professional ethics. (XI.P.1) Demonstrate appropriate response(s) to ethical issues. (XI.P.2) Demonstrate respect for individual diversity including: (V.A.3) a. gender b. race c. religion d. age e. economic status f. appearance

### COURSE TOPICS AND CONTENT REQUIREMENTS:

- Communication
- Patient Adaptation
- Patient Diversity
- Theoretical Basis for Patient Care
- Community Resources

- Ethical Basis for Patient Care
- Establishing and maintaining patient record (both paper and EHR)

### **INSTRUCTIONAL METHODS:**

- Lecture
- Hands on Lab sessions
- PowerPoint
- Interactive Student Activities
- Videos and Podcasts
- EHR simulations

### **INSTRUCTIONAL MATERIALS:**

Required: Michelle Blesi, Medical Assisting: Administrative and Clinical Competencies, 8th Edition, Cengage Learning ISBN13: 978-1-305-11070-0

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

\*\*Each student is required to pass all courses with a minimum of a 70% (or 2.0) overall in order to move on to the next term. Students are also required to pass all psychomotor and affective competencies in order to graduate the medical assisting program.

#### **Competencies:**

Students may attempt psychomotor or affective competencies three times. The first attempt will be graded. Please remember that students must pass all psychomotor and affective competencies in order to graduate from the MA program.

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

- 10 quizzes/pop quizzes
- 15 exams
- 3 practicums
- 7 graded homework assignments
- 6 lab sessions (hands on)
- approximately 22 competencies

Grading is based on a weight system. All homework assignments together are worth a progress evaluation (quiz) grade. All progress evaluations together are worth a major exam grade. Students' grades are based primarily on major exam/project grades.

#### **Grading Scale**

A= 93-100

B= 86-92

C= 78-85

D= 70-77

F= Below 70

### **OTHER REFERENCES**

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																			
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment				
		Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
<p>1. Effectively and efficiently communicate with providers and patients.</p>																							X	X	X											
<p>1.1 Identify styles and types of verbal communication.</p>				X			X	X						X																						
<p>1.2 Respond to nonverbal communication.</p>				X										X																						
<p>1.3 Respond to nonverbal communication.</p>				X								X		X																						
<p>1.4 Recognize barriers to communication.</p>				X			X	X				X		X																						
<p>1.5 Identify techniques for overcoming communication barriers.</p>				X			X	X				X		X									X	X	X											

1.6 Use feedback techniques to obtain patient information including: a. reflection b. restatement c. clarification					X			X								X																						
1.7 Recognize the elements of oral communication using sender-receiver process.					X			X								X																						
1.8 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.					X			X																														
1.9 Recognize elements of fundamental writing skills.					X			X	X																													
1.10 Discuss applications of electronic technology in professional communication.					X			X																														
1.11 Define the principles of self-boundaries.					X			X	X																													
1.12 Demonstrate the principles of self-boundaries.					X	X																													X	X	X	
1.13 Define patient navigator.								X	X																													
1.14 Describe the role of medical assistant as a patient navigator.									X																													
1.15 Use medical terminology correctly and pronounced accurately to communicate information to providers and patients.								X	X																										X	X	X	
1.16 Coach patients regarding: a. office policies b. health maintenance c. disease prevention d. treatment plan.					X	X																														X	X	X





2.4 Discuss examples of diversity: a. cultural b. social c. ethnic				X	X																						
2.5 Develop a plan of separation of personal and professional ethics.					X							X							X	X	X						
2.6 Demonstrate appropriate response(s) to ethical issues.					X							X							X	X	X						
2.7 Demonstrate respect for individual diversity including: a. gender b. race c. religion d. age e. economic status f. appearance																		X	X	X							
2.8 Display sensitivity when managing appointments.					X							X							X	X	X						
2.9 Demonstrate sensitivity to patient rights.					X							X							X	X	X						
2.10 Protect the integrity of the medical record.					X				X			X															
3. Utilize community resources and referrals:			X										X							X							
3.1 Develop a current list of community resources related to patients' healthcare needs.																											X
3.2 Facilitate referrals to community resources in the role of patient navigator.												X								X	X	X					X
4. Effectively and efficiently maintain a schedule:			X																	X							
4.1 Identify different types of appointment scheduling methods.					X				X																		

4.2 Identify advantages and disadvantages of the following appointment systems: a. manual b. electronic				X	X																X								
4.3 Identify critical information required for scheduling patient procedures.				X	X														X	X	X								
4.4 Define types of information contained in the patient's medical record.					X																								X
4.5 Manage appointment scheduling using established priorities.					X														X	X	X								
4.6 Schedule a patient procedure.					X														X	X	X								
5. Effectively and efficiently identify, organize and maintain the patient record:			X																	X									
5.1 Identify the methods of organizing the patient's medical record based on: a. problem-orientated medical record (POMR) b. source-oriented medical record (SOMR)				X	X					X	X																		
5.2 Identify equipment and supplies needed for medical records in order to: a. create b. maintain c. store				X	X																								X
5.3 Describe filing indexing rules.									X	X																			
5.4 Differentiate between electronic medical records (EMR) and a practice management system.					X																								X
5.5 Explain meaningful use as it applies to the EMR.					X																								

