



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Nursing

COURSE: CMA 1200 Medical Assisting I

Date: Fall 2021

Credit Hours: 5

Prerequisite(s): Admission to the Medical Assisting Program, BIO 1200, ALH 1001 with a C or better (or concurrent enrollment)

Delivery Method:

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

Offered: Fall Spring Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course will begin by introducing the concepts, roles and responsibilities of a Medical Assistant, the legal scope of Medical Assistants, personal/professional ethics, the purpose of medical records, charting and filing. Additional topics in the course will emphasize professional and business communications (electronic and written), greeting/receiving patients, basic office finances, mail services, and keyboarding. Students will learn to chart in an EHR learning skills such as patient registration, scheduling, organizing and maintaining the electronic health record, practical application of insurance billing procedures and various health plans, basic insurance terminology, and completion of claim forms using online simulation.

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

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

- Communication
- Patient Adaptation
- Financial and banking procedures in the office setting.
- Theoretical Basis for Patient Care
- Community Resources
- Ethical Basis for Patient Care
- Establishing and maintaining patient record (both paper and EHR)

INSTRUCTIONAL METHODS:

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

EVALUATION OF STUDENT ACHIEVEMENT:

**Each student is required to pass all courses with a minimum of a 78% (or 2.0) overall in order to move on to the next term. Students are also required to pass all psychomotor and affective competencies in order to graduate the medical assisting program.

Competencies:

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

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

- quizzes/pop quizzes
- exams
- homework assignments
- competencies

Grading Scale

A= 93-100

B= 86-92

C= 78-85

D= 70-77

F= Below 70

INSTRUCTIONAL MATERIALS:

Textbooks

Pearson's Comprehensive Medical Assisting: Administrative and Clinical Competencies, 4th Edition

Resources

None

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- Communication – to communicate effectively;
- Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

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

- 1. Effectively and efficiently communicate with providers and patients:**
 - a. Identify styles and types of verbal communication. (V.C.1)
 - b. Identify types of nonverbal communication. (V.C. 2)
 - c. Respond to nonverbal communication. (V.P.2)
 - d. Recognize barriers to communication. (V.C.3)
 - e. Identify techniques for overcoming communication barriers (V.C.4)
 - f. Use feedback techniques to obtain patient information including: (V.P.1)
 - a. reflection
 - b. restatement
 - c. clarification
 - g. Recognize the elements of oral communication using a sender-receiver process. (V.C.5)
 - h. Define coaching a patient as it relates to: (V.C.6)
 - a. health maintenance
 - b. disease prevention
 - c. compliance with treatment plan
 - d. community resources
 - e. adaptations relevant to individual patient needs.
 - i. Recognize elements of fundamental writing skills. (V.C.7)
 - j. Discuss applications of electronic technology in professional communication. (V.C.8)
 - k. Define the principles of self-boundaries. (V.C.11)
 - l. Demonstrate the principles of self-boundaries. (V.A.2)
 - m. Define patient navigator. (V.C.12)
 - n. Describe the role of the medical assistant as a patient navigator. (V.P.13)
 - o. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients. (V.P.3)
 - p. Coach patients regarding: (V.P.4)
 - a. office policies
 - b. health maintenance
 - c. disease prevention
 - d. treatment plan.

- 1.17 Coach patients appropriately considering: (V.P.5)
 - a. cultural diversity;
 - b. developmental life stage
 - c. communication barriers
- 1.18 Report relevant information concisely and accurately. (V.P.11)
- 1.19 Demonstrate professional telephone technique. (V.P.6)
- 1.20 Document telephone messages accurately. (V.P.7)
- 1.21 Compose professional correspondence utilizing electronic technology. (V.P.8)
- 1.22 Relate the following behaviors to professional communication: (V.C.14)
 - a. assertive
 - b. aggressive
 - c. passive
- 1.23 Demonstrate: (V.A.1)
 - a. empathy
 - b. active listening
 - c. nonverbal communication
- 1.24 Explain to a patient the rationale for performance of a procedure. (V.A.4)
- 2. Demonstrate competency in adaptation, diversity, and ethics.**
 - 2.1 Differentiate between adaptive and non-adaptive coping mechanisms. (V.C.15)
 - 2.2 Differentiate between subjective and objective information. (V.C.16)
 - 2.3 Discuss the theories of: (V.C.17)
 - a. Maslow
 - b. Erikson
 - c. Kubler-Ross
 - 2.4 Discuss examples of diversity: (V.C.18)
 - a. cultural
 - b. social
 - c. ethnic
 - 2.5 Develop a plan for separation of personal and professional ethics. (XI.P.1)
 - 2.6 Demonstrate appropriate response(s) to ethical issues. (XI.P.2)
 - 2.7 Demonstrate respect for individual diversity including: (V.A.3)
 - a. gender
 - b. race
 - c. religion
 - d. age
 - e. economic status
 - f. appearance
 - 2.8 Display sensitivity when managing appointments. (VI.A.1)
 - 2.9 Demonstrate sensitivity to patient rights. (X.A.1)
 - 2.10 Protect the integrity of the medical record. (X.A.2)
- 3. Utilize community resources and referrals.**
 - 3.1 Develop a current list of community resources related to patients' healthcare needs. (V.P.9)
 - 3.2 Facilitate referrals to community resources in the role of a patient navigator. (V.C.10)
- 4. Effectively and efficiently maintain a schedule.**
 - 4.1 Identify different types of appointment scheduling methods. (VI.C.1)
 - 4.2 Identify advantages and disadvantages of the following appointment systems: (VI.C.2)
 - a. manual
 - b. electronic

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