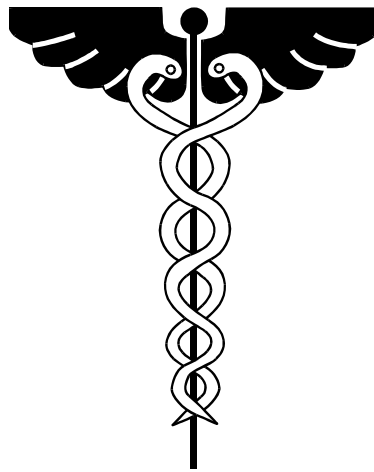


**EL CENTRO
COLLEGE
MEDICAL ASSISTING**



**STUDENT RESOURCE AND POLICY
MANUAL**

2007

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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**

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EL CENTRO COLLEGE

MEDICAL ASSISTING PROGRAM



INTRODUCTION

Welcome to the El Centro College Medical Assisting (MA) Program. PLEASE KEEP THIS DOCUMENT AS A REFERENCE THROUGHOUT YOUR MEDICAL ASSISTING PROGRAM. This manual presents important policies, procedures and information concerning classroom, laboratory, administrative, clinical and internship activities in the El Centro College Medical Assisting MA Program. These policies, procedures and information sheets are designed to serve as a guide and assist students as they progress through the MA Program.

This book lists course descriptions and broad learning outcomes for each of the courses included in the Medical Assisting and allied health programs curricula. These course outcomes will serve as a learning guide. However, instructors may provide additional outcomes and/or objectives within the classroom activities.

In addition, this manual contains important information concerning clinical practice activities. Students can refer to this manual as questions arise throughout the year.

Pat G. Moeck, PhD., MBA, CMA
Director, EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM

January, 2007



WHAT IS A MEDICAL ASSISTANT?

A Medical Assistant is a multi-skilled professional - the most cost-effective member of the health care team. Most Medical Assistants work in physicians' offices and have a wide range of duties, but they can also be employed by a number of other health care facilities. These include hospital admissions or business offices, hospital laboratories, clinics, public health facilities, medical insurance companies, commercial laboratories and research centers.

Administrative duties include scheduling and receiving patients, typing and medical transcription, maintaining medical records, handling telephone calls, correspondence and reports and assuming responsibility for insurance matters and office accounting and upkeep.

Clinical duties may include preparing the patient for examinations and treatments, obtaining vital signs, taking medical histories, assisting with examinations and treatments, performing office laboratory procedures and electrocardiograms, sterilizing instruments and typing and medical transcription, equipment for office procedures and instructing patients in preparation for x-ray and laboratory examinations and procedures. Medical Assistants perform varied laboratory procedures because of the differences in state laws, some of which delineate specific procedures to be performed by each health professional. The assistant is frequently required to draw blood, perform complete blood cell counts, process urinalyses, obtain specimens for cultures and prepare specimens to be sent to hospital or private laboratories for analysis. Both administrative and clinical duties involve purchasing and maintaining supplies and equipment. A medical assistant who is sufficiently qualified by education or experience may be responsible for personnel and office management.

The workday of a Medical Assistant contains much variety. The hours are usually regular, making up a 40-hour week, but the Medical Assistant, like other health care personnel, must be aware that emergencies occur and offices need to adjust in those instances. Salaries vary depending on the level of work. Variables that influence salary include assigned degree of responsibility, type of practice and geographic location. Job opportunities are expanding. The primary opportunity for advancement in the Medical Assisting profession is to office manager or instructor. Some Medical Assistants return to school and further their education in other allied health occupations.

EDUCATION AND TRAINING

Many Medical Assistants are trained on the job, but more and more job opportunities are specifying credentialed professionals. This provides physicians an assurance of quality in patient care.

To be eligible to obtain the Certified Medical Assistant (CMA) credential offered by the American Association of Medical Assistants (AAMA), an applicant must be a high school graduate or hold an equivalency diploma, a graduate of a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited Medical Assisting Program.

Once a student has graduated from the accredited program, an application to take the CMA exam is returned to the AAMA. Exams are administered nationwide on the fourth Friday of January and the fourth Saturday in June each year. Deadlines for submitting applications for examinations are October 1 for the winter exam, March 1 for the summer exam, and July 1 for the fall exam.

The local site for the exam is listed in the application. Current certification is maintained either by retaking the CMA exam every five years or attending sixty hours of AAMA approved continuing education each five years.

PERSONAL CHARACTERISTICS

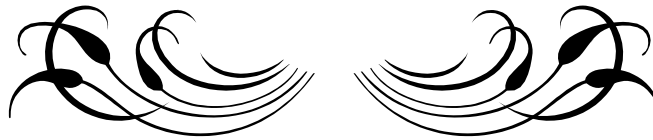
One of the requirements for a Medical Assistant is stamina, both physical and emotional. Assistants usually spend many hours a day on their feet, on the go. They constantly encounter patients whose conditions may evoke sympathy and cause emotional strain for the Assistant.

Medical Assistants need to have the ability to get along well with people and like to be of service. They should be thorough, accurate, dependable and conscientious. The capacity to meet deadlines, manage stress, time and change, and perform numerous tasks efficiently while remaining professional allows Medical Assistants to command respect. The field attracts outgoing, friendly, sensing, feeling, patient-centered, sociable, adaptable individuals who can be useful in many tasks and can give patients the sense of being cared for and cared about.

NOTE TO STUDENTS:

Although this description specifically names medical assistants, the same personal characteristics apply to everyone involved in the health care field. Education and training, duties and responsibilities are also similar for professionals choosing to make a career in health care.

PHILOSOPHY



Mission: The El Centro College Medical Assisting Program's mission is to train and educate medical assistants who meet or exceed local and national standards.

The Administration and Faculty accept the philosophy, purpose and objectives of the colleges of which we are a part.

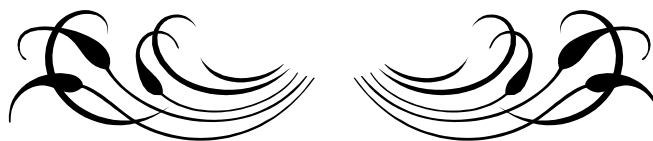
We believe that the Medical Assisting Professionals are a service to the community. Graduates of this program utilize the applications of scientific principles concerning knowledge of anatomy, physiology, office administrative skills, human relations techniques, aseptic technique, laboratory and medication procedures and external control forces to meet and protect the psychological and confidentiality needs of the patient as well as the physician and other health care professionals.

We further believe that the education and training of the Medical Assistant is a dynamic teaching / learning process that involves modification of cognitive, affective and psychomotor and attitudinal potentials of the student. We consider learning to be an active process contingent upon the student and facilitated by the instructor.

Upon program completion, we expect graduates to be prepared to sit for the Certified Medical Assistant Examination. It is recognized that there is an increasing body of knowledge dealing with new, complex medical assisting skills and procedures and that the Medical Assistant will gain competency in these areas through active participation in continuing education and membership in professional organizations.

The faculty and administration accept the responsibility for the planning, implementation and evaluation of the teaching/learning process to ensure the delivery of safe, competent, professional Medical Assisting performance. We also believe that through periodic review and revision of the Medical Assisting Program, the curriculum shall continue to meet and surpass the standards and needs of the community.

A student's successful completion of the Medical Assisting Program depends on an ability to carry the subject matter from one experience to another. What is learned in classroom, laboratory and/or clinical experience must be incorporated into future performance. All allied health faculty and administration share this philosophy.



PROGRAM POLICIES / INFORMATION



A. ATTENDANCE POLICY

1. Classroom Attendance and Promptness

To foster development of positive work behaviors and professionalism, students are required to attend and arrive/leave on time for at least 90% of classes for each course in which they are enrolled. Leaving early is defined as leaving before the assigned clinical time or before class is excused. Both tardiness and leaving early will accrue absence time for the attendance requirement. Absences will begin accumulating from the first day of the course. If a student misses a class because of late registration, the absence will count towards the 90% requirement. Students have the responsibility to attend class and to consult with the instructor or Director when an absence occurs. Instructors will monitor attendance, but will not take responsibility for drop action for non-attendance. Habitual tardiness, regardless of tardy time accumulated, is inappropriate in any allied health profession and can lead to an unsatisfactory course grade.

WITHDRAWAL

If a student is unable to complete a course, it is the student's responsibility to withdraw before the published drop date. Otherwise, the student will receive a performance grade of "F" for the course. Students having to drop a course should schedule a conference with the instructor and obtain the instructor's signature on the drop slip. Should circumstances prevent a student from appearing in person to withdraw from the College, the student may withdraw through the mail by writing to the Registrar of the college. A letter including Social Security Number, course names and numbers the student is dropping, including the drop slip signed by the instructor should be mailed to the Registrar before the official drop date published on the fee receipt of the class. No drop or withdrawal requests are accepted by telephone. Students who drop a class or withdraw from the college before the semester deadline receive a "W" (WITHDRAW) in each class dropped. The deadline for receiving a "W" is indicated on each course fee receipt.

2. Clinical and Class Attendance and Promptness

Students are expected to attend and arrive on time every day of clinicals. It is the

student's responsibility to notify his instructor or Director and the clinical site in the event of an absence or tardy.

THE IMPORTANCE OF PRIOR NOTIFICATION CANNOT BE OVEREMPHASIZED.

Failure to notify the proper authorities can result in a clinical or course grade of "F." After the first absence or the second tardy, the student must initiate a conference with the director to determine whether the course or clinical can continue. Sites will notify the director in the event of an absence or two times tardy. Clinical abandonment (failure to attend and/or complete the 160 hours of each clinical during the time allowed) is a serious issue. Any student who abandons a clinical is at risk of dismissal from the program.

3. Extenuating Circumstances

Problems involving hospitalization, major surgery, severe contagious illness, a death in the student's immediate family or childbirth may be requested as an extenuating circumstance for absence. Discussion of this request is accomplished whenever possible in advance when the student makes an appointment for a conference with the Director and the instructor. A written statement of the problem signed by the student must be brought to this conference. The Director will act on the request, and an appropriate solution will be reached between student, the instructor and the Director. Each case will be considered on an individual basis. The student's right to appeal is through the administrative Dean on campus.

4. Religious Holidays

Students desiring to observe a religious holy day which will result in class absence must notify their instructor in writing, for each class, no later than the 15th calendar day after the first day of each course in which the absence will occur. Students will be required to complete any assignments and/or take any examinations before the absence or before the next class meeting after the absence.

B. COURSE EVALUATION

College policy dictates that four or more evaluations must be performed for determination of a student's grade. When your instructor gives you the syllabus, it will indicate the number of exams, the type of assignments, the other grading opportunities and the percentages each grade will count. This will include professional points. Course grades will be earned using the following scale:

90 - 100%.....A	70 - 79%.....C
80 - 89 %.....B	Below 70%...Non-certification of the course

Students must take the final examination in each course to earn a passing grade. Finals are normally scheduled for the last class meeting, and may or may not last the entire time allotment.

C. GRADE INFORMATION POLICY

1. No grade is given over the telephone to a student or to any other person under any circumstance.
2. No indication of grade status, such as pass-fail, is given over the telephone to a student or any other person under any circumstances.
3. Instructors will not disclose student's final grades before posting on e-campus to anyone except the registrar's office and the director.
3. Grades will be available on e-campus at the end of each semester, and will not be mailed to students.

D. PERSONAL APPEARANCE AND HYGIENE DURING CLINICALS

1. Hair should be clean, neat and trimmed. If hair hangs below the collar, it should be pulled back and secured.
2. Fingernails should be neatly trimmed, filed and polished with clear polish only. Free edge should not exceed 1/8 inch.
3. Small, conservative stud earrings may be worn.
4. Wedding rings may be worn.
5. No other jewelry should be worn, including loud hair barrettes, bracelets, anklets, beads, nose, eyebrow, tongue, or lower lip jewelry, necklaces, belts, brooches, pins or jewelry of any kind with a symbol, commercial, political or religious.
6. Maintain good personal hygiene, including daily bathing and good oral hygiene. Strong aromas, such as garlic, curry and onion should be eliminated. Colognes, after-shave, perfumes, toilet water, etc. should not be worn during clinicals or clinical site visits. It is strongly suggested that other personal care products be unscented. This is in recognition that many ill patients may have hypersensitive airways, which may react to such scents and aromas.
7. Clean, wrinkle free uniforms should be worn with clean white shoes.
8. If the site requests name badges, they should be visible at all times.

E. ETHICAL AND LEGAL BEHAVIORS

The faculty at El Centro College believes that ethical and legal considerations should be observed at all times during the clinical, classroom and laboratory experiences. We further believe that honest / ethical behavior in these settings transfers to the world of work. Students will be subject to drug and criminal background screening prior to attending clinicals.

Students will not possess, dispense, sell or be under the influence of any potentially abusive substance unless that substance is directly related to role responsibilities of personal health maintenance. A notarized copy of a physician's prescription for the student will be required if a questionable situation arises. If a student is unable to respond in a reasonable manner while using prescription medicine, clinical restrictions will apply.

Audio tape recording of any clinical activity is inappropriate and not permitted. Possession and/or use of audio tape recording devices in any affiliate at any time while functioning as a student in any health occupations program is strictly prohibited. The rationale for this action is based on a patient's right to privacy. Audio taping of clinical activities, either administrative or clinical, cannot adequately assure patient privacy and are potential abuses of this right.

A student who abandons a patient or other responsibility will earn a failing clinical grade. This includes failing to show up to an assigned clinical site or failing to drop the course if it becomes impossible to complete the assignment. No grade of Incomplete will be assigned to a student who abandons a clinical.

All students are required to be accountable for and adhere to policies in the Student Manual, the course syllabi and the Code of Student Conduct as stated in the College Catalog. Of special interest are plagiarism and fabrication.

Any student who does not adhere to these policies is in immediate danger of earning a failing grade in any of the courses.

The Honesty/Ethical Signature Sheet must be completed, signed and returned to the instructor by the second week of classes. Each student will make a copy of the sheet and submit it as directed above. Failure to submit a signed sheet will be considered a breach of the Honesty/Ethical Behavior Policy and will result in a failing grade.

F. PROFESSIONAL LIABILITY INSURANCE

All students in the Health Occupations Programs who are involved in clinical courses pay a class fee to be covered by a student blanket professional liability insurance policy.

Students are NOT permitted to participate in any clinical internship activities until proof of payment of insurance is provided. The student professional liability covers students while they are participating in clinical activities that are a part of, and a

requirement of, the student's curriculum. Remember, once students complete the program, they are no longer covered by the student policy and are advised to obtain their own coverage.

G. HEPATITIS B IMMUNIZATION

The three hepatitis B vaccine series completion is required before a student will be assigned to an clinical site. Exceptions will be granted only if

- 1) antibody testing has revealed that the student is immune or
- 2) the vaccine is contraindicated for medical reasons.

A waiver form must be completed, signed and filed in the student record if a student is seeking a waiver. Failure to provide required medical documentation will prevent the student from participating in clinical activities and ultimately prevent successful completion of the Medical Assisting Program or any program requiring hepatitis B immunization.

H. STUDENT TRANSPORTATION

Clinical experiences are provided in all areas of the Metroplex. Students will be assigned to a clinical during the Medical Assisting Program. It is necessary that students have their own transportation to the assigned sites. In some instances, there will be a charge for parking, which the student will assume. The Director for will make assignments each clinical. If a student has a reason to request a specific site for clinical, the written request must accompany the Clinical Assignment Packet, which is due two weeks before each clinical. There is no guarantee that each request will be honored.

I. SPECIAL ASSISTANCE/ACCOMMODATION

Any student who feels a need for any special assistance or accommodation because of an impairment, handicap or disability, please make an appointment with the Director or contact the Special Services Office on campus.

J. TEST TAKING

Many of the tests for the program are administered in the Testing Center. Students are expected to familiarize themselves with the rules, hours, and policies of the Testing Center. To ensure quality education and equality to all students in the EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM, the following special considerations will apply during classroom testing situations:

- The instructor controls the options of seating arrangement, movement, leaving the room and stopping an exam for violation of the honesty policy.
- All books, papers, notebooks and personal belongings will be placed at the

front of the classroom or other designated area before beginning a test.

- Any information found in or on the immediate vicinity of the individual during a testing situation will be grounds for termination of the testing. A grade of zero will be recorded and averaged into the final grade.
- Any verbal or nonverbal communication between students during a testing situation will be grounds for termination of the testing. A grade of zero will be recorded and averaged into the final grade.
- A student needing communication with the instructor during a test should remain seated and raise a hand.
- Infractions of the honesty policy will be grounds for a failing grade in the course and/or dismissal from the program.

L. CLASS PARTICIPATION AND CLASS ASSIGNMENTS

Class participation is a vital part of class grades in any Medical Assisting course. Grades can be affected by the amount of relevant verbal interaction during class time.

Class participation grades are also affected by student ability to research, organize and present class assignments. These assignments include but are not limited to reports, journal article reports, pop quizzes, class discussion, role-playing exercises and lab practice participation.

Deadlines are extremely important in the health care industry. The EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM promotes that importance and expects students to adhere to professional behavior. Thus, all assignments must be completed and submitted on time. Failure to do so will result in a grade of zero for each assignment not submitted on time. The grade of zero will be recorded and averaged into the final course grade.

Class preparedness and participation are excellent means of increasing one's overall grade. Students are encouraged to make the most of this opportunity.

M. INFECTIOUS DISEASE POLICY

The EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM involves clinical experiences in which students may administer care to individuals who are infected with blood-borne pathogens such as hepatitis B virus, human immunodeficiency virus (HIV), hepatitis C, hepatitis D or syphilis. Blood-borne pathogens are disease-causing microorganisms that may be present in human blood. These pathogens may be transmitted by exposure to an infected individual's blood or other body fluids. Students will be expected to follow all recommended guidelines for prevention of blood-borne pathogen transmission. At the same time, students will be expected to treat all patients with the concern and dignity that is inherent in professional standards of care. The EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM involves clinical and laboratory experiences, which could be a potential

health hazard for students with, compromised immune systems. Students who have acquired immunodeficiency syndrome (AIDS), AIDS related complex (ARC), or are positive for human immunodeficiency virus (HIV) will not be restricted from patient care activities but should be aware of the potential health hazards to which they are exposed.

N. ACCIDENTS AND/OR INJURY IN THE CLINICAL SETTING

- 1. Any student who is injured in an clinical setting should immediately notify the clinical supervisor on site and clinical coordinator.**
- 2. A written summary of the occurrence and care rendered will be submitted by the student to the clinical coordinator. After investigation the Director will submit findings to the administrative dean on campus.**
- 3. All clinical facilities by contractual agreement must provide access to acute emergency care in the event of an accident or injury to a student.**
- 4. A student is responsible for all expenses charged by the clinical facility in rendering medical care.**
- 5. The colleges and clinical facilities are not responsible for any claims for expenses that result from an action of a student in the clinical setting.**
- 6. Students in the Medical Assisting and other programs requiring an clinical are strongly encouraged to carry a personal health insurance policy.**
- 7. If an injury prohibits a student from participating in the clinical setting, the student could receive an unsatisfactory clinical grade.**

O. GRIEVANCE PROCEDURE

A GRIEVANCE IS ANY COMPLAINT, INJUSTICE OR UNRESOLVED ISSUE THAT A PERSON HAS ENCOUNTERED AS A STUDENT.

The grievance procedure provides a formal avenue for the student to resolve a problem or issue. The El Centro College Medical Assisting Program will adhere to the Student Grievance Procedure published in the College Catalog. Students will begin with the instructor and proceed up the chain of command if problems cannot be resolved. For a listing of the specific command on each campus, see the handout. The Director or any other administrator should not be consulted before a student has a consultation with the instructor of the course involving the grievance. See handout addressing sexual harassment.

P. INFANTS AND CHILDREN

Infants and children are not allowed to attend field trips, class sessions or any official function of the El Centro College Medical Assisting Program.

Q. CLASSROOM POLICY

The instructor controls the classroom environment. Any attempt to disrupt, interfere with another student's right to learn, or demonstrate disrespect to the instructor, the program, the college or other students is strictly prohibited and can result in removal from the classroom. Any student who is removed from class for creating a disturbance will be counted absent and must schedule a conference with the instructor for re-admittance to the classroom. Disruption of the teaching and learning process is a violation of the student code and may result in punishment ranging from a warning to expulsion from the college. For a more in-depth explanation, please refer to the Student / Teacher Rights and Obligations section in this manual.

R. PROFESSIONAL POINTS

One of the most important assets a Medical Assistant can possess is professionalism. The El Centro College Medical Assisting Program values the student's ability to manage time, stress, change and personal behavior. Thus, at the beginning of each course the students are assigned 15 professional points, which constitute over one letter grade. For each absence, a student will lose 10 professional points. A loss of at least 1 professional point will result from tardiness at the beginning of class, after breaks, after lunch during the clinical semester or for taking early leave or failure to call in to the instructor or director an absence the morning of the absence.

Additionally, any conduct deemed unprofessional by the Director or an instructor (i.e., disrespect to other students, instructor, or program, spreading gossip or rumors, inability to maintain a professional relationship with fellow classmates, etc.) can also result in the loss of professional points. The loss of all 15 professional points in any course is an indication that a problem exists. This loss will require a conference with the Director.

During each course opportunities to earn additional professional points may present themselves. Students can enhance their grades and their professional experience by participating in these opportunities. All additional professional point opportunities are optional.

S. RE-ADMISSIONS POLICY

- 1. To be eligible to apply for re-admission to the Medical Assisting Program, a student must schedule an exit interview with the Director and / or the Liaison Counselor. A re-admission / withdrawal form will be completed during the interview. The student's priority rating will be identified.**
- 2. A student may be required to complete a skills review to assess acquired skills necessary to complete the program successfully. Any contractual agreements made at the time of withdrawal must be completed prior to consideration for re-admission.**

3. **The student is encouraged to re-enter the Medical Assisting Program within one year to ensure continuing to learn.**

T. RE-ADMISSIONS GUIDELINES

1. **A student may request ONE re-admission to the Medical Assisting Program.**
2. **The student must complete an exit interview with the Director and / or Counselor.**
3. **The student must have a cumulative GPA of 2.5.**
4. **Consideration of one additional re-admission because of extenuating circumstances will be evaluated by written petition to the Director.**
5. **A student may be denied re-admission.**
6. **Re-admission will be contingent on “space availability.”**

U. PRIORITY RATING

FIRST PRIORITY

Students who withdraw for personal / health reasons and are in good academic standing. Examples may include : family crisis, personal health, childbirth, finances.

SECOND PRIORITY

Students who withdraw and/or fail a Medical Assisting course.

THIRD PRIORITY

Students applying for an additional extenuating circumstances re-admission.

FOURTH PRIORITY

Students who fail a clinical internship.

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
STUDENT EXIT INTERVIEW**

Student Name: _____

Address: _____
City State Zip

S. S. #: _____ Date: _____

I. REASON FOR WITHDRAWAL (please explain)

A. Academic Problems _____

1. **Grades** _____
2. **Attendance** _____
3. **Professional Points** _____

B. Non-Academic Problems _____

1. **Health** _____
2. **Financial** _____
3. **Behavioral** _____

II. RECOMMENDATIONS FOR RE-ADMISSION

A. Counselor _____

B. Director _____

C. Student _____

Counselor Signature _____ **Date**

Director Signature _____ **Date**

Student Signature _____ **Date**

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
RE-ADMISSIONS / WITHDRAWAL FORM**

Student: _____ **SS#** _____

Address: _____

Phone: (H) _____ **(W):** _____

Enrollment Date: _____ **Withdrawal Date:** _____

Number of times requesting re-admission: _____

Courses:

Reason for withdrawal	Comments
------------------------------	-----------------

- _____ **ACADEMIC**
- _____ **FINANCIAL**
- _____ **FAMILY RESPONSIBILITIES**
- _____ **CHANGE OF RESIDENCE**
- _____ **OTHER**

Re-admission Status

_____ **Eligible** **Condition** _____

_____ **Non-Eligible** **Reason**

_____ **Priority Rating** **Faculty**

_____ **Student**

DATE: _____

STUDENT / INSTRUCTOR RIGHTS AND OBLIGATIONS

PART I: STUDENT RIGHTS / INSTRUCTOR OBLIGATIONS: students are entitled to:

- * A clear, complete syllabus that includes a listing of all course requirements, with due dates, distributed at the first class. If a student requires reasonable accommodations based on documented evidence, contact Student Services for assistance.
- * A seat in the class.
- * Clear grading criteria that indicates how final grade will be determined.
- * Clear policies regarding how attendance, class participation, group presentations, etc. contribute to the grade.
- * A class that begins and ends on time.
- * Discuss the course with the instructor outside of class for clarification on, or assistance with, course materials.
- * Referrals to various sources of academic or emotional support as appropriate. You may call the counselors directly if you prefer to make contact on your own.
- * A reevaluation of any work that you think was graded unfairly.
- * Have exams returned in a reasonable time.
- * Appointments that start on time, unless confronted with extraordinary circumstances.
- * Full participation in class without interruption.

PART II: STUDENT OBLIGATIONS / INSTRUCTOR RIGHTS: Instructors expect students to:

- * **Keep up with course readings and assignments as noted on syllabus and / or class.**
- * **Arrive in class on time and stay for the entire class, unless extenuating circumstances interfere.**
- * **Turn off all beepers, tape recorders, players and telephones before coming to class. It is disruptive to everyone in the class. Disruption of class, whether by inconsiderate and / or inappropriate behavior or electronic devices, is not tolerated.**
- * **Inform them if extenuating circumstances that keep you from attending class.**
- * **Pay attention and be courteous in class - i.e., only one speaker at a time, no side discussions, sleeping, etc.**
- * **Be respectful of the opinions of others, even if they differ from your own.**
- * **Turn in work on time.**
- * **Arrange with other students to obtain notes and information that you miss.**
- * **Do your own work. Any form of academic dishonesty may result in a performance grade of "F" for the particular assignment or test in question, for the entire course, or dismissal from the class. This includes any form of cheating on a test, copying another person's work and representing it as yours or representing another person's presentation as your own.**
- * **Make an appointment for assistance.**
- * **Keep any appointments you make.**
- * **Inform them if you are thinking of dropping the course.**

PART III: HUMAN RIGHTS AND OBLIGATIONS:

The El Centro College Medical Assisting Program has a diverse community with strong commitment to human rights and non-discrimination on the basis of religion, ethnicity, race, national origin, gender, age, or sexual orientation, etc. If you choose to be a part of this program, please agree to the ground rules listed here. Keep in mind that no one is perfect and all have the capacity to make insensitive comments when no harm is intended.

1. I will do my best to listen to others, not interrupt, and not speak while others are talking.
2. I will not intentionally tell “jokes “ that make any oppressed group the brunt of my laughter. I will not intentionally laugh at such “jokes.”
3. I will do my best to avoid insulting terms when describing people different from myself.
4. I will do my best to avoid insulting terms when describing members of my own group.
5. When / If I choose to express differences of opinion or discomfort or upset related to attitudes different from my own, I will try to do so as respectfully as possible. I will try to challenge or critique the ideas, rather than the person holding them.
6. I agree not to sexually harass anyone.
7. I will speak from my own experience and use “I” statements. I agree to define the term “we” when I use it.
8. I agree to try to stay conscious of the fact that people may have invisible differences that are not obvious by looking at them. I will try to stay conscious, for example:
 - that as many as half of the people in this class grew up in dysfunctional families;
 - that about 30% have probably been sexually abused as children;
 - that 10% of this class is probably gay, lesbian or bisexual; that some people here may be members of racial and ethnic groups that they don’t “look” like;
 - that some people here might have hidden disabilities such as learning differences, addictions, or other illnesses (herpes, cancer, AIDS, epilepsy, etc.);
 - and that some people here might subscribe to religious or political ideologies, which would be outside the mainstream of “typical” beliefs.

- 9. I agree to share only as much about myself as feels safe to share in this context, to the extent that I am able to predict.**
- 10. I agree to protect the confidentiality of the personal lives of other students in this classroom by obscuring their identities when speaking with others about what happens in class.**
- 11. I agree to follow any other ground rules that the class unanimously adopts, assuming that I have been part of creating the new ground rules.**
- 12. I understand that bringing drinks and food into the college classroom is a privilege and a responsibility. Out of respect for other members of the college community, I agree to take full responsibility for my actions. This includes, but is not limited to removing cans, bottles, trash, etc. from the classroom when I leave and depositing my trash in appropriate receptacles outside the classroom. Foods which may be disruptive to the class (crunchy foods make noise, some foods have offensive odors) are prohibited in the classroom. I understand that this policy pertains only to classes of instructors who grant this privilege, not all classes in the Medical Assisting Program or at El Centro or Mountain View College.**
- 13. I understand that every student is entitled to full participation in class without interruption. All students are expected to be in class and prepared to begin on time.**
- 14. I will abide by the policy that all pagers, wireless telephones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when I enter the classroom.**
- 15. I am aware that disruption of class, whether by latecomers, noisy devices or inconsiderate behavior will not be tolerated. Repeated violations will be penalized and may result in expulsion for the class.**

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
HONESTY / ETHICAL SIGNATURE SHEET**

- _____ 1. I have read the entire Student Resource Manual.
- _____ 2. I have read, understand and will comply with all the policies and procedures written in the Student Resource Manual.
- _____ 3. I have read, understand and will comply with the course information and prerequisite information stated in the Student Resource Manual.
- _____ 4. I understand that it is my responsibility to read, clarify if necessary and comply with the course information and policies / procedures as written in the Student Resource and Policy Manual and all course syllabi.
- _____ 5. I understand that non-compliance on my part with any of the policies and procedures governing the El Centro Program could result in my earning a failing grade for any course and/or being barred from continuing, completing or graduating from the program.

_____ Student Signature _____ Date

FERPA Authorization to Release Student Information

Student Name _____

I authorize my instructor, _____, to release the following types of information (check all that apply):

- _____ Grades
- _____ Attendance
- _____ Observed Behaviors (i.e. teamwork, initiative, timely submission of assignments)

This information may be released for the following purposes (check all that apply):

- _____ Job references/recommendations
- _____ Scholarship references
- _____ Employer inquiries
- _____ other – please specify _____

Student Signature _____

MEDICAL ASSISTING* COURSE INFORMATION

<u>First Semester</u>	<u>Lec</u> <u>Hrs.</u>	<u>Lab</u> <u>Hrs.</u>	<u>Ext</u> <u>Hrs.</u>	<u>Cont.</u> <u>Hrs.</u>	<u>Cred.</u> <u>Hrs.</u>	<u>C. E.</u> <u>Course</u>
MDCA 1313 Medical Terminology	3	0	0	48	3	
MDCA 1205 Medical Law and Ethics	2	0	0	32	2	
ENGL 1301 Composition I	3	0	0	48	3	
SPCH 1311 Introduction to Speech Communications	3	0	0	48	3	
MDCA 1409 Anatomy and Physiology	4	0	0	64	4	

Semester Total Hours	240	15
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<u>Second Semester</u>	<u>Lec</u> <u>Hrs.</u>	<u>Lab</u> <u>Hrs.</u>	<u>Ext</u> <u>Hrs.</u>	<u>Cont.</u> <u>Hrs.</u>	<u>Cred.</u> <u>Hrs.</u>	<u>C. E.</u> <u>Course</u>
MDCA 1421 Administrative Procedures	4	0	0	64	4	
HITT 1211 Computers in Health Care	1	2	0	48	2	
MDCA 1443 Medical Insurance	4	0	0	64	4	
MDCA 1247 Pharmacology and Administration of Medications	1	2	0	48	2	

Semester Total Hours	224	12
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<u>Third Semester</u>	<u>Lec</u> <u>Hrs.</u>	<u>Lab</u> <u>Hrs.</u>	<u>Ext</u> <u>Hrs.</u>	<u>Cont.</u> <u>Hrs.</u>	<u>Cred.</u> <u>Hrs.</u>	<u>C. E.</u> <u>Course</u>
MDCA 1216 Procedures in a Clinical Setting 1		2	0	48	2	
MDCA 1217 Procedures in a Clinical Setting 1		2	0	48	2	
MDCA 1251 Medical Assistant Laboratory Procedures		1	2	0	48	2
MDCA 2361 Clinical – Medical Assistant	0	0	10	160	3	

Semester Total Hours	304	9
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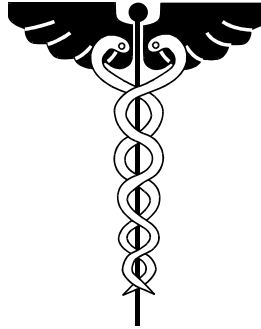
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">GRAND TOTAL</td> <td style="text-align: right; border-top: 1px solid black;">768</td> <td style="text-align: right; border-top: 1px solid black;">36</td> </tr> </table>	GRAND TOTAL	768	36
GRAND TOTAL	768	36	

*Other programs may contain selected courses from this curriculum.

El Centro College

Medical Assisting Program

Course Descriptions and Prerequisites



MDCA 1313 Medical Terminology (3 hours)

Prerequisites: GED or High School Diploma.

This course presents a basic introduction to the organization, structure, function and tissues of the human body. Major systems to be discussed include the skeletal, muscle, cardiovascular, reproductive, pulmonary, nervous, endocrine, as well as the structure and organization of the human body. Students will examine the word structure and spelling of terms related to these systems. (3 Lec.)

MDCA 1201 Medical Law and Ethics (2 hours)

Prerequisites: GED or High School Diploma.

Principles of medical law and ethics will be examined. Topics include legal relationship between physician and patient, preparation and distribution of legal documents, initiation and termination of contracts, informed consent, professional liability and torts especially negligence, medico-legal aspects of Medical Assisting, maintenance of licenses types of medical practice and accreditation. (2 Lec)

ENGL 1301 Composition I (3 hours)

Prerequisite: Appropriate assessment test score (TASP, ACT, DCCCD test or SAT).

This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. (3 Lec)

SPCH 1311 Introduction to Speech Communications (3 hours)

Prerequisites: GED or High School Diploma.

Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others and make formal oral presentations. This course requires college-level skills in reading and writing. (3 Lec)

MDCA 1409 Anatomy and Physiology

Prerequisite or Corequisite: Medical Terminology.

Emphasis on normal human anatomy and physiology of cells, tissues, organs, and systems with overview of common pathophysiology. (4 Lec)

HITT 1211 Computers in Health Care (2 hours)

Prerequisite: Medical Terminology.

Skill development in keyboarding is emphasized as the student is introduced to software applications for the medical office. Continued emphasis on business communication skills, correspondence, grammar and writing occurs. (1 Lec, 2 Lab)

MDCA 1421 Administrative Procedures (4 hours)

Introduces telephone techniques, correspondence, filing and indexing, mail handling and bookkeeping. Keyboarding and office skills and business transactions are emphasized. Scheduling, appointment monitoring and hospital admission/and surgical/outpatient procedures are also covered. Provides an overview of administrative techniques required in a health care setting. Emphasis is placed on time management, policies and procedures, quality control equipment and supply

inventory and hiring. (4 Lec)

MDCA 1443 Medical Insurance (4 hours)

Prerequisites: Medical Terminology and Anatomy and Physiology.

Diagnosis and procedure coding for the medical office is presented. ICD-9 and CPT coding are covered as well as insurance programs, both public and private, including worker's compensation claims, Medicare and Medicaid claims. Fundamentals of medical records keeping including creation, maintenance and protection of medical records, electronic claims submission and the pre-certification process are presented. (4 Lec)

MDCA 1216 Procedures in a Clinical Setting (2 hours)

Prerequisites: Medical Terminology and Anatomy and Physiology.

Instructs the medical assisting students in obtaining and recording patient histories, assessing patient vital signs, assisting the physician with physical examinations, recognizing instruments used in the various examinations, caring for equipment in the office and disposing of hazardous wastes. Additional topics include basic aseptic technique, prevention of infections, materials management and cultural awareness. (1 Lec, 2 Lab)

MDCA 1217 Procedures in a Clinical Setting (2 hours)

Prerequisite: Procedures 1216

Introduces the medical assisting students to more complex physical examinations techniques including assisting with surgical office procedures, surgical asepsis, setting up surgical trays, gowning and gloving, collecting and labeling of surgical specimens and maintaining surgical records including informed consent. The technique and theory of phlebotomy including capillary puncture, venipuncture, pediatric phlebotomy and universal precautions are also covered. (1 Lec, 2 Lab)

MDCA 1251 Medical Assistant Laboratory Procedures (2 hours)

Co-requisite: Procedures in a Clinical Setting 1216

Provides an overview of the collections of specimens of body fluids and secretions

using CDC universal precautions and guidelines. Includes techniques for processing specimens using quality control, the use and care of the microscope and other laboratory equipment and basic microbiology. (1 Lec, 2 Lab)

MDCA 1247 Pharmacology and Administration of Medication (2 hours)

Prerequisites: Medical Terminology and Anatomy and Physiology

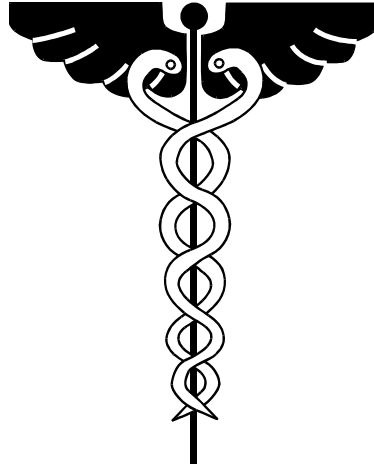
Provides an overview of the drug classifications used in the physician's office, dosage preparation, the administration of oral and parenteral medications and the maintenance of medication records. (2 Lec, 1 Lab)

MEDA 1263 Clinical - Medical Assistant (3 hours)

Prerequisites: Successful completion of all Medical Assisting Program curriculum.

Medical Office clinical gives the student the opportunity to perform clinical and administrative medical assisting skills in a health care setting. The student performs 160 hours of clinical functions of medical assisting in a job setting. (10 Ext)

EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM



MEDICAL ASSISTING OBJECTIVES*

ORIENTATION TO MEDICAL ASSISTING

1. Identify the roles, responsibilities and ethical standards of the medical assistant.
2. List and apply safety procedures in the medical assisting laboratory and the medical office.
3. Develop leadership qualities.

LEGAL RESPONSIBILITIES

1. Identify the legal responsibilities of the medical assistant.

INTRODUCTORY ADMINISTRATIVE PROCEDURES

1. Demonstrate effective telephone techniques.
2. Identify the duties of the receptionist.
3. Process insurance forms.
4. Demonstrate the use of an accounting bookkeeping system.
5. Identify and perform the basic technique for filing medical records.
6. Demonstrate the use of computer applications in the medical office.
7. Perform entry-level ICD-0 and CPT coding.

EXAMINATION ROOM PROCEDURES

1. Obtain medical data for a patient history.
2. Measure and record vital signs, height and weight.
3. Assist with the physical examination.

4. Assist with special examination - obstetrics, pediatrics, vision.
5. Demonstrate knowledge of IV theory.

BASIC ASEPSIS

1. Identify the methods of controlling bacterial growth.
2. Demonstrate the knowledge of universal precautions.
3. Demonstrate the preparation of equipment and supplies for autoclaving.
4. Demonstrate the use of a steam autoclave.
5. Demonstrate the care of sterilized equipment and supplies.

MINOR OFFICE SURGERY

1. Set up a sterile field for minor office surgery including open sterile gloving and knowledge of surgical instruments.
2. Prepare a patient for minor surgery.

SPECIAL CLINICAL PROCEDURES

1. Apply dressings and bandages including sterile dressing changes.
2. Demonstrate a knowledge of methods of physical therapy.
3. Perform an electrocardiogram and identify the pattern of normal sinus rhythm on the EKG strip.

EMERGENCY CARE IN THE OFFICE

1. Identify the symptoms of emergency conditions.
2. Demonstrate emergency treatments for the patient's condition.

MEDICAL LABORATORY

1. Instruct and assist patients in the proper collection of specimens.
2. Perform a clinitest and acutest, and a labstix test on urine.
3. Perform screening test and confirmation of pregnancy test using urine.
4. Perform a blood glucose level test.

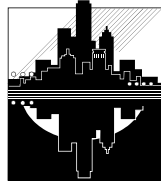
GETTING A JOB

1. Simulate the process of applying for a job.
2. Participate in mock interviews.

NONPAID CLINICAL

1. Participate in a community-based Medical Assisting experience.

THE SCANS WORKPLACE COMPETENCIES



The term SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills. In 1990 the US Secretary of Labor commissioned a task force to examine the demands of the workplace. The Commission's first report, "What Work Requires of Schools," identified what employees need to know and be able to do to succeed in any occupation. In this report is a series of five competencies and the three-part foundation skills upon which the competencies are built. The following table shows the foundations and competencies formulated by the SCANS report. Each of the course competency sheets includes the appropriate SCANS components.

Basic SCANS competencies and foundations are numbered. The first five are Workplace Competencies. The last three are Foundations. The table also includes an expanded list of SCANS competencies and foundations, which are listed below the numbers in small letters.

1. Managing Resources:

- a. Manage time
- b. Manage money
- c. Manage materials
- d. Manage space

5. Using Technology

- a. Select equipment and tools
- b. Apply technology to specific tasks
- c. Maintain / troubleshoot technologies
- d. Manage staff

2. Exhibiting Interpersonal Skills

- a. Work on teams
- b. Teach others
- c. Serve customers
- d. Lead work teams
- e. Negotiate with others
- f. Work with different cultures

6. Demonstrating Basic Skills

- a. Reading
- b. Writing
- c. Arithmetic / Mathematics
- d. Speaking
- e. Listening

3. Working With Information

- a. Acquire / evaluate data
- b. Organize / maintain information
- c. Interpret / communicate data
- d. Process information with computers

7. Demonstrating thinking Skills

- a. Creative thinking
- b. Decision making
- c. Problem solving
- d. Thinking logically
- e. Seeing with the mind's eye

4. Applying Systems Knowledge

- a. Work within social systems
- b. Work within technological systems
- c. Work within organizational systems
- d. Monitor / correct system performance
- e. Design / improve systems

8. Exhibiting Personal Qualities

- a. Individual responsibility
- b. Self-esteem
- c. Sociability
- d. Self-management
- e. Integrity

FOUNDATIONS in Health Care



INDIVIDUAL COURSE COMPETENCIES
Medical Terminology

SCANS	Content 2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
3, 6	1.b.1	1. Identify, pronounce, and spell human body structures and systems.		
3, 6	1.b.1	2. Describe the functions of each human body structure and system.		
3, 6	1.a.1	3. Describe the anatomical locations of each human body structure and system.		
3, 6	1.b.3	4. Explain the physiology of all body structures and systems.		
3, 6	1.b.3	5. Accurately read, pronounce, define, interpret, and write medical terms related to the body systems.		
3, 6	1.b.1	6. Identify and describe the structures of root words, suffixes, and prefixes common to the human anatomy and physiology.		
3, 6	1.b.2	7. Interpret the meaning of a medical term based on its structure.		
3, 6	1.b.3	8. Use medical terminology appropriately.		
3,6	1.b.3	9. Use reference materials to research medical terms and body systems.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
 COURSE / INSTRUCTOR EVALUATION
 Medical Terminology**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

		YES	NO
1.	Course objectives were given to the students in writing.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The instructor welcomed an individual conference.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The instructor encouraged student participation in class.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Students received grades or evaluations of progress throughout the course.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The students received feedback on assignments and/or examinations.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Classroom sessions helped the students to understand the subject being taught.	<input type="checkbox"/>	<input type="checkbox"/>
7.	The instructor made an attempt to relate course materials to current medical practices.	<input type="checkbox"/>	<input type="checkbox"/>
8.	The instructor's methods provided an atmosphere in which students felt free to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Advance notice was given for major assignments and tests.	<input type="checkbox"/>	<input type="checkbox"/>
10.	The instructor demonstrated comprehensive knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>
11.	The course was interesting and challenging.	<input type="checkbox"/>	<input type="checkbox"/>
12.	The students and instructor responded well to each other.	<input type="checkbox"/>	<input type="checkbox"/>
13.	The instructor's lecture was clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>
14.	The instructor responded to student questions.	<input type="checkbox"/>	<input type="checkbox"/>

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
STUDENT SELF-EVALUATION**

CONFIDENTIAL

This instrument is for you to evaluate your present strengths and weaknesses at the close of each block. It is in no way punitive, but to assess your own abilities. Please answer the questions below using the code provided. Of course, a perfect score is 100. How will you do? Please be sincere and plan to raise your score as you continue your professional career. Turn in your completed self-evaluation to the Director after you complete each block of classes.

4 - I could teach this

3 - I can do this satisfactorily

2 - I need to improve/practice on this

1 - I cannot do this and I consider my knowledge/skills of this to be unsatisfactory

- 1. Medical Terminology
- 2. Composition I (writing effectively)
- 3. Medical Law and Ethics
- 4. Medical Emergencies
- 5. Human Disease
- 6. Computer Applications for the Medical Office
- 7. Medical Office Procedures I (typing, office machines, equipment/supplies)
- 8. Office Procedures II (interviewing, policies/procedures, team building, positive decision making, conflict resolution)
- 9. Medical Transcription
- 10. Medical Office Coding and Insurance
- 11. Communication (oral and written)
- 12. Management and care of office property
- 13. Medical Records
- 14. Financial, bookkeeping, appointment scheduling
- 15. Telephone techniques
- 16. Aseptic technique
- 17. Quality Assurance
- 18. Pharmaceutical Principles
- 19. Medication Administration
- 20. Laboratory Procedures
- 21. Patient Preparation
- 22. Vital Signs
- 23. Specimen Collection and Basic Office Diagnostic Procedure
- 24. I have perfect attendance and promptness
- 25. I gave my all as far as assignments in all classes I have taken and do my own assignments.

INDIVIDUAL COURSE COMPETENCIES
Medical Law and Ethics

SCANS	2003 Standards	Upon completion of this course, the student will be able to:	DATE	METHOD
2, 3, 8	3.c.4.d.	1. Define and practice the AAMA Code of Ethics governing medical office and clinical practices, including: a. physician-patient/physician-employee relationships, their implementation, and dissolution b. the creation, editing, and maintaining of medical documents c. the release of information d. confidentiality e. documenting and reporting f. maintaining liability insurance		
3, 7	3.c.2.e	2. Demonstrate correct procedure for handling errors and omissions in the medical record.		
8	1.c.1	3. Comply with legally defined tasks and duties of a medical assistant.		
2, 7	1.c.1	4. Demonstrate a working knowledge of patient rights.		
3, 8	1.c.2	5. Explain the application of the responsibilities of liability and negligence.		
3, 4	1.c.1	6. Explain four types of litigation, their impact on a medical practice, and explain how to avoid the errors that lead to their application.		
1, 4	1.b.4	7. Describe the purpose, process, and importance of receiving and maintaining certification.		
3	3.c.2.b.	8. Perform all duties within legal and ethical boundaries.		
8	1.b.1	9. Follow OSHA and DEA procedures in disposing of controlled substances and hazardous materials.		
3, 6	1.c.2	10. Follow policy in initiating and terminating medical treatment.		
3, 6, 7	3.c.2.f	11. Demonstrate knowledge of federal and state health care legislation and regulations.		
3	3.c.2.a.	12. Identify and respond to issues of confidentiality.		
3	3.c.3.d.	13. Identify community resources.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Law and Ethics for Health Professionals**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES

Anatomy and Physiology

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
3	1.a.1	1. Define health and disease as they relate to a medical office or clinical setting.		
3, 6	1.a.2	2. Explain the medical terms related to specific diseases.		
3, 6	1.a.2	3. List and describe the basic mechanisms of disease.		
7	1.a.2	4. Explain the risk factors associated with disease.		
3	1.a.2	5. List and describe five categories of pathogenic organisms and explain how they cause disease: <ul style="list-style-type: none"> a. Viruses b. Fungi c. Bacteria d. Protozoa e. Pathogenic animals 		
3	1.a.2	6. Distinguish between the terms of benign and malignant tumors.		
3	1.a.2	7. Outline the events of the inflammatory response and explain its role in disease.		
3	1.a.2	8. List the most common diseases for each body system.		
3	1.a.2	9. Recognize common diseases in patients.		
3	1.e.3	10. Under physician guidance, explain a disease and disease process to a patient.		
2, 6, 8	1.a.3	13. Research technical materials to obtain information about diseases and disease processes.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Human Diseases**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
STUDENT SELF-EVALUATION**

CONFIDENTIAL

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4 - I could teach this

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- _____ 1. Medical Terminology
- _____ 2. Composition I (writing effectively)
- _____ 3. Medical Law and Ethics
- _____ 4. Medical Emergencies
- _____ 5. Human Disease
- _____ 6. Computer Applications for the Medical Office
- _____ 7. Medical Office Procedures I (typing, office machines, equipment/supplies)
- _____ 8. Office Procedures II (interviewing, policies/procedures, team building, positive decision making, conflict resolution)
- _____ 9. Medical Transcription
- _____ 10. Medical Office Coding and Insurance
- _____ 11. Communication (oral and written)
- _____ 12. Management and care of office property
- _____ 13. Medical Records
- _____ 14. Financial, bookkeeping, appointment scheduling
- _____ 15. Telephone techniques
- _____ 16. Aseptic technique
- _____ 17. Quality Assurance
- _____ 18. Pharmaceutical Principles
- _____ 19. Medication Administration
- _____ 20. Laboratory Procedures
- _____ 21. Patient Preparation
- _____ 22. Vital Signs
- _____ 23. Specimen Collection and Basic Office Diagnostic Procedure
- _____ 24. I have perfect attendance and promptness
- _____ 25. I gave my all as far as assignments in all classes I have taken and do my own assignments.

ADMINISTRATIVE Skills



COMPETENCY CHECK OFF SHEET

Computers in Health Care

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
3, 4	3.4	1. Identify computer components.		
1, 4, 5	3.a.1.b.	2. Schedule and manage appointments.		
3, 5, 6	3.c.4.c.	3. Utilize computer applications for: word processing electronic mail databases networks record keeping billing		
6	1.e.5	4. Apply grammar and writing principles when producing documents.		
6	1.e.5	5. Value writing as a way to learn, record, communicate and understand.		
1,4,5	3.a..b.	6. Schedule inpatient and outpatient admissions and procedures.		
3,4	3.c.4.c.	7. Utilize computer software to maintain office systems.		
6	3.c.4.b.	8. Perform routine maintenance of administrative and clinical equipment		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Computers in Health Care**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES
Administrative Procedures

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
8	1.h.1,2	1. Work with physicians, staff, and patients as a team.		
8	1.h.3.	2. Describe the administrative duties of a medical assistant in an office environment.		
2	1.h.3	3. Operate the following business machines: 10-key calculators postage meter photocopier fax machine typewriter multi-button telephone		
5	3,a,1.a.b.	4. Schedule and monitor appointments, including surgery, inpatient, and laboratory tests.		
5	3.a.1.c.d.	5. Establish, edit, review, pull, purge, and file patient records.		
1, 2	3.a.1.c.d	6. Prepare medical records from information provided by the physician.		
4	1.c.1.2	7. Great patient and provide a comfortable environment for the patient while waiting for a physician.		
3, 4, 6	1.c.1.2	8. Interview and take patient statistical data and medical history under physician guidance.		
2, 6, 8	1.h.1	9. Interact with pharmaceutical companies, equipment manufacturers, physicians, doctor's family, and other callers.		
2, 3, 6	1.e.3	10. Supervise children accompanying patients.		
3	1.f.4	11. Screen and process correspondence.		
2, 3, 4, 6	3.c.4.a.	12. Inventory and replenish equipment and supplies.		
1	1.f.4	13. Arrange meetings, conferences, and/or travel accommodations.		
3, 4	3.c.4.d.	14. Maintain quality in the operations, including the evaluation, upgrading, and revising of policies, procedures, and equipment.		
1, 3, 6	3.a.2 3.a.2.a 3.a.2.b 3.a.2.c 3.a.2.d 3.a.2.e 3.a.2.f 3.a.2.g 3.a.2.h 3.a.2.i.	15. Perform bookkeeping procedures including: Prepare a bank deposit Post entries on a day sheet Perform accounts receivable procedures Perform billing and collection procedures Post adjustments Process credit balance Process refunds Post NSF checks Post collection agency payments		

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
2, 3, 4	3.c.3.d.	16. Locate resources including policies and procedures information for patients and employers.		
4	3.c.4.d.	17. Use methods of quality control.		
2,3,4,	3.c.1.a.	18. Respond to and initiate written communications.		
2,3,4,	3.c.1.c.	19. Recognize and respond to nonverbal communications.		
2,3,4,	3.c.1.d.	20. Demonstrate telephone techniques.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
 COURSE / INSTRUCTOR EVALUATION
 Administrative Procedures**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES

Medical Insurance

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
4, 6, 7	c.a.3.e.	1. Complete standard insurance claim forms, including: <ul style="list-style-type: none"> a. indemnity insurance forms for a patient to submit his claim b. forms for filing assigned insurance claims c. Medicare payment request forms d. Medicaid claim forms e. Worker's Compensation forms f. Blue Cross/Blue Shield payment request forms g. Medicare h. Medicaid 		
2, 4, 6, 7	c.a.	3. Appeal insurance disallowances to achieve satisfactory resolution.		
2,4,6,7	c.a.3	4. Perform and edit entry-level medical coding using appropriate resource manuals:		
2,4,6,7	c.a.3.d.	<ul style="list-style-type: none"> a. ICD-9-CM (diagnostic coding) 		
2,4,6,7	c.a.3.c.	<ul style="list-style-type: none"> b. CPT-4 (procedural coding) c. HCPCS 		
2,4,6,7	c.a.3.a.	4. Apply managed care policies and procedures.		
2,4,6,7	c.a.3.b.	5. Apply third-party guidelines		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Medical Insurance**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
STUDENT SELF-EVALUATION**

CONFIDENTIAL

This instrument is for you to evaluate your present strengths and weaknesses at the close of each block. It is in no way punitive, but to assess your own abilities. Please answer the questions below using the code provided. Of course, a perfect score is 100. How will you do? Please be sincere and plan to raise your score as you continue your professional career. Turn in your completed self-evaluation to the Director after you complete each block of classes.

4 - I could teach this

3 - I can do this satisfactorily

2 - I need to improve/practice on this

1 - I cannot do this and I consider my knowledge/skills of this to be unsatisfactory

- _____ 1. Medical Terminology
- _____ 2. Composition I (writing effectively)
- _____ 3. Medical Law and Ethics
- _____ 4. Medical Emergencies
- _____ 5. Human Disease
- _____ 6. Computer Applications for the Medical Office
- _____ 7. Administrative Procedures (typing, office machines, equipment/supplies)
- _____ 8. Administrative Procedures (interviewing, policies/procedures, team building, positive decision making, conflict resolution)
- _____ 9. Medical Transcription
- _____ 10. Medical Office Coding and Insurance
- _____ 11. Communication (oral and written)
- _____ 12. Management and care of office property
- _____ 13. Medical Records
- _____ 14. Financial, bookkeeping, appointment scheduling
- _____ 15. Telephone techniques
- _____ 16. Aseptic technique
- _____ 17. Quality Assurance
- _____ 18. Pharmaceutical Principles
- _____ 19. Medication Administration
- _____ 20. Laboratory Procedures
- _____ 21. Patient Preparation
- _____ 22. Vital Signs
- _____ 23. Specimen Collection and Basic Office Diagnostic Procedure
- _____ 24. I have perfect attendance and promptness
- _____ 25. I gave my all as far as assignments in all classes I have taken and do my own assignments.

CLINICAL Skills



INDIVIDUAL COURSE COMPETENCIES

Procedures in an Clinical Setting

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
4	3..b.1.c	1. Apply principles of aseptic technique and infection control.		
2, 3, 5	3.b.4.b.	2. Obtain vital signs.		
1	3.b.4.d.	3. Prepare and maintain examination and treatment areas.		
6	3.b.4.c.	4. Obtain and record patient history.		
2	3.b.4.e.	5. Prepare patient for and assist with routine and specialty examination and treatment processes.		
4	3.b	7. Apply principles of medical asepsis during and after examination procedures.		
4	3.b.1.d.	8. Dispose of biohazardous materials.		
4	3.b.4.i.	9. Screen and follow up patient test results.		
1, 5	3.b.1.d.	10. Operate and maintain facilities and equipment safely, including: autoclave/sterilizer oxygen casting materials scales electrocardiograph sphygmomanometer exam table thermometer ophthalmoscope/otoscope stethoscope wheelchair/stretchers		
3, 4	3.b4.a.	11. Perform an Inventory of equipment and supplies.		
1, 4, 5	3.b3.b.	12. Instruct individuals according to their needs.		
6, 7	3.b4.f.	13. Prepare patient for and assist with procedures, treatments, and minor office surgeries.		
4	3.b.1.a.	14. Perform hand washing.		
1,4,5	3.b.1.e	15. Practice standard precautions		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Clinical Procedures I**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials s to | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. er . | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES

Procedures in a Clinical Setting

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
1, 4, 5	3..b.1.b.	1. Wrap items for autoclaving.		
1, 5	3.c.4.a.	2. Perform telephone and in patient screening.		
2	3.c.3.c.	3. Provide instruction for health maintenance and disease prevention.		
3, 4, 5	3.c.4.i.	4. Screen and follow up patient test results.		
3	3.b.4.a.	5. Identify and assess patients correctly.		
1	3.c.2.a.	6. Perform venipuncture..		
1	3.c.2.b.	7. Perform a capillary puncture.		
3, 4, 6	1.g.6.	8. Recognize a medical emergency.		
1, 3, 6	1.g.6.	9. Know how and when to reach physicians in an emergency.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
COURSE / INSTRUCTOR EVALUATION
Clinical Procedures II**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES
Medical Assistant Laboratory Procedures

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
1, 5	3.b.1.c.	1. Demonstrate a working knowledge of asepsis, aseptic technique, and infection control, including the sterilizing of instruments and maintenance of laboratory equipment.		
1, 5	3.b.1.d.	2. Develop and maintain quality systems in the laboratory, including disposal of contaminated items.		
2	3.c.4.f.	3. Prepare patients for laboratory tests.		
1, 5	3.c.4 3.c.4.c.i 3.c.4.c.ii 3.c.4.c.iii 3.c.4.c.iv 3.c.4.c.	4. Perform CLIA-waived tests, including: urinalysis hematology chemistry immunology microbiology		
1, 5		5. Use and maintain lab equipment, including: microscope centrifuge glucometer		
2, 3, 6	3.b.2.d.	6. Instruct patients in the collection of a clean-catch mid-stream urine specimen.		
3, 6	3.c.2.e.	7. Document test results and perform patient follow up.		
3, 6	3.b.2.a.	8. Perform venipuncture		
3,6	3.b.2.b.	9. Perform capillary puncture		
1	3.c.2.e.	10. Instruct patients in the collection of fecal specimens.		
1	3.b.2.c.	11. Obtain specimens for microbiological testing.		
1	1.h.5.	12. Apply first aid when necessary.		
2	1.d.1.	13. Reassure patients who are experiencing anxiety.		
2,3,6	3.c.3.a.	14. Perform electrocardiography.		
2,3,6	3.c.3.b.	15. Perform respiratory testing.		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
 COURSE / INSTRUCTOR EVALUATION
 Medical Assistant Laboratory Procedures**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES
Pharmacology and Administration of Medications

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
3, 6	3.c.1.c.	1. List, pronounce, spell, and explain the most commonly used drugs in a physician's office.		
1, 4	3.c.2.b.	2. Explain the legal requirements for writing, ordering, dispensing, and administering medications.		
3, 5	3.c.4.g.	3. Describe the routes of administration of medications and the appropriate instruments used.		
3, 6	3.c.4.g.	4. Describe the major classifications and usages of drugs seen in medical offices.		
3, 6	3.c.4.g.	5. State the actions, uses, adverse reactions, dosages, routes of administration, and implications for the most commonly used drugs in a physician's office.		
3, 6	3.c.4.g.	6. Discuss the actions of medications for each body system and its most common diseases.		
6	3.c.4.g.	7. Calculate medication for adults and children using metric, apothecary, and household measurements.		
2, 5	3.c.4.g.	8. Administer oral and parenteral medications, per physician's order, observing the rights of medication administration.		
2, 3	3.c.4.g.	9. Instruct the patient regarding medication information.		
1	3.c.4.h.	10. Maintain records of medication administration.		
3	3.c.4.g.	11. Apply quality principles to drug administration procedures.		
5	3.b.1.d.	12. Dispose of controlled substances in compliance with governmental regulations.		
1	1.g.7.	13. Perform according to principles of IV theory		

**EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM
 COURSE / INSTRUCTOR EVALUATION
 Pharmacology and Administration of Medications**



Please complete this evaluation for each course and give it to the Director. Answers will be kept confidential. Your responses will benefit the continuous improvement of the Program. Place a check (✓) in the appropriate answer.

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 1. | Course objectives were given to the students in writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The instructor welcomed an individual conference. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The instructor encouraged student participation in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Students received grades or evaluations of progress throughout the course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The students received feedback on assignments and/or examinations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Classroom sessions helped the students to understand the subject being taught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The instructor made an attempt to relate course materials s to current medical practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The instructor's methods provided an atmosphere in which which students felt free to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Advance notice was given for major assignments and tests. tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The instructor demonstrated comprehensive knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The course was interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The students and instructor responded well to each other. . | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The instructor's lecture was clear and understandable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The instructor responded to student questions. | <input type="checkbox"/> | <input type="checkbox"/> |

INDIVIDUAL COURSE COMPETENCIES

Clinical – Medical Assisting

Clinical Skills

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
8	1.0	1. Demonstrate professionalism in attitude, dress, demeanor, and performance of duties.		
3	2.7	2. Demonstrate competence in researching information.		
2, 6	2.3, 2.5, 2.9	3. Communicate appropriately with physicians, staff, and patients.		
5	4.11, 6.2	4. Demonstrate proficiency in the use of laboratory equipment.		
8	1.0, 4.9	5. Maintain quality in performing duties.		
2, 4	4.7, 4.8	6. Follow procedures in assisting physician during an examination.		
7	1.1, 1.8, 2.7	7. Demonstrate problem-solving skills.		
1	4.1	8. Maintain a sterile and organized environment.		
1	4.5	9. Prepare and maintain examination and treatment areas.		
2, 8	4.7	10. Prepare patient for examination.		
4	4.10	11. Collect and process specimens.		
5	4.11	12. Perform routine laboratory tests.		
1	4.13	13. Prepare and administer medications and vaccinations in concert with physician.		
4, 6	3.3, 4.14	14. Maintain laboratory records.		
5	4.11	15. Perform selected diagnostic tests.		

Administrative Skills

SCANS	2003 STANDARDS	Upon completion of this course, the student will be able to:	DATE	METHOD
8	1.0	1. Demonstrate professionalism in attitude, dress, demeanor, and performance of duties.		
3	2.7	2. Demonstrate competence in researching information.		
2, 6	2.3, 2.5, 2.9	3. Communicate appropriately with physicians, staff, and patients.		
5	1.0, 4.9	4. Maintain quality in performing duties.		
8	1.1, 1.8, 2.7	5. Demonstrate problem-solving skills.		
2, 4	4.1	6. Maintain an organized environment.		
2, 4	3.2	7. Schedule patients for appointments, lab tests, and surgery.		
		8. Process mail.		
4	3.1	9. Maintain financial data.		
1	8.6	10. Record patient data including creating, maintaining, and filing patient records.		
4, 6	3.3, 5.1	11. Demonstrate proficiency in using office equipment.		
3, 4, 5	6.2	12. Research information for patients and physician.		
3	1.8, 3.6	13. Prepare insurance forms.		
4, 6	8.3	14. Utilize proper telephone techniques.		
2, 8	2.8	15. Perform banking duties.		
1	8.6	16. Transcribe reports.		
3, 6	3.5	17. Maintain office inventory.		
1	6.1, 6.3			

**EL CENTRO COLLEGE
MEDICAL ASSISTING PROGRAM
STUDENT SELF-EVALUATION**

CONFIDENTIAL

This instrument is for you to evaluate your present strengths and weaknesses at the close of each block. It is in no way punitive, but to assess your own abilities. Please answer the questions below using the code provided. Of course, a perfect score is 100. How will you do? Please be sincere and plan to raise your score as you continue your professional career. Turn in your completed self-evaluation to the Director after you complete each block of classes.

4 - I could teach this

3 - I can do this satisfactorily

2 - I need to improve/practice on this

1 - I cannot do this and I consider my knowledge/skills of this to be unsatisfactory

- 1. Medical Terminology
- 2. Composition I (writing effectively)
- 3. Medical Law and Ethics
- 4. Medical Emergencies
- 5. Human Disease
- 6. Computer Applications for the Medical Office
- 7. Medical Office Procedures I (typing, office machines, equipment/supplies)
- 8. Office Procedures II (interviewing, policies/procedures, team building, positive decision making, conflict resolution)
- 9. Medical Transcription
- 10. Medical Office Coding and Insurance
- 11. Communication (oral and written)
- 12. Management and care of office property
- 13. Medical Records
- 14. Financial, bookkeeping, appointment scheduling
- 15. Telephone techniques
- 16. Aseptic technique
- 17. Quality Assurance
- 18. Pharmaceutical Principles
- 19. Medication Administration
- 20. Laboratory Procedures
- 21. Patient Preparation
- 22. Vital Signs
- 23. Specimen Collection and Basic Office Diagnostic Procedure
- 24. I have perfect attendance and promptness
- 25. I gave my all as far as assignments in all classes I have taken and do my own assignments.

EL CENTRO COLLEGE MEDICAL ASSISTING PROGRAM



COMPETENCY EVALUATION

To assure student competency in entry-level skills, the following Check-Off exercises are included in the curriculum. Instructors will evaluate student abilities to perform certain clinical and administrative procedures. All students will be evaluated on three components of each outcome:

1. **Performance of the specific outcome to be mastered**
2. **The conditions under which students will be expected to perform**
3. **A standard level of performance, which is set by the program**

For each competency requiring a Check-Off Sheet instructors will communicate in writing the conditions and the specific standards required to master to achieve the outcome.

The following pages contain the requirements for administrative and clinical performance outcomes and competencies which students will attain before completing the Medical Assisting Program. Proficiency must be achieved with 85 per cent accuracy, or as stated on the check off sheet. **Students will be expected to achieve competence on the first attempt; however, some outcomes will allow no more than three opportunities to achieve an acceptable score.**

Points assigned to each step reflect the importance of the step to meeting each objective:

- Important = (5)**
- Essential = (10)**
- Critical = (15)**

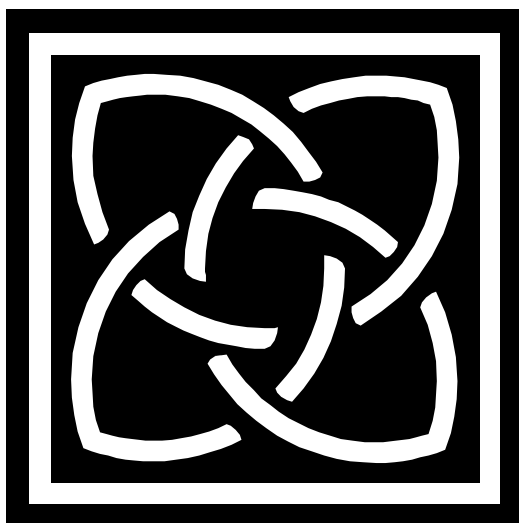
Automatic failure results if any of the critical (15 point) steps are omitted or performed incorrectly, or if the student does not complete the task within the time limit. Dividing points earned by total points possible for each procedure and multiplying the result by 100 will determine scoring. For example, if a competency is worth 150 points, and you receive a score of 140, then

$$140/150 = .93 \times 100 = 93.$$

That 93 would represent a high passing score. However, if you received 100 points on the same competency, then

$$100/150 = .67 \times 100 = 67.$$

This is failing. As a consequence of failure, students must make an appointment with the instructor. All of the following outcomes represent essential entry-level skills for performing medical office administrative and clinical duties.



APPENDIX

1

CLINICAL INTERNSHIP INFORMATION

CLINICAL INTERNSHIP DESCRIPTION



The clinical internship provides the student a supervised learning experience in a clinical site. Through this experience the student develops insight, understanding and skills in the program competencies that a HEALTH CARE PROFESSIONAL applies with patients and others in a health care setting. The student will learn to solve personnel problems, the importance of confidentiality and technical skills. The clinical offers the opportunity to accept responsibility, recognize contributions to the health care team and learn to work as a team with other professionals as well as non-professional personnel.

Students are assigned to sites, which conform to the standards set forth in the Essentials for Accredited Training Programs by the American Association of Medical Assistants. Assignments are planned to provide a variety of student opportunities and to offer “real life” experience in medical procedures and skills learned through classroom presentation and practice. The Clinical coordinator makes all assignments. Students are not guaranteed a site assignment based on their preference. Students meet as a group with clinical coordinator before, during and after their experience to discuss, compare and contrast their individual work experiences. Therefore, assignments are diverse, allowing for a maximum level of knowledge and experience.

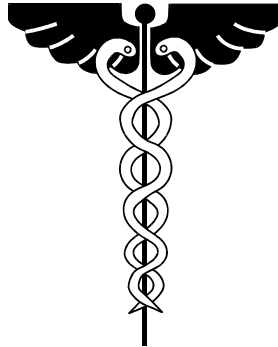
The clinical is designed to provide a learning environment and is not designed as a placement service.







STUDENTS WILL NOT BE PAID FOR THE CLINICAL INTERNSHIP EXPERIENCE.

160 clock hours comprise the experience. Medical Assisting students will be assigned to a clinical and administrative site for a four-week period. Evaluations will be performed each Friday during the four-week session.

STUDENT PREREQUISITES

FOR CLINICAL INTERNSHIP PLACEMENT



-  Successful completion of all prerequisite course work
-  Completed information form delivered two weeks before assignment to a site (Medical Assisting)
-  Attend clinical orientation session
-  Completed physical examination and immunization requirements
-  Receipt showing payment of tuition and liability insurance
-  Successful completion of CPR course

CLINICAL PERFORMANCE OUTCOMES

ADMINISTRATIVE



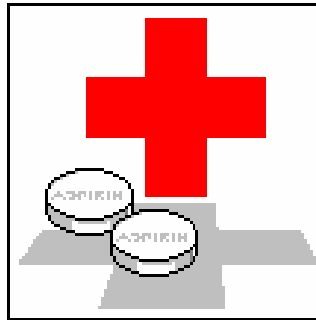
As a result of this on-site professional experience, the Medical Assisting student will be able to:

1. Practice professionalism in attitude, dress and behavior.
2. Perform duties within the ethical standards of the AMA and AAMA.
3. Maintain patient and practice confidentiality.
4. Work as a team member with physicians and staff.
5. Communicate with multiple populations including age, handicapped, ethnic diversity, levels of authority and emotionally distressed.
6. Respond appropriately to verbal and nonverbal communication.
7. Enhance the professional role of the physician in attitude, behavior and communication.
8. Master organizational skills in the health care setting.
9. Communicate appropriately and efficiently over the telephone.
10. Interview patients and family members.
11. Review practice licenses and accreditation documents.
12. Observe compliance to federal, state and local regulations.
13. Identify and apply legal guidelines to health care setting.
14. Prepare legal documents and reports.
15. Prepare releases of medical information.
16. Observe and discuss patient-physician relationship.
17. Discuss liability issues.
18. Perform data entry duties.
19. Operate office equipment.
20. Prepare, edit code and file patient records.
21. Screen and process mail.
22. Schedule and monitor appointments.
23. Observe and discuss referrals.

24. Participate in an inventory, including equipment and supplies.
25. Demonstrate efficient time management.
26. Prepare entries in the bookkeeping system, either actual or simulated.
27. Prepare third party, insurance and patient billing.
28. Observe banking and payroll activities.
29. Demonstrate competence in researching information.

CLINICAL PERFORMANCE OUTCOMES

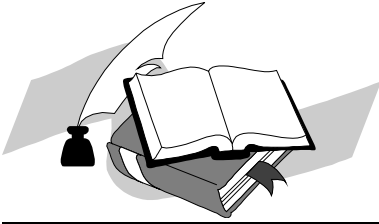
CLINICAL



As a result of this on-site professional experience, the student will be able to:

1. Demonstrate professionalism in attitude, dress, demeanor and performance of duties.
2. Demonstrate competence in researching information.
3. Communicate appropriately with physicians, staff and patients.
4. Demonstrate proficiency in the use of laboratory equipment.
5. Maintain quality in performing duties.
6. Follow procedures in assisting the physician during an examination.
7. Apply problem-solving techniques.
8. Prepare and maintain examination and treatment areas using practice guidelines.
9. Create and maintain a sterile and organized environment.
10. Communicate appropriately and efficiently over the telephone.
11. * Interview patients and record the findings.
12. Identify and apply legal guidelines.
13. Prepare patient for examination using the appropriate procedures.
14. Collect and process specimens.
15. Perform routine laboratory procedures.
16. Maintain complete and accurate laboratory records.
17. Prepare and administer medications and vaccinations in concert with the physician.
18. Perform selected diagnostic tests.
19. Obtain and document vital signs.
20. Discuss emergency actions procedures used in the facility with the supervisor.

CLINICAL RESPONSIBILITIES



COLLEGE:

- * **Identify and recruit clinical sites**
- * **Secure contracts with clinical sites**
- * **Maintain a list of sites including a contact person, address and telephone number**
- * **Assign students to sites**
- * **Provide orientation to students and site supervisors**
- * **Prepare and provide student policies and procedures manual**
- * **Document learning objectives**
- * **Assist with the planning of learning experiences**
- * **Coordinate all aspects of the clinical**
- * **Conduct on-site visits, orientations and post clinical sessions**
- * **Advise students**
- * **Conduct ongoing evaluation of the clinical experience**



SITE

- ◇ **Demonstrate willingness to accept students by signing the contract**
- ◇ **Provide adequate equipment, space, reference materials and supplies for learning**
- ◇ **Assign personnel to work with students**
- ◇ **Serve as role models for students**
- ◇ **Plan experiences in accordance with clinical learning objectives**
- ◇ **Evaluate and document student performance at midpoint and end of clinical**
- ◇ **Enforce policy regarding service work:**
 - ◇ **Students may not take responsibility or place of qualified staff**
 - ◇ **Students may be permitted to perform procedures after demonstrating proficiency, with careful supervision**
 - ◇ **Students may be employed in the clinical facility outside the clinical hours providing the work is limited and does not interfere with the student's academic responsibilities**

◇ **CONTACT DIRECTOR IMMEDIATELY IF THERE IS A PROBLEM**



STUDENT

- ⇒ Submit all required materials to apply for the clinical in a timely manner
- ⇒ Provide transportation to the clinical site
- ⇒ Ensure attendance and punctuality as scheduled
- ⇒ Follow employees rules and regulations
- ⇒ Meet the facility's health requirements
- ⇒ Maintain professional appearance
- ⇒ Demonstrate competence in performance
- ⇒ Avoid participation in internal conflicts
- ⇒ Maintain confidentiality of medical information
- ⇒ Document time and objectives completed
- ⇒ Attend all class seminars
- ⇒ Evaluate extern site and experience
- ⇒ Perform tasks and duties as instructed
- ⇒ In cases of conflict, seek to resolve with supervisor. If unsuccessful, contact the clinical coordinator immediately
- ⇒ Complete 80 administrative and 80 clinical hours of clinical experience or 120 clinical hours of the Phlebotomy Seminar Clinical

◇ **CONTACT DIRECTOR**
IMMEDIATELY IF THERE IS
A PROBLEM!

TIPS FOR STUDENTS



BEFORE THE CLINICAL INTERNSHIP BEGINS

- Complete information form and submit all materials on time
- Attend orientation session
- Obtain clear instructions regarding location, parking, and eating facilities
- Request information regarding identification
- Inquire about dress codes and other rules and regulations
- Visit the site to confirm directions
- Review objectives and clinical requirements
- Call the site and introduce yourself to your supervisor before your first day
- Be prepared to be interviewed by your site supervisor

DURING THE CLINICAL INTERNSHIP

- Be punctual and attend all scheduled hours
- Contact the supervisor and Director if tardiness or absence cannot be avoided
- Abide by all rules and regulations of site and program
- Display initiative by seeking tasks to keep busy
- Submit neat and accurate work
- Demonstrate willingness to listen
- Receive correction positively
- Inquire about your progress periodically
- Gather information for reports to be included in your Medical Assisting Clinical Experience Assignment
- Ask questions whenever clarification or assistance is needed

FOLLOWING THE CLINICAL INTERNSHIP;

- Submit your Clinical Experience Assignment to the Director on the first day of class after completing your first clinical and the last day of the final clinical
- Review evaluation form and identify strengths and weaknesses
- Set and document objectives for improvement
- Write a thank you letter to the site
- Include your clinical on your resume as work experience

ASSIGNMENTS AND PROJECTS



Written Assignment

A typed Medical Assisting Clinical Experience Assignment showing evidence of competencies that were met is due in the Director's office the first day of classes following the initial clinical and the last day of your final clinical. It should include the following:

1. Facility organization chart
2. Job description for medical assistants at the site
3. Description of equipment and supplies used
4. Evidence of meeting objectives of the clinical and proof of competencies achieved
5. Time sheets
6. Evaluation of the site

Projects

The site supervisor will assign these. Students may request certain projects based on individual needs.

Evaluations

Site Supervisor

- Will complete an evaluation of student performance at midpoint and conclusion of clinical
- Give immediate feedback helpful to the student
- Contact Director immediately if a problem occurs

Student

- Complete site evaluation as a component of the Clinical Experience Assignment
- Participate in sharing seminars during and after the clinical

Seminars

Students and Clinical Coordinator will meet before, during and after the clinical to discuss and share experiences. Students will be prepared to solve problems, compare notes and offer input for the benefit of the program and fellow students.

EL CENTRO COLLEGE

MEDICAL ASSISTING PROGRAM

STUDENT CLINICAL INTERNSHIP INFORMATION **FORM**

Present this completed form to the Director two weeks before being assigned to an clinical site. Failure to meet this deadline may result in a late clinical assignment or no assignment at all. Clinicals are assigned at the convenience of each site. This form along with the following two pages is to be the first part of the Clinical Experience Assignment due in the Director's office after each clinical. No final grades will be tabulated until this assignment is turned in.

Name: _____

Address: _____

Telephone: _____

Attachments:



Current Resume



Transcript of completed Medical Assisting classes, including grades



Immunization Record



Fee receipt showing Tuition and Liability Insurance payment



Photocopy of both sides of CPR completion card



EL CENTRO COLLEGE

MEDICAL ASSISTING PROGRAM

CLINICAL INTERNSHIP SITE INFORMATION FORM

Name of Facility:

Address:

Supervisor:

Title:

Telephone:

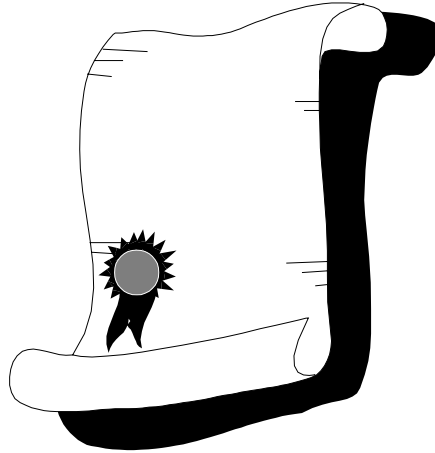
Description of Facility

13. Did you observe positive role models? Describe.

14. What suggestions would you offer to improve this site?

15. Other comments:

GRADUATE INFORMATION FORM



NAME:

PROGRAM COMPLETION DATE:

PERMANENT ADDRESS:

**TELEPHONE: HOME:
 WORK:**

HAVE YOU OBTAINED A JOB IN THE MEDICAL ASSISTING FIELD?

TITLE:

EMPLOYMENT ADDRESS:

EMPLOYMENT TELEPHONE:

SUPERVISOR:

The data requested is for graduate/employer follow-up and will not be used for any other purposes. Please sign below to give permission to the program to seek this information from your employer. All feedback will be confidential and reports will not reference individuals.

Signature: _____

AS YOU GRADUATE...

In a university commencement address Brian Dyson, CEO of Coca Cola Enterprises said:

Imagine life as a game in which you are juggling some five balls in the air. You name them work, family, friends, and spirit - and you are keeping all of them in the air. You will soon understand that work is a rubber ball. If you drop it, it will bounce back. But the other four balls - family, health, friends and spirit - are made of glass. If you drop one of these, they will be irrevocably scuffed, marked, nicked, damaged or even shattered. They will never be the same. You must understand that and strive for balance in your life.

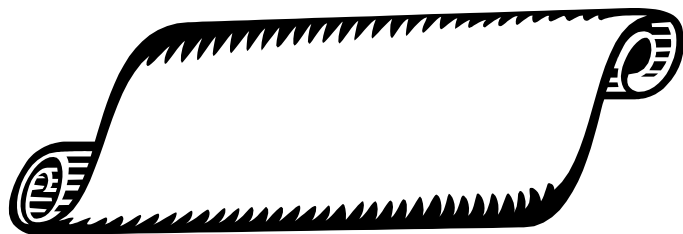
HOW?

- Don't undermine your work by comparing yourself to others. It is because we are different that each of us is special.
- Don't set your goals by what other people deem important. Only you know what is best for you.
- Don't take for granted things closest to your heart. Cling to them as you would your life, for without them, life is meaningless.
- Don't let your life slip through your fingers by living in the past or for the future, but by living your life one day at a time ALL the days of your life.
- Don't give up when you still have something to give. Nothing is really over until the moment you stop trying.
- Don't be afraid to admit that you are less than perfect. It is this fragile thread that binds us to each other.
- Don't be afraid to encounter risks. It is by taking chances that we learn how to be brave.
- Don't shut love out of your life by saying it's impossible to find. The quickest way to receive love is to give it; the fastest way to lose love is to hold it too tightly: the best way to keep love is to give it wings.
- Don't run through life so fast that you forget now only where you've been, but also where you're going.
- Don't forget, a person's greatest emotional need is to feel appreciated.
- Don't be afraid to learn. Knowledge is weightless, a treasure you can always carry easily.
- Don't use time or words carelessly. Neither can be retrieved. Life is not a race, but a journey to be savored each step of the way.

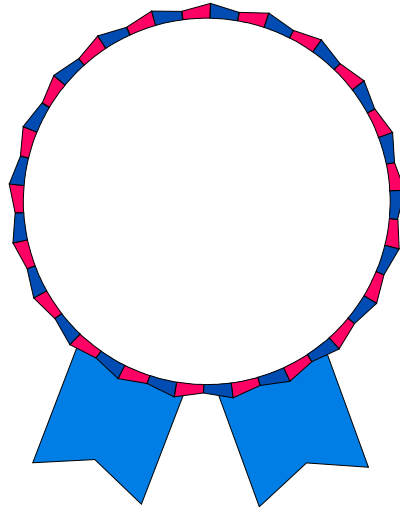
APPENDIX

2

HANDOUTS AND NOTES



20 WAYS TO SUCCEED IN MEDICAL ASSISTING



1. Know one individual on campus who cares about your survival.

One person, that's all it takes! It might be a leader, a counselor, or a secretary. Find this person.

2. Learn what helping resources are available and where they are located.

Both campuses have a career center, a counseling center and a learning center available to all students.

3. Understand why you are in the Medical Assisting Program and identify the specific goals you wish to accomplish.

Your Medical Assisting experience will be more productive if you can identify your goals and focus on them.

4. Set up a daily schedule and stick to it.

If you can't do it alone, find someone on campus or at home who can help. If you have family or work obligations, find ways to balance them with time and study. A serious talk with family members or loved ones may be in order.

5. Try not to work more than 20 hours/week outside of class.

Most people begin a downhill slide in the quality of learning beyond 15 hours. Don't be one of them. If you need money, borrow it from a reliable source or talk to a financial aid officer. Consider working on campus. Students who work on campus tend to do better in classes and are more likely to stay enrolled than those working off campus.

6. Assess and improve your study habits.

An integral part of your success in the Medical Assisting Program involves assessing your own learning style, taking better notes in class reading more efficiently and doing better on tests. See the Learning Centers for resources to improve your skills.

7. Participate in the learning process.

Make an effort to participate in discussions and activities in every class. You'll learn more easily and more enjoyably.

8. Know how to use the Learning Resource Center.

The LRCs are not as formidable as they seem, and they offer a wealth of information and resources.

9. Improve your writing skills.

Your writing skills will serve you throughout your life if you take some pains now to improve and secure them. Write something every day - the more you write, the better you write. Remember, writing is for life, and not just for English.

10. Develop critical thinking skills.

Challenge. Ask why. Look for unusual solutions to ordinary problems and ordinary solutions to unusual problems. There are few absolutely right or wrong answers in life. However, in medicine, some decisions and procedures must be exact. Learn to tell the difference.

11. Find a great advisor or counselor.

The right advisor can be an invaluable source of support, guidance and insight throughout your Medical Assisting education.

12. Visit the Job Placement Center.

You can learn about careers in Medical Assisting and also some interesting things about yourself.

13. Make one or two close friends among your classmates.

This program represents a chance to form new and lasting ties. It also offers a great diversity in terms of the people on campus. Choose your friends for their own self-worth, not for what they can do for you. Remember, you become like those with whom you associate.

14. Get involved in Medical Assisting activities.

Networking while in school pays off in the job market.

15. Take your health seriously.

How much sleep you get, what you eat, whether you exercise, and the kinds of decisions you make about drugs, alcohol and sex all contribute to how well and unwell you feel. Get into the habit of being good to yourself and you'll be a happier person and a more successful student.

16. If you can't avoid stress, learn how to live with it.

Although stress is an inevitable part of modern life, there are ways of dealing with it. Your counseling center can introduce t you to techniques that will help you worry less and study more. We will also have activities on stress management as part of the curriculum.

17. Show up. Show up on time.

Better yet, participate in class. Instructors tend to test on what they discuss in class, as well as grade in part on the basis of class attendance and participation. Being in class is your responsibility - you cannot abuse this. Learn to value the time of your instructors, and you will easily value the time of your employers.

18. Remember that you're not alone.

Thousands of students are facing the same uncertainties you now

face. Find strength in numbers. BOND!

19. Learn to appreciate yourself more.

Hey! You got this far!!!

20. Try to have realistic expectations.

At first you may not make the grades you should be making or made in high school or other areas of study. With hard work and by continually building your study skill, you will succeed.

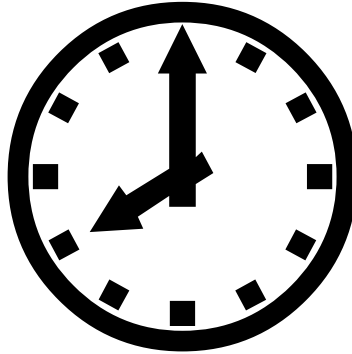


CLASS TIME SUCCESS TIPS



- **Complete all your outside reading.**
- **Bring the right materials to class.**
- **Sit front and center.**
- **Review prior to class.**
- **Arrive early and go over your notes.**
- **Accept your wandering mind.**
- **Postpone debate and the temptation to be disagreeable.**
- **Let go of judgments on personality and teaching styles and focus on getting your education.**
- **Participate in activities by asking questions and joining discussions.**
- **Relate each class session to your goals.**
- **Be alert to repetition - this signals importance.**
- **Listen for transitions, introductions conclusions.**
- **Watch the board and overhead projector for important points.**

TIME MANAGEMENT



We all have a tendency toward procrastination from time to time. Here are ten tips for overcoming the temptation to put things off.

1. **Contract with yourself.** To accomplish a boring or difficult task, work for specific rewards and withhold rewards if you fail to meet your deadline.



2. **Bite-size the task.** You should not try to eat a whole basket of fruit at one time, so why torture yourself by trying to do a complex task all in one setting. Instead, break it into manageable portions and you'll feel less overwhelmed.



3. **Find something interesting in the work, even if you have to invent something.** If you can concentrate on finding and reinforcing a positive element of an otherwise unappealing task, it will make the job more enjoyable. The positive part may be simply the completion of the task!



4. **Be clear about the worth of the task.** If you are stuck at the beginning of something that has little meaning or value, it is not likely to ever seem compelling. Set and keep clear priorities.



5. **Coach yourself through it.** Become your own best cheerleader. Use positive self-talk. Use positive self-talk to boost your sagging interest or motivation until the

task is done.



- 6. Enlist the aid of a buddy: Not to do the job for you but to be a friendly monitor or your progress. Ask a co-worker or loved one to help you keep focused on your task.**



- 7. Don't always demand perfection. do things as well as you can, but give yourself a break and back off the need for constant perfection. We seldom get there anyway. Work on eliminating the words "must" and "should" from references to your performance.**



- 8. Be single-minded. If it is really important and appears overwhelming, set all else aside and concentrate all your energies and efforts on it until it is done.**

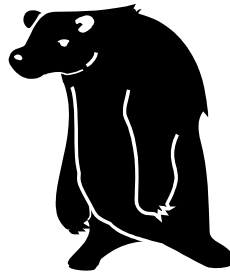


- 9. Track your progress; Sometimes checking off smaller steps to the big task will reinforce your efforts and spur you to completion.**



- 10. Find perspective. Remember than any unfinished - or not yet begun - task is only a small part of your life.**

Math Anxiety



Just what is math anxiety? One definition suggests that it is a conditioned emotional habit to either a single terrifying experience, a recurring experience of high anxiousness of a continuous condition of fear. The important thing to note in this definition is that it is a conditioned or learned response. Therefore, it can be unconditioned or unlearned. Here are some thoughts on math anxiety.

- having a very negative attitude toward mathematics.
- a feeling of tension and anxiety when you work with numbers and try to solve math problems in a test situation
- a state of panic, helplessness and mental confusion that occurs when you have to solve mathematical problems

Math anxiety seems to exist among many students who do not have problems in other courses, often beginning in middle school or high school. More girls than boys suffer math anxiety. Sufferers usually have a poor background in math.

Educators have shown that reducing math anxiety does not necessarily lead to higher math grades. Students must have good math study skills to learn the math material and to be good math test takers. You can learn relaxation responses and use them to replace anxiety responses during tests. To break the cycle of math anxiety, try the following exercises to avoid sweaty palms, nervous stomach, jumpiness, pains in the neck, twitches, or a general feeling of unwellness:

- * Sit with your feet flat on the floor
- * Grab under your chair with your hands
- * Push down hard with your feet while pulling up on your chair seat at the same time.
- * RELAX
- * Repeat the procedure several times.
- * Relax all your muscles except those you need for the test.

THEN...

- * **Replace negative thoughts that fill your head such as “I cannot do this!”, “I am going to fail”, and “I don’t know this stuff!”**
- * **Use positive affirmations such as “I studied hard, and I CAN do this” and “I am NOT going to fail”**
- * **Do not let negative self-talk distract you during a test.**
- * **Be positive.**

MATH ANXIETY BILL OF RIGHTS

- 1. I HAVE THE RIGHT TO LEARN AT MY OWN PACE AND NOT FEEL PUT-DOWN OR STUPID IF I AM SLOWER THAN SOMEONE ELSE.**
- 2. I HAVE THE RIGHT TO ASK WHATEVER QUESTIONS I HAVE.**
- 3. I HAVE THE RIGHT TO NEED EXTRA HELP.**
- 4. I HAVE THE RIGHT TO ASK A TEACHER OR TUTOR FOR HELP.**
- 5. I HAVE THE RIGHT TO SAY I DO NOT UNDERSTAND.**
- 6. I HAVE THE RIGHT TO FEEL GOOD ABOUT MYSELF REGARDLESS OF MY ABILITIES IN MATH.**
- 7. I HAVE THE RIGHT TO EVALUATE MY MATH INSTRUCTOR AND HOW I AM TAUGHT.**
- 8. I HAVE THE RIGHT VIEW MYSELF AS CAPABLE OF LEARNING MATH.**
- 9. I HAVE THE RIGHT TO RELAX.**
- 10. I HAVE THE RIGHT TO BE TREATED AS A COMPETENT PERSON.**
- 11. I HAVE THE RIGHT TO DISLIKE MATH.**
- 12. I HAVE THE RIGHT TO FEEL GOOD ABOUT MYSELF REGARDLESS OF MY ABILITIES IN MATH.**
- 13. I HAVE THE RIGHT TO DEFINE SUCCESS IN MY OWN TERMS.**

STRESS MANAGEMENT

WIPE THE WORD **PROBLEM FROM YOUR VOCABULARY.**

Replace the word “problem” with “opportunity”. Look at these experiences as a chance to learn and grow. You cannot fail because if what you do is not perfect, you will learn something in the process and improve for your next attempt. Tell yourself that you will feel good about each effort because you tried your best and you learned something.

GET ORGANIZED.

Make lists of everything that needs to be done and then prioritize your list.

DO IT NOW.

Take a big task, break it into small parts and tackle the first part now. Remember, procrastinating just makes the task seem bigger and the guilt feel worse. See time management.

SAY NO!

You can say **NO** to extra demands and unreasonable requests if you do not have time to do them. **DO NOT** feel guilty about it.

GIVE UP SOMETHING.

Compromise. Make a deal. Propose a settlement. Accept all consequences. Be human and give yourself a break. You would give your friend a break, be a friend to yourself!

DECIDE “WHO OWNS THE PROBLEM?”

Don't take on another person's problem. You can listen to someone else's problem without taking on the obligation to solve it. Always remember, it's **THEIR** problem.

FAKE IT.

Pretend that you are cool, calm and collected and it can actually have a cool, calm and collecting effect on you.

WORK ON YOUR HEALTH AND TAKE GOOD CARE OF YOUR BODY.

Quit smoking, cut down on junk food, do not abuse alcohol and start an exercise program.

INCLUDE TIME FOR RELAXATION AND PLAY.

Make sure that your schedule has balance in it with work, study and relaxation. Reward yourself for time studying with time off. Conversely, if you play first, you must pay the bill by studying later.

VISUALIZE.

Imagine a tranquil, peaceful scene and place yourself in it. Inhale deeply through your nose, hold it for a few seconds and release it slowly. repeat. concentrate on areas of your body and consciously relax them. If any muscles are tense, release the tension. this can be done before a presentation, during a test or any time. No one around you needs to be aware of what you are doing.

PUT YOUR TROUBLES INTO PERSPECTIVE.

This can be done by placing them into a bigger picture, such as your career, the whole student body of the college, or the history of mankind. The idea is not to minimize your problems, but place them in a larger standpoint.

KNOW THE DIFFERENCE BETWEEN CONCERN AND WORRY.

Showing concern means doing something about it. Worrying does not accomplish a thing. Learn the difference and practice concern, not worry.

GET OUTSIDE YOURSELF.

Take a look around you and notice others who are stressed and tell them a joke or pat them on the back. everyone has stress. Realize that you are not alone.

TALK IT OVER.

Share your problems or concerns with a friend or counselor who can listen without making judgments. Verbalizing concerns helps to identify the cause of stress. Once it is out in the open, it is easier to handle.

WAIT.

This does not mean to procrastinate, but ninety percent of all problems go away in twenty-four hours.

GET HELP.

If you are really stuck and cannot try any of the solutions above, go to your Counseling Office and they will help you sort things out.



TEST TAKING RESOLUTIONS - A NEW OUTLOOK



- I WILL** believe that tests can help me become a better student.
- I WILL** listen carefully in class so I can tell what my teacher feels is important.
- I WILL** take neat and complete notes.
- I WILL** start to review early and remember to constantly review all term.
- I WILL** come to a testing situation prepared with the proper materials.
- I WILL** listen very carefully as directions are given for the test.
- I WILL** read the test directions and test questions very carefully.
- I WILL** first answer those questions I know, then move on to those which require more thought.
- I WILL** show work and check answers to avoid careless mistakes.
- I WILL** not change an answer unless I am absolutely sure I made a mistake.
- I WILL** know the material well enough so I will be prepared for any type of question my instructor gives. I will be able to handle objective and subjective questions.
- I WILL** look over tests carefully before I turn them in.
- I WILL** look over tests carefully when they are returned to me.
- I WILL** discover what went wrong.
- I WILL** learn from my mistakes and try to do better next time.
- I WILL** view tests as a positive experience demonstrating what I have learned.

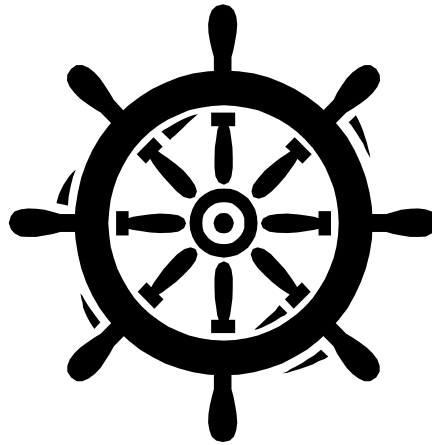
SIX TYPES OF TEST TAKING ERRORS



- 1. Misreading directions.**
- 2. Carelessness.**
- 3. Concept errors. You didn't get the idea. Go back and read your notes and solve your problem.**
- 4. Application errors. You did not apply your knowledge to the technique of solving the problems. Learn to predict the kind of problem that will be on the test, and be sure to know the procedure to solve it.**
- 5. Test procedure errors. These are because of the WAY you take the test.**
 - * If you find that you miss more questions on a certain part of a test, review that part of the test first.**
 - * If you don't complete problems, review the last step of a problem first.**

- * If you change answers, DON'T! Only change if you can prove to yourself that the new one is correct.**
- * If you spend too much time on one problem, set a time limit for each problem before moving on.**
- * If you rush through the easiest part of the test and make careless errors, review the easy problems first.**
- * If you miscarry an answer from your scratch paper to the test, compare your last problem step on scratch paper with the answer on the test.**
- * If you leave answers blank, resolve to write something down and begin the first step.**

6. Study your errors. If you study the wrong type of material or do not spend enough time studying pertinent material, take time to find out why this error occurred so you can study more efficiently next time.



Test Taking HINTS !

GENERAL

- * The most important hint in preparing for any evaluation is to **STUDY!**
- * The two most important hints in taking an evaluation:
 - * put your name on your test
 - * read and follow directions.
- * Arrive early to collect your thoughts and do a relaxation exercise.
- * Budget your time on tests.
 - * If the essay question is worth 50%, allow 50% of the time.
 - * Wear a watch and use it.
 - * Allow enough time to go over the test and correct mistakes.
- * Listen carefully to spoken instructions. Sometimes changes have been made. Also, check the board.
- * Look over the entire test before beginning.
- * Estimate the time needed for each section.
- * Use all of the time allowed.
- * read the directions slowly and then re-read them. If the directions are confusing, ask about them. By all means, follow the directions.

- * Jot down any formulas or memory aids.

OBJECTIVE TEST SKILLS

- * Carefully read all questions and answer choices.
- * Work with steady speed throughout.
- * Read all questions and answer the ones you feel confident about first.
- * Mark the questions you need to return to - sometimes a later question will help you answer another one.
- * Recheck your test for carelessness.
- * In true/false questions, changing an answer from T to F is more likely to be correct than changing one from F to T.
- * Try not to over interpret the test.
- * If machine scored, erase completely and make no stray marks.
- * If using an answer sheet, check every 5 lines to make sure you are answering on the correct line.
- * If possible, mark on the test. Circle the word or hint that led you to your answer. This will remind you why you made your choice and make rechecking easier.

MULTIPLE CHOICE

- * Make sure you understand whether one or more than one answer can be considered correct. READ THE DIRECTIONS.
- * If you are using Scantron forms, most likely only one answer will be

correct.

- * Before reading the alternatives, try to think of the answer and find it among the alternatives. If not there, use the process of elimination.
- * Cross out the obviously wrong answers. When one or more remaining seems correct, pick the one that best completes the sentence. Perhaps the wording or the grammar will give you a clue.
- * If you draw a total blank on a multiple-choice question, pick the last choice. Sometimes the test writer will save the correct answer for last.
- * Be sure to read all the answers. Sometimes two choices will be similar, but only one will be correct.
- * Watch out for the EXCEPT type of questions. Look for the one answer that does not belong.
- * The alternative most different in length from the others tends to be the correct choice.

TRUE/FALSE

- * **IF A STATEMENT IS NOT COMPLETELY TRUE, IT IS FALSE.**
- * **IF A STATEMENT IS NOT COMPLETELY FALSE, IT IS FALSE.**
- * If there is no penalty for guessing, answer all questions. You have a 50% chance of being correct.

- * **Look for qualifying words like all, only, generally, almost, sometimes, no, most, some, only, rarely, entirely, totally and always.**
- * **Sweeping generalizations containing words like always and never are usually false.**
- * **Statements using qualifiers such as sometimes, generally, in most cases, probably and seldom tend to be true.**
- * **Be careful of double negatives, which cancel each other out.**
- * **Do not spend a lot of time on this section if it is must one part of the test.**
- * **Usually these items do not carry big point value.**
- * **Do not assume answers are in a certain pattern such as TTF , FFT or TFT.**
- * **Just try to think before you answer.**

<p>MATCHING / FILL-IN / DEFINE / IDENTIFY / LISTING</p>
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- * **On a matching section, first check to see if each column has the same number of items. If so, use the process of elimination.**
- * **Match the items of which you are certain, cross off the matching response and work through the list.**
- * **Save the guessing until you have gone through the ones you know.**
- * **Guessing early can trigger a whole chain of incorrect answers.**
- * **Prepare for fill-in the blank by making up your own list of dates, names, and terms from reading your lecture notes.**
- * **Circling these items as you read will help you compile your lists.**
- * **Prepare lists on 3 x 5 cards.**
- * **First read the entire passage because it can contain clues that will help you**

recall the answer.

- * The article a or an will signal a word beginning with a vowel.
- * Sometimes a verb form will tell you whether you are looking for a singular or plural answer. Use your grammar clues.

GUESSING GUIDELINES

- * If two answers are alike except for one or two words, choose one of these answers.
- * Look for grammar clues in sentence completion items.
- * If answer choices cover a wide range, choose the one in the middle.
- * If two quantities are almost the same, choose one of these.
- * Look for an answer that is significantly longer or shorter than the others.

OPEN BOOK TESTS

- * Tab sections of your text. This will save valuable time during the test.
- * Prepare thoroughly. These are frequently the hardest tests.

ESSAY TESTS

- * Start with an easy question and save the tough ones for later.
- * Make a brief outline. You will be less likely to leave something out.

- * **Make the introduction brief.**
- * **Make the conclusion brief.**
- * **Go quickly from general to specific and provide as much of the specific as possible.**
- * **Use your good stuff first.**
- * **Leave room in case you decide to decide to insert something else.**
- * **Use a pen. Pencils can be difficult to read.**
- * **Avoid lines that say nothing.**
- * **Write on one side of the paper.**
- * **An exam is not the time to prove your own point or opinion. Select the answer that is medically correct.**
- * **Use correct spelling.**
- * **Use correct grammar.**
- * **Be neat.**

ADD YOUR OWN HINTS IN THIS SPACE

REMEMBER, STUDENTS...

**If you think you are beaten, you are
If you think you dare not, you don't
If you like to win, but you think you can't
It's almost certain you won't.**

**If you think you'll lose, you've lost,
For out of the world we find
Success begins with a person's will;
It's all in the state of mind.**

**If you think you are outclassed, you are;
You've got to think high to rise.
You've got to be sure of yourself before
You can even win a prize.**

**Life's battles don't always go
To the stronger or faster man,
But sooner or later, the person who wins
Is the person who thinks, "I can!"**

Anonymous

SEXUAL HARASSMENT



Generally sexual harassment includes any sexual attention that is unwelcome. Harassment means conduct amounting to more than occasional, isolated or trivial act or remark. The following examples of sexual harassment are illustrations of prohibited conduct, but are not an all-inclusive list of such conduct:

1. Physical assault based on gender.
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades or letters of recommendation.
3. Direct propositions of a sexual nature.
4. A pattern of conduct intended to discomfort or humiliate a person that includes one or more of the following:
 - Comments of a sexual nature.
 - Sexually explicit statements, questions, jokes, pictures or anecdotes.
 - Unnecessary touching, patting, hugging or brushing against a person's body.
 - Remarks of a sexual nature about a person's clothing or body.
 - Remarks about sexual activity or speculations about previous sexual experience.

Item 4 above does not include conduct or comments that are legitimately related to the subject matter of an instructional course.

notes

