Course Outline of Record Report

HCRSC136 : Clinical Medical Assisting I

General Information

Author:	-
Course Code (CB01) :	HCRSC136
Course Title (CB02) :	Clinical Medical Assisting I
Department:	Allied Health
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1208.10) Clinical Medical Assisting
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000532280
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	06/21/2012
Course Description:	This is an introductory course designed to provide basic education and training for the individual who is interested in working as a Clinical Medical Assistant in a medical or clinical back office. Topics include basic infection control; Occupational Safety and Health Act regulations; principles of nutrition; vital signs and height/weight measurements; initial medical record documentation; and maintenance of the clinical facility. Common office practices, such as vital signs, are discussed and practiced in the Skills Lab.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

• Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Exam/Challenge   0   Not applicable.

Rationale For Credit By Exam/Challenge   **Retake Policy Description**
                                                                                   ☐ Allow Students To Audit Course
No value   Type:|Non-Repeatable Credit

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC HCRS Clinical Medical Assisting-	Certificate of Achievement	Spring 2018
CC HCRS Medical Assisting	A.S. Degree Major	Spring 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability   **Transferability Status**

Transferable to CSU only   Approved

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	81
Total Course Out-of-Class Hours	90
Total Student Learning Hours	171
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)   **Course Non Credit Category (CB22)**   **Non-Credit Characteristic**

Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2.5	5
Laboratory Hours	2	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	81
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	90

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

HCRSC132 - Electronic Health Record

Electronic Health Record is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the basic electronic medical records skills acquired in HCRS C132 to be successful in HCRS C136.

AND

Prerequisite

HCRSC131 - Medical Law and Ethics for Medical Assistants

Medical Law and Ethics is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the ethical and legal information proved in HCRS C131 to be successful in HCRS C136.

AND

Prerequisite

HCRSC130 - Communication in Healthcare

Healthcare Communication is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the communication skills learned in HCRS C130 to be successful in HCRS C136.

AND

Prerequisite

HCRSC150 - Medical Terminology for Health

Medical Terminology is a part of the core courses required in the new Clinical Medical Assisting Certificate. Students will need the medical terminology learned in HCRS C150 to be successful in HCRS C136.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Lecture

| **Rationale** | No value |

| **Methods of Instruction** | Problem Solving |
| **Rationale** | No value |

| **Methods of Instruction** | Skills Development and Performance |
| **Rationale** | No value |

| **Methods of Instruction** | Discussion |
| **Rationale** | No value |

| **Methods of Instruction** | Audiovisual |
| **Rationale** | No value |

| **Methods of Instruction** | Demonstration |
| **Rationale** | No value |

Assignments

A. The student will write a 5 page research paper on the importance of HIPAA in the medical office and/or on the role of the CMA in the health care field.
B. The student will read the assigned text chapters prior to lecture.
C. The student will outline the chapters and incorporating lecture notes with chapter outlines.
D. The student will answer assigned questions from the Medical Assistant Study Guide and other homework assignments.

Methods of Evaluation	**Rationale**
Other	The student will demonstrate medical back office procedures in the skills lab, e.g., setting up an exam room using a Completion Check-off List.
Tests	Theory applications will be evaluated by weekly quizzes, chapter tests, and a final exam. Questions could include short answers, multiple choice, and true false:
Other	The student will demonstrate clinical patient care in the skills lab, e.g., taking vital signs using a Completion Check-off List.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN

Bonewit-West, K.. (2012) Clinical
Procedures for Medical
Assistants, Study Guide, 8th,
Saunders Elsevier

Bonewit-West, K. . (2012) Clinical
Procedures for Medical
Assistants, 8th, Saunders Elsevier

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Discuss the legal and ethical roles of the medical assistant.

Expected SLO Performance: 70.0

Evaluate the infection control cycle and demonstrate the approved infection control techniques.

Expected SLO Performance: 70.0

ISLOs
Core ISLOs

Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

Discuss the elements of nutrition and the impact on one's health.

Expected SLO Performance: 70.0

Analyze medical record documentation and the importance of HIPAA.

Expected SLO Performance: 70.0

Compare and contrast quality control measures that apply to health/safety policies and procedures to prevent illness and injury.

Expected SLO Performance: 70.0

Analyze the importance of vital signs and height/weight measurements in data collection.

Expected SLO Performance: 70.0

ISLOs
Core ISLOs

Students who are completing a program will be able to think critically and creatively and apply reasoning.

Perform medical assisting procedures which includes vital signs; infection control; document care; and protective practices.

Expected SLO Performance: 70.0

ISLOs
Core ISLOs

Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

I. Introduction to Medical AssistingAdministrativeClinical
II. Introduction to Medical/Surgical Asepsis (Standard III)TerminologyHand washingOSHA GuidelinesStandard Precautions (PPE)Infection Control TechniquesInfection CycleMedical/Surgical asepsisQuality ControlCenter for Disease Control (CDC)
III. Nutrition and Diet Therapy (Standard I)TerminologyMetabolismNutrientsIntake and OutputEthnic/ religious dietetic education
IV. Vital Signs (Standard I)Cardinal signsTerminologyTemperature; Pulse; Respiration; Blood Pressure Anthropometric measurement
V. Medical Records Documentation (Standard IV)HIPAAPatient PrivacyDiversity respect for patients and familiesDocumentation of patient care and patient education
VI. Protective Practices (Standard XI)Identify safety techniques that can be used to prevent accidents and maintain a safe work environmentDescribe the importance of Materials Safety Data Sheets (MSDS) in a healthcare settingIdentify safety signs; symbols and labelsState principles and steps of professional/provider CPRDescribe basic principles of first aidDescribe fundamental principles for evacuation of a healthcare settingDiscuss fire safety issues in a healthcare environmentDiscuss requirements for responding to hazardous material disposalIdentify principles of body mechanics and ergonomics.Discuss critical elements of an emergency plan for response to a natural disaster or other emergencyIdentify emergency preparedness plans in your communityDiscuss potential role(s) of the medical assistant in emergency preparedness

Lab Outline

I. Obtain Vital Signs (Standard I)Measure and record temperatures using the following equipmentDisposable thermometerDigital thermometerTympanic thermometerLocate pulse sites on a person.Measure and record a radial and apical pulse.Measure and record respirations.Measure and record blood pressures using an aneroid sphygmomanometer and a stethoscope.Document the measurement of all vital signs in patient&rsquo:s chart.Demonstrate procedure for cleaning and disposing of all supplies for taking vital signs.Select correct size of blood pressure cuff for the individual patient.Use your knowledge of a standardized patient&rsquo:s medical history to determine which limb to use to take a blood pressure.
II. Infection Control (Standard III)Participate in training on Standard PrecautionsPractice Standard Precautions.Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situationsPerform hand washingPrepare items for autoclavingPerform sterilization procedures
III. Medical Record (Standard IV)Document patient careRecord/document vital signs and chief complaint on progress notes.Prepare a source-oriented and problem oriented medical record.Document patient educationCommunicate information concerning a chronic condition using medical terms appropriately and in language the patient can understand.Document patient education on a procedure to follow prior to and after having surgery.
IV. Protective Practices (Standard XI)Comply with safety signs; symbols and labels.Evaluate the work environment to identify safe vs. unsafe working conditions.Develop a personal (patient and employee) safety plan.Develop an environmental safety plan.Demonstrate proper use of the following equipment:EyewashFire extinguishersSharps disposal containersPerform first aid proceduresExplain an evacuation plan for a physician&rsquo:s officeParticipate in a mock environmental exposure event with documentation of steps taken.Demonstrate methods of fire prevention in the healthcare settingUse proper body mechanicsMaintain a current list of community resources for emergency preparedness

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

contact_moodle_forums
contact_moodle_message
contact_chat
contact_email
contact_face2face
contact_discussion
contact_itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

s508_itv
s508_moodle
s508_publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

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