

Wilco Area Career Center 2024-2025
Medical Assisting

Instructor: Nancy Evans, RN, RMA

Grade level: 11, 12

Suggested Prerequisites: Biology, Algebra 1, HS English/LA

Required Texts: Language of Medicine 13th Edition by Chabner
Medical Assistant 14th Edition by Kinn

(Note: Textbooks provided in class and do not require purchase)

Course Format: In person lecture, small group activities and skill lab

Course Description: According to the US Department of Labor, medical assisting is one of the fastest growing occupations in the country. In less than one year, students will learn how to manage the medical administrative role, as well as the clinical one. The Medical Assisting program at Wilco is an introduction into the career of medical assisting for students wanting to explore a career as a member of a multidisciplinary health care team within an outpatient care setting. The position of an MA in the workplace focuses on medical care of the patient, as well as administrative office work which differs from a CNA as a CNA tends to take the role of being a direct caregiver to patients. As such Wilco medical assisting students will be introduced to basic skills necessary to perform entry-level administrative and clinical procedures. Students will learn the role of the medical assistant in the office including the principles of ambulatory care, fundamentals of clinical medical assisting, basic patient care techniques, functional anatomy/physiology, medical terminology and medical ethics.

Students will have an optional opportunity for a job shadow at a local medical practice to observe the roles of various medical office personnel. Students will have the option of enrolling in dual credit with Joliet Junior College for MA 102 (3 credit hours) at a cost of \$12 per credit hour or \$36; understanding this course is only one course in the Medical Assisting Program offered through Joliet Junior College. Additionally students will be offered dual credits with College of DuPage for SURGT 1000 Ethical Considerations in Healthcare (3 credit hours). Students who are not CPR certified will be offered the option of certification through the American Heart Association HealthCare Provider CPR course for an additional fee.

Students enrolled in dual college credits are expected to complete the course with a minimum completion grade of a "C" or instructor will choose to withdraw the student. No student should willingly accept a "D" on a college transcript as a result choosing to voluntarily withdraw would be in his/her best interest. Wilco will not be held responsible if a student does not meet these minimums on these tests or assignments. Your instructor reserves the right to withdraw student from dual college credit portion of the class because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

Instructional Philosophy

Students will be expected to meet all listed course goals and be able to demonstrate their understanding of the concepts to become a medical assistant. The instruction

involves an application/ laboratory based structure with audio/visual support and class lecture. Students will work collaboratively to troubleshoot individual problem areas, complete review activities and prepare hands-on projects that integrate skills and written work. Assignments will require students to utilize academics skills in basic applied mathematics, health/life sciences and language arts. Daily written assignments, skill lab, case studies, written/oral projects, quizzes, unit assessments, and comprehensive semester exams shall comprise the main portions of the students' grade.

Students will be able to access grades through the Wilco Area Career Centers on line grade component called Campus. Instructor feedback will also be provided, so the student can make the necessary corrections and adjustments during the course of each semester. Upon completion of the school year students will demonstrate mastery of tasks as indicated on the student task list tool. Students will be held to all safety and quality standards expected on the job.

Students will be expected to utilize outside resources to obtain information for some assignments. Library research and professional consultation will be required for some projects. Tutoring is available in Student Services most days of the week.

Class Operation

The instructor provides direction and manages the classroom setting, but also gives the students some autonomy for planning certain day to day assignments and managing the class environment with peers. The instructor meets with students daily to review previous lectures, discuss the content for the day, provide notes and demonstrate any new concepts as needed. Individual assistance will be provided as necessary. Students will work independently and in small groups as the lesson dictates. Students will be given a variety of resources in the form of guided notes, resource lists and study guides.

Students will be expected to actively participate in the instructors on line resources of Campus, Google classroom and Quizlet. If a student has a situation which prevents this access, the instructor should be made aware of these special circumstances. Late work will be accepted for partial credit up until the end of a unit unless alternative arrangements have been made with the student and instructor.

Monitoring Performance:

Each student will be responsible for monitoring their individual progress throughout the year. Students will have access to the school's grade posting system called Campus. Students and families will be educated on access to the system at the beginning of the year. Students will be expected to check grades regularly and encouraged to question any grade in dispute in private with the instructor.

Student Professional Organization:

All students will have the opportunity to join the Health Occupation Students of America: Future Health Professionals. This organization has a small fee to join and supports the mission/skills of all healthcare related programs. Joining this organization allows students to participate in HOSA's state competition conference in Springfield, Illinois in the spring. This conference allows health career students to be recognized for their clinical competencies within the state. Enrolling in this organization also provides

an excellent professional organization to list on a resume or college application.
Academic Honor Code: The objective of the academic honor code is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior.

Student Code of Conduct: Each student is responsible for reading and adhering to the Student Code of Conduct as stated in the Wilco handbook.

Sexual Harassment: Wilco Area Career Center seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. Wilco has a strong policy prohibiting the sexual harassment of one member of the college community by another. See Student Handbook.

Student Support: Tutoring/Disability Services are provided through the Wilco Area Career Center's student services department. Wilco values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an accessible learning experience for all students. If you are a student with a disability, you are encouraged to discuss needs with your instructor or be partnered with a tutor from our student services department.

Wilco strives to follow established accommodations under the Americans with Disabilities Act, Rehabilitation Act Section 504, and 508. If you are a student with a disability and anticipate or experience physical or academic barriers, please let your instructor know immediately so that options for accessibility can be discussed. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not accessible.

Suggested Course Supplies:

- Binder with separators and notebook paper/ or/ Notebook dedicated to our class. Or 4 Subject Spiral Notebook
- Index cards (if you are a person who likes to make flashcards)
- 1 -3 prong plastic folder to be kept in class.
- Colored Pens/Pencils/Highlighters

Grade Components

- **Labs:** Demonstration of skills taught in the classroom/Professional Workplace
- Expectations - 25%
- **Daily Work/Assignment:** Daily attendance and participation in bell work, group discussion, small group projects, individual written assignments and exit slips– 10%
- **Case Studies:** Discussion and response to various case scenarios -25%
- **Quizzes/ Chapter Assessments/Projects/2 Team Based Challenge:** Weekly quizzes, unit assessments, portfolio project and team based challenges -30%
- **Semester Exams:** -10%

Grading Scale

100-90 A

89-80 B

79-70 C

69-60 D

Below 60 F

Grading Policies

Late Work Policy: Late work can be submitted up until the final summative assessment for any given unit but shall incur a loss of 10%. Once a unit is complete, late work will be accepted for 50% of the original value up until the end of the nine weeks. After the nine weeks exam has been given for the unit no further late work will be accepted unless extenuating circumstances are discussed individually with the instructor.

Retake Policy: All unit work must be complete prior to a student being eligible for a retake on an assessment. Students may qualify for up to 2 retakes per semester. Students must meet with the instructor to discuss an action plan for preparing for the retake. All retakes must be completed before the next unit assessment.

Homework Policy: As a general rule, if a student makes good use of in class work time, homework will not occur. If a student fails to make good use of in class time or is absent homework will be assigned.

Absent/Make Up Work: Students are expected to check the google classroom when absent. To receive full credit, students must complete missed assignments within 24 hours of the date assigned unless an alternate due date has been issued. Students shall be allowed one day for every day absent to make up missed work.

Classroom Policies & Procedures: General Information

This is a NO CELL PHONE classroom. As such ALL electronic devices are to be silenced and put away upon entering the classroom. This includes but is not limited to cell phones, Apple watches, iPod, iPad and other items that the instructor finds inappropriate to the learning environment. These electronic devices may be used during break times, at the discretion of each individual instructor. Failure to comply with this policy will result in disciplinary action as deemed appropriate by the instructor. This may include removal of the item from the student as per Wilco handbook. Multiple violations may result in a parent pickup of the device from the Wilco office.

Instructional Integrity:

Any student that is found to have cheated on daily classwork, quizzes, exams or midterm/final will receive a "0%" as the grade for the assignment or exam.

Classroom / Lab:

Students are expected to arrive on time (including return from break time) and be prepared to participate. Dress is casual but must be suitable for classroom and laboratory experience; no low-cut tops, low rise pants or short shorts. All equipment and supplies are the property of Wilco Area Career Center and should be handled with care and remain in the classroom. It is the responsibility of the student to effectively utilize all delegated class time for reading, studying, group projects, skill practice and other assignments. Sleeping or other behavior which distracts others and interferes with the learning process will be addressed by the instructor.

Attendance:

To maximize the student's learning experience, in person attendance is required. Students shall refer to the CNA attendance policy which dictates the number of absences a student is allowed per semester. Students who surpass the limit without proper documentation may be subject to removal from the clinical portion of the class and will not be eligible for the state certification exam. They will remain eligible for high school credit if they achieve a passing grade in accordance with the Wilco grading scale.

Students who are absent on days when chapter tests, module exams, or the comprehensive final exam are given will be allowed one day for each day absent to make up the test or exam ONLY if the absence is EXCUSED by the student's home school. An UNEXCUSED absence given by the home school will result in a zero (0%) for any test or exam given on the day of the absence.

Academic Honor Code:

The objective of the academic honor code is to sustain a learning centered environment in which all students are expected to demonstrate integrity, honor and responsibility, and recognize the importance of being accountable for one's academic behavior.

Intellectual Property:

Students own and hold the copyright to the original work they produce in this class. It is a widely accepted practice to use student work as part of Wilco Area Career Center's internal self-evaluation, assessment procedures or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform the classroom instructor.

COURSE CONTENT:

This course content will be blended between the content areas of functional anatomy/physiology/medical terminology, patient care techniques and ethical consideration in health care. The individual course content is as follows:

Semester 1: Functional Anatomy/Physiology (MA 102 for purposes of JJC credit)

Text Reference: The Language of Medicine by Chabner

Student Learning Outcomes

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

1. Describe structural organization of the body.
2. Describe the anatomy and physiology of each body system.
3. Correlate the chief complaint of a patient with the physical signs and symptoms and/or diagnostic findings that are associated with particular disease states.
4. Understand the correlation of laboratory test results and diagnostic procedures with abnormal physiology and common disease states.
5. Define and use the entire basic structure of medical terminology and be able to accurately identify the correct context (i.e., root, prefix, suffix, combinations, spelling and definitions)

Semester 2: Patient Care Techniques/Ethical Considerations in Health Care (SURGT

1000 Ethical Considerations in Healthcare for purposes of COD dual credit)

Text Reference: The Medical Assistant by Kinn

Google Classroom Ethics assignments

Resiliency Student Workbook (provided at no charge)

Student Learning Outcomes:

1. Identify roles of medical assistant and describe concepts of professional behavior, professional communication and ethics in the workplace setting with additional focus on ways to collaborate effectively to reach team goals and negotiate effective problem resolution when conflicts arise.
2. Describe the elements and understand the underlying goal(s) of therapeutic patient and family communication with consideration for volume and tone.
3. Understand the role of the medical assistant in ambulatory care with regards to effective strategies for written and verbal communication, as well as, understanding the implications of use of technology as a method of communication.
4. Identify elements of the healthcare record and understand how to properly maintain it.
5. Identify practices of infection control and understand implications in the ambulatory setting.
6. Understand proper procedures involved in patient assessment; understanding the need to evaluate the patient holistically while ensuring patient education validates that care goals are met.
7. Compare and contrast responses to the process of death while taking into consideration the needs of susceptible populations as they relate to the underlying causes of death.
8. Identify and apply procedures for assessment of vital signs, height/weight and assisting with the physical exam.
9. Identify principles of pharmacology as they apply to pharmacology math and medication administration.
10. Identify and demonstrate proper procedures, basic patient and medical assistant environmental safety measures of healthcare workers when participating in the management of a disaster or hazard.
11. Understand and practice concepts of CPR and various clinical safety and emergency procedures while assessing the issues related to organ and tissue recovery in cases of death.
12. Analyze quality versus quality of life; justifying the role of morality during ethical decision making.
13. Summarize the issues related to suicide.
14. Compare and contrast examples of ethical situations and problems in the healthcare profession

Graded Assignments

Discussions (5-10 points)

Discussions will require an initial post based upon the topic addressed in the forum. The initial post should be no less than 200 words; this is worth 5 points. The student must respond to a classmate in no less than 100 words. The response must be respectful and on topic. The peer response is worth 5 points.

Weekly assignments (10 points)

Weekly assignments will be graded and returned with suggestions. Final drafts should be used as resources for the student's final portfolio project.

Ethics Portfolio Project (60 points)

The final project is a cumulative assignment, where several smaller projects will be compiled to create a slideshow, binder or Google site to create your Ethics Portfolio:

Assignments which you will use to create your project:

Page/slide 1- ETH P1.1: Professional Introduction

- Your name
- Professional picture of yourself
- Passion Statement
- List certifications earned (CPR, CNA, Be There, etc.)
- Volunteer services hours/Community projects
- Awards

Page/slide 2- ETH P 1.2 : Resume

- Resume template revised with your personal information and includes the philosophy statement (part of ETH P1.1)
- References

Page/slide 3- ETH P 1.3:Philosophy Statement

- Letter to Future Me

Page/slide 4- ETH P 1.4:End of Life Attitudes Essay (Note-if making a slideshow choose to present bullet points from your essay; not the whole essay)

- Essay

Page/slide 5- ETH P 1.5:Equitable Patient Care

- Equitable Patient Care Statement

Page/slide 6- ETH P1.6: Conflict Resolution

- Critical Thinking Action Plan