



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION:** Nursing

**COURSE:** CMA 1240 Medical Assisting Skills III

Date: Fall 2020

Credit Hours: 8

Prerequisite(s): BIO 1200 and ALH 1001 (or concurrent enrollment), CMA 1200, CMA 1210

Delivery Method:

<input checked="" type="checkbox"/> Lecture	<b>4.5 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> Seminar	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> Lab	<b>7 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 introduces the skills necessary for assisting the physician with a complete history and physical examinations as well as learning how to obtain body measurements, vital signs, pulse oximetry and spirometry testing. Other topics include: Infection control, medical asepsis, autoclaving instruments, learning to assist with pediatric examinations, safety in the medical office, electrocardiography, specimen collection and processing (urinalysis, strep test, HCG), hematology testing (Hgb A1C), dermal punctures, and phlebotomy, as well as electronic and paper patient care documentation and written orders.

***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. **Use knowledge gained to give safe patient care within the context of preventing disease, including the diminishing the spread germs, protecting oneself, and how to care for patients experiencing infective diseases.**
  - 1.1 Identify CLIA waived tests. (I.C.10.)
  - 1.2 Identify quality assurance practices in healthcare. (I.C.12)
  - 1.3 Analyze healthcare results as reported in:
    - a. graphs
    - b. tables
  - 1.4 List major types of infectious agents. (III.C.1)
  - 1.5 Describe the infection cycle including: (III.C.2)
    - a. the infectious agent
    - b. reservoir
    - c. susceptible host
    - d. means of transmission
    - e. portals of entry
    - f. portals of exit
  - 1.6 Define the following as practiced within an ambulatory care setting: (III.C.3)
    - a. medical asepsis
    - b. surgical asepsis
  - 1.7 Prepare items for autoclaving. (III.P.4)
  - 1.8 Perform sterilization procedures. (III.P.5)
  - 1.9 Identify methods of controlling the growth of microorganisms. (III.C.4)
  - 1.10 Define the principles of standard precautions. (III.C.5)
  - 1.11 Define personal protective equipment (PPE) for: (III.C.6)
    - a. all body fluids, secretions, and excretions
    - b. blood
    - c. non-intact skin
    - d. mucous membranes

- 1.12 Identify Center for Disease Control (CDC) regulations that impact healthcare practices. (III.C.7)
  - 1.13 Identify: (XII.C.1)
    - a. safety signs
    - b. symbols
    - c. labels
  - 1.14 Comply with: (XII.P.1)
    - a. safety signs
    - b. symbols
    - c. labels
  - 1.15 Identify safety techniques that can be used in responding to accidental exposure to: (XII.C.2)
    - a. blood
    - b. other body fluids
    - c. needle sticks
    - d. chemicals
  - 1.16 Participate in bloodborne pathogen training (III.P.1)
  - 1.17 Select appropriate barrier/personal protective equipment (PPE). (III.P.2)
  - 1.18 Perform handwashing. (III.P.3)
  - 1.19 Demonstrate proper disposal of biohazardous material: (III.P.10)
    - a. sharps
    - b. regulated wastes
  - 1.20 Demonstrate proper use of:
    - a. eyewash equipment
    - b. fire extinguishers
    - c. sharps disposal containers
  - 1.21 Recognize the implications for the failure to comply with Center for Disease Control (CDC) regulations in the healthcare setting.
- 2.0 Gain knowledge and display abilities needed in times of disaster.**
- 2.1 Discuss fire safety issues in an ambulatory healthcare environment. (XII.C.3)
  - 2.2 Describe fundamental principles of evacuation of a health care setting. (XII.C.4)
  - 2.3 Describe the purpose of the safety Data Sheets (SDS) in a healthcare setting. (XII.C.5)
  - 2.4 Discuss protocols for disposal of biological chemical materials. (XII.C.6)
  - 2.5 Identify critical elements of an emergency plan for response to a natural disaster or other emergency. (XII.C.8)
- 3.0 Perform patient care procedures in an ambulatory healthcare setting with skill and confidence while utilizing critical thinking.**
- 3.1 Measure and record: (I.P.1)
    - a. blood pressure
    - b. temperature
    - c. pulse
    - d. respirations
    - e. height
    - f. weight
    - g. length (infant)
    - h. head circumference (infant)
    - i. pulse oximetry
  - 3.2 Perform: (I.P.2)
    - a. electrocardiography
    - b. venipuncture
    - c. capillary puncture

- d. pulmonary functioning
- 3.3 Perform patient screening using established protocols. (I.P.3)
- 3.4 Instruct and prepare a patient for a procedure or a treatment. (I.P.8)
- 3.5 Assist provider with a patient exam. (I.P.9)
- 3.6 Perform a quality control measure. (I.P.10)
- 3.7 Obtain specimens and perform: (I.P.11)
  - a. CLIA waived hematology test
  - b. CLIA waived chemistry test
  - c. CLIA waived urinalysis
  - d. CLIA waived immunology test
  - e. CLIA waived microbiology test
- 3.8 Differentiate between normal and abnormal test results. (II.P.2)
- 3.9 Maintain lab test results using flow sheets. (II.P.3)
- 3.10 Document on a growth chart. (II.P.4)
- 3.11 Incorporate thinking skills when performing patient assessment. (I.A.1)
- 3.12 Incorporate critical thinking skills when performing patient care. (I.A.2)
- 3.13 Show awareness of a patient's concern related to the procedure being performed. (I.A.3)
- 3.14 Reassure a patient of the accuracy of test results. (II.A.1.)

### 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 apply analytical and problem-solving skills to personal, social, and professional issues and situations.	Perform patient care procedures in an ambulatory healthcare setting with skill and confidence while utilizing critical thinking. Perform patient screening using established protocols. Gain knowledge and display abilities needed in times of disaster.
Second Goal	
To understand and use technology effectively and to understand its impact on the individual and society	Identify Center for Disease Control (CDC) regulations that impact healthcare practices. (III.C.7) Measure and record: (I.P.1) <ul style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. pulse oximetry</li> </ul> Accurately maintain patient care documentation both paper and electronic (EHR)

Third Goal	
To develop interpersonal capacity.	Use knowledge gained to give safe patient care within the context of preventing disease, including the diminishing the spread germs, protecting oneself, and how to care for patients experiencing infective diseases

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

- Assisting the physician
- Obtaining:
  - body measurements
  - vital signs
  - pulse oximetry
  - spirometry
- Infection control, medical and surgical asepsis, autoclaving
- Learn to assist with pediatric patients.
- Safety in the medical office
- Performance of the following patient exams
  - electrocardiography
  - specimen collection
  - processing urinalysis, strep, and HCG testing
  - hematology testing (Hgb A1C), dermal punctures, phlebotomy.

**INSTRUCTIONAL METHODS:**

- Lecture
- PowerPoints
- Active Learning Activities
- Lab performance of core competencies
- Assignments

**INSTRUCTIONAL MATERIALS:**

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

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Students are required to earn a minimum of 70% to pass Core Courses in their program. Students earning below 70% (C) will be required to retake the course. Students must achieve the stipulated passing grade for each psychomotor and affective competency in order to pass the course and graduate from the program.

**Progress Evaluations (PEs):** PEs are unannounced, periodical evaluations of student progress. Students should expect to encounter at least one PE per week. PEs cannot be made up; if you are not present for a PE, it will be graded as a zero. See the classroom calendar for details in regard to when assignments are due. There will not be make-up or extra credit assignments. \*\* Extra credit questions given on exams.

**Major Exams (MEs):** Major Exams and projects are announced to the class in advance. Students are expected to take these exams on a scheduled date and time. Exams can never be taken early. If you are not present on the day of an examination, you must make arrangements to take the exam, and do-so before you're able to return to class. There is a major examination following each unit, amounting to approximately one exam per week. Projects are assigned in the form of article summaries and drug card bundles. Each will be thoroughly-explained upon assignment.

**Homework:**

The assessment and grading of student performance in this course is based on the following activities, below is approximately the number of quizzes, exams, practicums, grade homework assignments, and lab sessions;

- # of Quizzes
- # of exams
- Approximate # competencies

**You must achieve a 2.0 cumulative GPA (a "C") in your classes each term in order to avoid academic probation.**

**Grading Scale**

A= 93-100

B= 86-92

C= 78-85

D= 70-77

F= Below 70

**\*\*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.

**OTHER REFERENCES**











