

### Basic Course Information

|                   |   |                     |   |
|-------------------|---|---------------------|---|
| Semester:         | <b>Fall 2020</b>                                | Instructor Name:    | <b>Rebecca Agundez</b>  |
| Course Title & #: | <b>MA 071 Introduction to Medical Assisting</b> | Email:              | <b>rebecca.agundez@imperial.edu</b>   |
| CRN #:            | <b>11674</b>                                    | Webpage (optional): |   |
| Classroom:        | <b>Online</b>                                   | Office #:           | <b>2130</b>   |
| Class Dates:      | <b>08/17/20 to 10/09/20</b>                     | Office Hours:       | <b>3:00-4:00 pm Mondays and Tuesdays, 3:30 – 4:40 pm Wed. and Thursdays</b> |
| Class Days:       | <b>Mondays and Tuesdays</b>                     | Office Phone #:     | <b>760-355-6176</b>   |
| Class Times:      | <b>4:20 to 6:30 pm</b>                          | Emergency Contact:  | <b>Beatriz Trillas<br/>Staff Support Technician<br/>760-355-6346</b>        |
| Units:            | <b>2</b>  |                     |   |

### Course Description

This course is an introduction to health care as it relates to the Medical Assistant Profession. The course explores the history and evolution of health care, health care settings, roles and responsibilities of healthcare professionals including the Medical Assistant scope of practice.

Characteristics of the Medical Assistant and educational preparation, including program requirements, are explored. Ethical, bioethical and legal practices related to the Medical Assistant profession in the medical office, clinical and ancillary setting are explored. Ethical and bioethical guidelines, conflicts and resolutions associated with medical issues and clinical practice with various Allied Health Professions are discussed. Professionalism, certification, professional organizations and employment opportunities are discussed. (Nontransferable, AA/AS degree only)

### Course Prerequisite(s) and/or Corequisite(s)

AHP 100 (Medical Terminology) or concurrent enrollment in AHP 100

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe the Scope of Practice of the Medical Assistant. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Develop an effective study guide to assist in content mastery. (ILO2, ILO3, ILO4)
3. Describe Professional practice of the medical assistant, physician and various medical professionals. (ILO1, ILO2, ILO3)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Discuss the history of the health care.
2. List current trends in medicine as it impacts the medical assistant profession.
3. List character and personality traits of effective medical assistants.
4. Describe professionalism vs. casual working positions.
5. Explain components of medical assisting educational programs, educational requirements of the medical assistant and how programs are accredited.
6. Describe principles of effective time management.
7. Develop effective study skills including computer assisted instruction skills.
8. Describe the role of the medical office care in the health care system.
9. Identify the various types of health care professionals and describe the job responsibilities for each professional.
10. Describe scope of practice for the medical assistant.
11. Describe how various national professional organizations support the profession of medical assisting.
12. Discuss the medical assistant role in the operation of the medical office and patient education.
13. Define and differentiate ethics and morals.
14. Differentiate between personal and professional ethics. Define bioethics and its impact on medical care.
15. Identify the effects of personal morals on professional performance.
16. Compare criminal and civil law as they apply to the practicing medical assistant.
17. Define: negligence; malpractice; statute of limitations; Good Samaritan Act(s); living will/advanced directives; medical durable power of attorney; Patient Self Determination Act (PSDA); risk management.
18. Differentiate between scope of practice and standards of care for medical assistants.
19. Compare and contrast provider and medical assistant roles in terms of standards of care.
20. Summarize the Patient Bill of Rights.
21. Define the following medical legal terms such as but not limited to: a. informed consent; b. implied consent; c. expressed consent; d. patient incompetence; e. emancipated minor; f. mature minor; g. subpoena duces tecum; h. respondent superior; i. res ipsa loquitor; j. locum tenens; k. defendant plaintiff, n. deposition; m. arbitration-mediation; n. Good Samaritan laws.
22. Describe compliance with public health statues: a. communicable diseases; b. abuse, neglect, and exploitation; c. wounds of violence.
23. Describe components of the Health Insurance Portability and Accountability Act (HIPAA).
24. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act; b. Genetic Information Nondiscrimination Act of 2008 (GINA); c. American with Disabilities Act Amendments.
25. Describe the process in compliance reporting: a. unsafe activities b. errors in patient care; c. conflicts of interest; d. incident reports.
26. Discuss licensure and certification as they apply to healthcare providers.
27. Develop a plan for separation of personal and professional ethics.
28. Demonstrate appropriate response(s) to ethical issues.
29. Recognize the impact personal ethics and morals have on the delivery of healthcare.
30. List major employment opportunities for medical assistants.
31. Describe the historical development of managed care.

32. Identify the various types of medical specialties.
33. Describe the philosophy of the patient-centered medical office.
34. Compare and contrast various complementary and traditional medical treatments.

### Textbooks & Other Resources or Links

1. Today's Medical Assistant: Clinical and Administrative Procedures by Kathy Bonewit-West, Sue A. Hunt, Edith Applegate. Saunders Elsevier. 3rd Edition ISBN: 978-0-323-31127-4
2. Study Guide for Today's Medical Assistant. Saunders Elsevier ISBN: 978-0-323-31128-1
3. Exploring Electronic Health Records - 2018 Second Edition - Text and eBook (1-year access) and NAVIGATOR+ (Activation Code needed) ISBN: 978-0-76388-136-8 Author(s): Darline Foltz and Karen Lankisch PARADIGM

### What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

#### **-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### Course Requirements and Instructional Methods

Audio Visual, Computer Assisted Instruction, Discussion, Group Activities and Presentations, Lecture

#### Out-of-class Assignments

Students will be given assignments to enhance understanding and mastery of course content discussed in class.

Each student will be expected to develop a personal educational plan including effective study methods to achieve assist in content mastery in the form of a calendar.

Reading and writing assignments will include development of a statement on personal and professional ethics, and an essay explaining situations where mandatory reporting is required by the medical office.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

The total possible points for this class are **280 points**:

|  |           |
|--|-----------|
| “Getting to know you” discussion (First week):     | 3 points  |
| My Favorite Animal power point (First Week):       | 3 points  |
| 8 Weekly discussions worth 10 points each:         | 80 points |
| Weekly Calendar/4-month calendar assignment worth: | 10 points |
| Flash Cards worth:                                 | 4 points  |
| 3 Quizzes (10 points each) =                       | 30 points |
| Midterm=   | 50 points |
| Final Exam=  | 50 points |
| Team Presentation on the Medical Office=           | 20 points |
| Team Presentation on moral and ethical issues=     | 30 points |

**Note: *There will be no make-up quizzes or exams for missed exams. Grades will not be rounded up.***

### Grading System:

A= 280 (100%) to 250 points (90%)

B= 249 (89%) to 224 points (80%)

C= 223 (79%) to 195 points (70%)

D= Less than 195 points

(the minimum requirement to pass the class is 195 points)

**A grade of C or higher is required for successful completion of each course; students cannot progress to the next course if a C is not obtained.**

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who

desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- As soon as you are aware that you will be late to class or absent, you need to contact the Instructor by email via Canvas with your name and that you will be late or absent.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week (**4 hours and twenty minutes for MA 071**) may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. The Instructor will take roll at the beginning of each class, three days tardy equals one day (2 hours, 10 min) absence.

### What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. The instructor may collect cell phones at the beginning of class and return them at the end of class if this rule is not followed. Students will not be allowed to have cell phones and smart watches on their person during testing.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class, **such as students who come in late, leave and enter the class several times or are repeatedly talking during lecture** may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise (keep track of required word count), (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- **Be RESPECTFUL**
  - Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
  - People walking around and pets barking can be a distraction.
- **EAT AT A DIFFERENT TIME.**
  - Crunching food or chugging drinks is distracting for others.
  - Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
  - It is hard to see you in dim lighting so find a location with light.
  - If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
  - If you are using the camera, show your face; it helps others see your non-verbal cues. Wearing sunglasses during Zoom class is not acceptable.
  - You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably to show self-respect and respect for others.
- **Be READY TO LEARN AND PAY ATTENTION**
  - Catch up on other emails or other work later.
  - If you are Zooming, silence your phone and put it away, unless you're having trouble with internet connection and need to use your phone.
  - If you are in a room with a TV – turn it off.
- **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
  - Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.
- **REMEMBER TO UNMUTE WHEN SPEAKING**

- Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- Do not speak when someone else is speaking.
- **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
  - Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
  - Emergencies happen. If you need to leave the room or get up and move about, stop your video. When you return to the room, resume your video and continue to participate in the class.

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct.

### How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas and Zoom classroom. Never share your password or allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;

- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### Additional Services for Students

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

#### How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[Learning Services](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the

California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. When campus is open, the DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations. **You are responsible for turning in the Faculty Notification of Accommodation Sheet to your Instructor.**

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. When campus reopens the Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE

Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.
- SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- **What if I cannot afford food, books, or need other help?**  
We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

| Date or Week  | Activity, Assignment, and/or Topic  | Course Objective or SLO             |
|---|---|-------------------------------------|
| Week 1<br>August 17-22<br><b>Clearances<br/>                     Must be<br/>                     completed by<br/>                     August 21,<br/>                     2020 5:00PM</b> | <u>Zoom Class August 17 and 18 from 4:20 – 6:30 pm</u><br>Review of Syllabus & expectations for this class.<br>Introduction to MA pathway. What is a Medical Assistant?<br>1. List character and personality traits of effective medical assistants.<br>2. Describe professionalism vs. casual working positions.<br>3. Discuss the history of health care.<br>4. Describe the historical development of managed care.<br>HOMEWORK: *Read pages 1 – 5 in Bonewit<br>* Complete “Getting to know you” discussion<br>* Prepare “My favorite animal” power point slides (you will present to class on 8/24)<br>* Canvas Discussion on Soft Skills<br>*Study for Quiz #1 (Aug. 24 <sup>th</sup> )   | Obj. 1, 3, 4, 31                    |
| Week 2<br>August 24-29  | <u>Zoom Class August 24 and 25 from 4:20 – 6:30 pm</u><br>1. Describe the philosophy of the patient-centered medical office.<br>2. List current trends in medicine as it impacts the medical assistant profession.<br>3. Describe the role of the medical office care in the health care system.<br>4. Identify the various types of health care professionals and describe the job responsibilities for each professional.<br>5. Discuss licensure and certification as they apply to healthcare providers.<br>6. Identify the various types of medical specialties.<br>HOMEWORK: *Read Bonewit Chapter 1<br>* Quiz #1 (8/24)<br>* My Favorite Animal Presentations (8/24)<br>*Canvas Discussion on Current trends in Medicine<br>*Prepare Team presentation: Defining the professional practice of the medical assistant, physician and other medical office team members, including various medical specialties that the medical office refers patients to using Power point (During Zoom class Sept. 1) | Obj. 2, 8, 9, 26, 32, 33<br>SLO # 3 |
| Week 3  | <u>Zoom Class August 31 and Sept 1 from 4:20 – 6:30 pm</u>  | Obj. 34                             |

| Date or Week  | Activity, Assignment, and/or Topic   | Course Objective or SLO                      |
|---|--|--|
| August 31 – September 5   | 1. Compare and contrast various complementary, alternative and traditional medical treatments.<br>Sept. 1 Team Presentations<br>HOMEWORK:<br>*Canvas Discussion on Complementary, alternative and traditional medical treatments<br>*Study for Quiz #2 (Sept. 8)   |  |
| Week 4<br>September 7<br>Labor Day:<br>there is no<br>class<br>Sept. 7 - 12 | <u>Zoom Class Sept 8 from 4:20 – 6:30 pm</u><br>1. Describe professionalism vs. casual working positions.<br>2. Explain components of medical assisting educational programs, educational requirements of the medical assistant and how programs are accredited.<br>3. Describe scope of practice for the medical assistant.<br>4. Differentiate between scope of practice and standards of care for medical assistants.<br>5. Compare and contrast provider and medical assistant roles in terms of standards of care.<br>HOMEWORK: *Read Chapter 2<br>* Quiz #2 (9/8)<br>* Canvas Discussion on MA Scope of Practice<br>* Study for Midterm (Sept. 15) | Obj. 4, 5, 10, 18, 19<br>SLO # 1             |
| Week 5<br>September 14-19   | <u>Zoom Class Sept 14 and Sept 15 from 4:20 – 6:30 pm</u><br>1. Describe how various national professional organizations support the profession of medical assisting.<br>2. Discuss the medical assistant role in the operation of the medical office and patient education.<br>3. List major employment opportunities for medical assistants.<br>HOMEWORK: * Canvas Discussion on MA role in Medical Office<br>* Study for Quiz #3<br>* MIDTERM Sept. 15  | Obj. 11, 12, 30                              |
| Week 6<br>September 21-26<br>Sept. 22:<br>Deadline to<br>drop with a<br>"W" | <u>Zoom Class Sept 21 and Sept 22 from 4:20 – 6:30 pm</u><br>1. Describe principles of effective time management (discuss procrastination pitfalls).<br>2. Develop effective study skills including computer assisted instruction skills.<br>3. Define and differentiate ethics and morals.<br>4. Differentiate between personal and professional ethics. Define bioethics and its impact on medical care.   | Obj. 6, 7, 13, 14, 15, 27, 28, 29<br>SLO # 2 |

| Date or Week                               | Activity, Assignment, and/or Topic   | Course Objective or SLO            |
|--|--|------------------------------------|
|  | <p>5. Identify the effects of personal morals on professional performance.</p> <p>6. Recognize the impact personal ethics and morals have on the delivery of healthcare.</p> <p>7. Develop a plan for separation of personal and professional ethics.</p> <p>8. Demonstrate appropriate response(s) to ethical issues.</p> <p>HOMEWORK: *Read Chapter 3</p> <p>* Quiz #3 (9/21)</p> <p>*Design daily calendar and 4-month calendar (Due Sept. 26<sup>th</sup>)</p> <p>* Canvas Discussion on Procrastination and Time Management</p> <p>*Prepare Team presentation on ethical and moral issues (During Zoom class Sept. 28 and 29)</p>   |                                    |
| <p>Week 7<br/>Sept. 28 -<br/>October 3</p> | <p><u>Zoom Class Sept 28 and Sept 29 from 4:20 – 6:30 pm</u></p> <p>1. Describe components of the Health Insurance Portability and Accountability Act (HIPPA).</p> <p>2. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act; b. Genetic Information Nondiscrimination Act of 2008 (GINA); c. American with Disabilities Act Amendments.</p> <p>3. Compare criminal and civil law as they apply to the practicing medical assistant.</p> <p>4. Summarize the Patient Bill of Rights.</p> <p>5. Define the following medical legal terms such as but not limited to: a. informed consent; b. implied consent; c. expressed consent; d. patient incompetence; e. emancipated minor; f. mature minor; g. subpoena duces tecum; h. respondent superior; i. res ipsa loquitor; j. locum tenens; k. defendant /plaintiff, n. deposition; m. arbitration-mediation; n. Good Samaritan laws.</p> <p>6. Define: negligence; malpractice; statute of limitations; Good Samaritan Act(s); living will/advanced directives; medical durable power of attorney; Patient Self Determination Act (PSDA); risk management.</p> <p>HOMEWORK: * Team presentation on ethical and moral issues</p> <p>*Canvas Discussion describing your plan to separate personal and professional ethics</p> <p>*Prepare flash cards with key terms from page 35, 36 and Box 3-2 (Due Oct. 5).</p> <p>*Study for Final Exam.</p> | <p>Obj. 16, 17, 20, 21, 23, 24</p> |

| Date or Week             | Activity, Assignment, and/or Topic   | Course Objective or SLO |
|--------------------------|--|-------------------------|
| Week 8<br>October 5 - 10 | <u>Zoom Class October 5 from 4:20 – 6:30 pm</u><br>1. Describe compliance with public health statues:<br>a. communicable diseases; b. abuse, neglect, and exploitation; c. wounds of violence.<br>2. Describe the process in compliance reporting: a. unsafe activities b. errors in patient care; c. conflicts of interest; d. incident reports.<br>HOMEWORK: * Canvas Discussion explaining situations where mandatory reporting is required by the medical office<br>*October 6 – Final Exam ONLY, no class | Obj. 22, 25             |

**\*\*\*Tentative, subject to change without prior notice\*\*\***