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ABSTRACT

The manual provides guidelines for the development and implementation of programs for medical office assistants. A procedural outline for the development of two curricula have been included: one for a one-year (four quarters) program offering a diploma in medical assisting; and the other for a two-year (six quarters) program leading to an associate degree in Medical Assisting. The publication is designed to serve as a comprehensive guide, a reference source, and a framework around which the teacher may develop the content for each course of study as the specific teaching plans for the program are developed. A 250-page section offers suggested course outlines including behavioral objectives, outline of instruction, and suggested texts and references. Course outlines are included for the following subjects: orientation to medical assisting; medical terminology; typing; communication skills; basic health science; accounting; report writing; human relations; medical law, economics, and ethics; administrative procedures; examination room procedures; laboratory procedures; medical office practicum; data processing systems, grammar; human anatomy and physiology; composition; principles of sociology; and general psychology. Appended are an equipment list, program purposes, accreditation--approval process, and sample forms. (Author/MW)

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GUIDELINES FOR
MEDICAL OFFICE ASSISTANT

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INSTRUCTIONAL LABORATORY
DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

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FOREWORD

This manual provides information and assistance to administration, advisory committees, and faculty in the Community College System interested in developing and implementing programs for Medical Office Assistants. Guidelines for the development of two curricula have been included: one for a one-year (four quarters) program offering a diploma in medical assisting; and the other for a two-year (six quarters) program leading to an associate degree in Medical Assisting.

The Council on Medical Education of the American Medical Association in collaboration with the American Association of Medical Assistants has established the minimal standards to be used as a guide for the development of effective educational programs for medical assistants. These have also been included in the manual.

The publication is designed to serve as a comprehensive guide, a reference source, and a framework around which the teacher may develop the content for each course of study as the specific teaching plans for the program are developed.

The institution is encouraged to use a local advisory committee for guidance in adapting the material in this manual to local needs.

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The basic materials have been prepared by Mrs. Molly F. Savage, former chairman of the Medical Assistant Program at Central Piedmont Community College, under the direction and coordination of Miss Miriam Daughtry, assistant director, allied health, Department of Community Colleges.

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PROGRAM DEVELOPMENT

Introduction

The demands on the time of the physician today have made the career of the medical assistant one of the most rapidly growing and most important fields of work in recent years. The American Medical Association broadly defines the medical assistant as an individual who assists qualified physicians in their offices or other medical settings, performing those administrative and/or clinical duties delegated in relation to the degree of training and in accord with State laws governing such actions and activities.

Nearly every practicing physician requires at least one office assistant. In clinics and in large group practices, a number of office assistants are necessary. With this demand from more than 200,000 physicians, there is and will probably continue to be an increasing need for medical assistants.

To date, North Carolina does not require licensure of medical assistants. Neither has the State established educational criteria for medical assistants. The American Association of Medical Assistants offers an examination for certification in an effort to standardize the qualifications of the medical assistant.

Philosophy and Objectives

The philosophy and objectives of any educational program should reflect a sound agreement with those of the controlling institution and relate to the needs of the community. A written statement of philosophy should also express a concern for the individual student and an acceptance of the responsibility to prepare persons as qualified medical assistants.

The behavioral objectives should provide the basis for the development, the conduct, and the evaluation of the total program. Upon completion of the medical assisting program, the graduate should have:

1. The ability to perform in the various clinical settings on a scientific basis under the supervision of a licensed physician
2. Skills in oral and written communications
3. Skills in interpersonal relationships based on the principles of medical ethics
4. The ability to realize the need for continuing to increase her knowledge as it relates to health and medical service
5. The ability to work as a contributing member of the medical team and the community.

Advisory Committee

The prime function of an advisory committee is to assist the institution in defining the knowledges and skills which a graduate of a particular program must possess in order to assure successful entry into and satisfactory progress in her chosen field. Closely aligned with this function and of equal importance is a continuous follow-up evaluation of the graduates of the program.

The American Association of Medical Assistants recommends that an advisory committee for the education of medical assistants be appointed early in the planning stages of a program. This committee would have no administrative function, but could make an important contribution in many phases of curriculum development. An advisory committee should include a qualified physician, a community representative, a medical assistant (a certified medical assistant if available), a curriculum specialist, a public relations person, and a registered nurse. This committee can provide valuable assistance to the program director in program development and evaluation, as well as support for the program by fostering community understanding, interest, and cooperation.

Faculty*

The educational program should have a competent teaching staff qualified through academic and clinical preparation and experience to teach the subjects assigned.

The American Association of Medical Assistants recommends the following guidelines:

Director of the Educational Program

Qualifications: The education of the program director shall be in accordance with State educational standards, but preferably augmented by experience as a medical assistant in a physician's office. The director should have a baccalaureate degree, preferably a masters degree for the two-year program and be a registered nurse and/or a certified medical assistant. Under the most favorable conditions, the director should participate in program development and implementation. Therefore, she should be employed at least nine to twelve months before actually starting the program. Some of her duties and responsibilities would be to:

1. Guide development of the program and select physical and affiliating clinical facilities
2. Review equipment and supply lists, and assist with ordering supplies and equipment and installation of equipment.

*A Guide for Health Technology Program Planning. New York: National Health Council, 1967.

3. Assist with library selections and determine holdings
4. Complete curriculum and devise instructional materials, including student evaluation procedures and materials
5. Assist in recruitment and selection of students
6. Promote the program through personal and news media
7. Review contracts with the program advisory committee and affiliating clinical facilities
8. Survey clinical facilities
9. Set up a committee of representatives from the educational institution and the affiliating clinical facilities for assistance with coordination of educational and clinical teaching
10. Initiate inservice programs for affiliate faculty
11. Interview and recommend an instructional staff
12. Prepare necessary materials for accrediting agencies
13. Assist in developing a program brochure
14. Plan, in conjunction with affiliating clinical facilities, colleges, and associations, steps to report placement and follow-up of graduates

The instructional staff should be qualified through academic preparation and experience to teach the subject or subjects assigned. There should be enough staff available to instruct, counsel, and supervise in the many facets of the program. The student-instructional ratio should at least be in the same proportion as similar technical education programs, such as an associate degree program in nursing, dental hygiene, or physical therapy assistant.

The number and qualifications of the instructional staff needed are dependent upon the number of students admitted to the program, curriculum design, and number and type of affiliating clinical facilities utilized.

The instructional staff should assist with adjusting faculty loads and planning classroom and laboratory space in relation to other educational services and probable increase in educational demands created by addition of students.

Directed practice sites should have qualified personnel with adequate experience in the specialized areas of medical practice to which students are assigned under the general direction of the program director.

Medical Advisor*

The medical advisor of the program should provide competent medical direction for general clinical instruction. For each specialty offered, a specialty advisory consultant should be provided. The medical advisor and specialty consultant should also be responsible for clinical relationships with other allied health educational programs and should develop the understanding and support of practicing physicians.

Contracts and Agreements

Careful planning should be taken to arrange for appropriate clinical experience for students. These plans should always provide for maximum safety for the patient and the student. Therefore, a contract should be written to provide the experiences which will meet all objectives of the clinical practice portion of the program and still preserve the primary objectives of the medical facility. It is well to put in writing what is expected of the students, the institution, and the clinical medical facility.

The major items for discussion are:

1. The purposes and objectives of the relationships which are being agreed to from both points of view
2. The exchange of basic promises and understandings
3. Specific responsibilities of the institution, such as discipline of students, adequate training before students are sent out, and adequate information about students
4. Specific responsibilities of the medical facility, such as adequate supervision of students and provision of a range of learning experiences.

*Essentials of An Approved Educational Program for Medical Assistants.
American Medical Association Council on Medical Education and American Association of Medical Assistants, June, 1971.

Student Selection

The recruitment and selection of students is the responsibility of the educational institution.

Recommendations for documents to be required of the student applicant include:

1. A high school diploma or equivalent of a high school education
2. A pre-entrance health examination made within three months prior to admission. Such an examination might include a chest X ray, serology, immunizations, vision and hearing, a statement as to mental and emotional fitness, and dental health
3. Three references. An effort should be made to obtain at least one of these references from a former teacher or guidance counselor
4. Scores from such tests as the School and College Ability Test and Cooperative English Expression Test. These would be useful in screening applicants and giving guidance and counseling to the students

A personal interview with the director or a faculty member of the program should be planned if possible.

FACILITIES

Classrooms and Laboratory

The educational institution is responsible for providing adequate educational facilities for instruction. The number and size of classrooms needed are dependent upon student enrollment and whether or not the classrooms are to be utilized by students of other curricula. There should be at least one laboratory, a classroom with appropriate equipment and supplies for demonstration, directed experience and student participation. The room should simulate a physician's office and should be available for student practice at times other than formal laboratory periods. Sufficient equipment laboratory supplies, and audiovisual aids should be provided in the number and variety needed for effective classroom and laboratory teaching and learning.

A basic equipment list for Medical Office Assistant Education is included in Appendix A of this manual. Storage areas for this equipment, supplies, and teaching aids should be adequate and in close proximity to both classroom and laboratories.

Library

A library should be readily accessible and should contain an adequate supply of up-to-date scientific books, periodicals, and other reference materials related to the curriculum.

Clinical

The practice (externship) phase of the educational program should be conducted under competent medical direction. The medical facilities utilized in this portion of the program preferably would be a physician's office or an out-patient facility such as the county public health department. The educational faculty should be responsible for assuring that the activities assigned to students in the clinical setting are, in fact, educational. The student should have a rotating sequence of practical experience in order to be exposed to both the clinical and administrative duties of a medical assistant.

An effective ratio of students to supervisory personnel should be maintained. Provision for student liability coverage should be arranged by the educational institution. The extern should serve without remuneration.

CURRICULUM

Guidelines for a Curriculum in Medical Assisting* (Grades I and II)

A. Basic Courses in Medical Assisting

Listed below are the basic courses (1 through 9) which should be taken by all medical assisting students, whether they are enrolled in a one-year, two-year, or specialty medical assisting program. Graduates of a two-year program may be expected to assume greater responsibility in the medical office than the one-year graduates.

These nine basic courses may be incorporated in a one-year program. The courses are intended to provide the student with the background and skills that will enable her** to perform a wide variety of work in a medical facility. In many instances, the ability to handle the tasks effectively will depend on the knowledge acquired in more than one course.

In a two-year program, provision should be made for courses in the humanities, social sciences, and other electives leading to an associate arts degree or a two-year certificate.

It is suggested that in the second year some advanced work be offered in anatomy and physiology, medical transcription, and the development of supervisory and/or management ability. If the student wishes to pursue a specialty, electives relating to that field would be offered the second year. It is at the discretion of the school to offer the externship to two-year students in either their first or second year.

1. Anatomy and Physiology

The student should have an elementary knowledge of the various systems of the body and principles of human physiology so that she can understand the health problems of the patient and the physician's diagnosis and treatment. In addition, this knowledge will enable her to eliminate obvious errors in the transcription of medical records.

* Council on Medical Education, American Medical Association and American Association of Medical Assistants.

** Although there are a few men medical assistants, the great percentage of them are women. Therefore, the feminine pronoun has been deemed more appropriate for use here.

2. Medical Terminology

The student should have a knowledge of the basic structure of medical words, including prefixes, suffixes, roots, and combining forms and plurals. She should study the pronunciation, spelling, and definition of medical terms. Emphasis should be placed on building a professional vocabulary required for working in a medical facility concerned with diagnosis of ailments and the treatment of patients.

3. Medical Law and Ethics

The student should be given an introduction to medical law so that she has an understanding of the legal relationship of the physician and patient, the creation and termination of a contract, professional liability, malpractice, tort liability, breach of contract, and the Medical Practice Acts. Emphasis should be given to professional attitudes and behavior and the fundamentals of meeting the special needs of patients so that the student is aware of the physician's legal responsibilities in the practice of medicine and her own legal relationship in this area.

The student should have a general knowledge and understanding of the types of medical practice, such as individual private practice; partnerships or other group practice; and types of medical care, such as family practitioner, specialist, comprehensive care, and government medical care programs.

The student should be given a brief introduction to the history of medicine, including great men of medicine and their contributions, in order to develop a kinship and pride in the medical profession.

4. Psychology (Human reactions, patient contact, public relations)

The student should study the fundamentals of psychology which involve individual differences, emotions, motivations, frustrations, and aspects of mental health so that she will understand and interact properly with her physician-employer, co-workers, patients, and the public.

5. Communications (Oral and written)

The student should be instructed in the fundamentals of listening, speaking, and writing clearly and effectively; a knowledge of proper telephone techniques; and competence in taking medical histories to develop quick and accurate perception and tactful, clear response.

6. Medical Assistant Administrative Procedures*

The student should develop proficiency in patient reception; appointment scheduling; handling mail, medical records and filing; business correspondence; medical dictation and/or machine transcription; office management practices; record-keeping; and filing. A sufficiently qualified medical assistant may be responsible for personnel and/or office management.

7. Bookkeeping and Insurance

The student should have a knowledge of the fundamentals of bookkeeping, including the entering of daily transactions; billing; collection and banking procedures; preparing payroll and necessary government forms, such as withholding, F.I.C.A., unemployment and State disability. She should also possess a knowledge of private, group and government insurance programs and the ability to complete the required forms.

8. Medical Assistant Clinical Procedures

The student should study and understand the principles of microbiology, with lectures and laboratory experience in the following:

a. Examination Room Techniques

The student should have an understanding and proficiency in preparing a patient for examination (positioning, draping); taking and recording temperature, blood pressure, pulse, and respiration; assisting the physician with examination, treatment, and minor surgery; caring for the examining room (preparation for examination, treatment or minor surgery); and cleaning up after the doctor has finished.

b. Practice and Techniques of Sterilization Procedures

The student should have a knowledge of the methods of sanitation, asepsis, and sterilization, as well as practical experience in applying these principles.

c. Care of Equipment and Supplies

The student should know how and when to order supplies; how to store them safely and efficiently; and how and when to dispose of them safely when necessary. She should be

*Typing is a pre-requisite, with a proficiency of a minimum of 35 words per minute.

well acquainted with the drug and narcotic laws; know how to safely store and inventory drugs; be informed about records on drugs that must be kept; be familiar with medical office equipment and know how to care for it.

d. Emergencies

The student should be able to recognize emergency situations, know the proper course of action with different types of emergencies, and apply first aid techniques if necessary.

e. Laboratory Orientation

The student should have a basic knowledge and understanding of the purpose, techniques, and recording of laboratory procedures commonly performed in a physician's office, including X rays, physiotherapy, electrocardiography, basal metabolism, and collection of specimens.

9. Externship

The student should have a review and rotation sequence of practical experience in offices of qualified physicians and/or accredited hospitals selected by the school. This should be a part of her total training, and an evaluation of her performance with a grade should be a part of her record. The student should receive no remuneration during this externship period.

B. Duties of a Medical Assistant

Listed below are the duties performed by one or more medical assistants in the average medical office:

1. Effectively schedule appointments (in person and by telephone).
2. Arrange patients' files for day's appointments.
3. Receive patients.
4. Take and record patient's statistical data and medical history at request of the doctor.
5. Prepare and drape patients for examination.
6. Take blood pressures and temperatures and weigh patients.

7. At the doctor's request and under his supervision:
 - a. Collect blood samples for testing.
 - b. Take ECG's.
 - c. Perform basal metabolism tests.
8. Assist the doctor with patient examinations, treatment and minor surgery.
9. Give certain medications and injections under the doctor's supervision.
10. Explain the nature of examination, diagnostic tests, and/or treatment to the patient at doctor's request.
11. Know how to handle patients when doctor is away from the office.
12. Assist in the collection of specimens (Pap smears, throat cultures).
13. Set up patients' files; enter notes or make corrections on records; review them for completeness and accuracy.
14. Review, separate and purge medical record files as instructed.
15. Obtain patient's signature on permission forms (to release records, to operate, or to perform diagnostic procedures).
16. Arrange hospital admissions and/or laboratory and X-ray procedures as requested by the doctor, and advise patients accordingly.
17. Schedule surgeries.
18. Prepare medical records from information provided by the doctor.
19. Perform simple routine laboratory procedures (urinalysis, simple blood tests); collect and prepare specimens for transportation to laboratory.
20. Record and maintain laboratory, X-ray and ECG data on patients' records.
21. Instruct patients regarding proper preparation for tests ordered by the doctor.
22. Prepare and replenish supplies in doctor's bag so that it is in constant readiness.

23. Sterilize instruments and assume maintenance of diagnostic equipment.
24. Dispose of contaminated and disposable items.
25. Receive and organize the handling of medication samples.
26. Order office, laboratory, and medical supplies, and maintain inventory of all three.
27. Handle emergencies:
 - a. Know how to reach the doctor when he is out of the office.
 - b. Seek help from qualified nurse or another physician.
 - c. Describe nature of patient's illness or injury.
 - d. Position patient in safe and comfortable position.
 - e. Apply first aid if necessary.
 - f. Call poison control center.
 - g. Arrange for hospital emergency room treatment.
 - h. Explain doctor's unavailability to patients in reception room.
28. Handle the telephone:
 - a. Check with answering service and record messages.
 - b. Make appointments.
 - c. Make calls for the doctor.
 - d. Receive calls from patients, laboratories, other physicians, solicitors, and the doctor's family.
 - e. Answer questions concerning the patient's illness and the doctor's office hours.
 - f. Take laboratory reports.
29. Deal with representatives of pharmaceutical companies, equipment manufacturers, other physicians, doctor's family, and other callers.
30. Handle children accompanying patients.
31. Supervise maintenance personnel (cleaning and other), and see that the office is kept in a neat, attractive and sanitary condition at all times.
32. Supervise other office personnel.
33. Handle correspondence:
 - a. Incoming:
 - (1) Open and sort mail, screening it in accord with doctor's wishes.
 - (2) Flag important mail to his attention.
 - (3) Summarize articles and other materials as requested.

b. Outgoing:

- (1) Answer doctor's routine mail, upon instruction from him as to handling.
 - (2) Take medical dictation.
 - (3) Transcribe shorthand or machine dictation.
 - (4) Type all correspondence, including medical reports to other doctors, insurance reports, and other types of reports.
34. File all correspondence and medical records, including X rays, and ECG's.
 35. Operate business machines and assume responsibility for their maintenance.
 36. Arrange meetings, conferences and/or travel accommodations.
 37. Perform daily posting of charges and collections.
 38. Prepare monthly statements.
 39. Handle payments by cash and/or check and make out receipts.
 40. Assist with follow-up collections.
 41. Handle credit arrangements with patients.
 42. Keep financial records (daily record of charges and payments; records of accounts receivable; trial balance; monthly profit and loss sheet).
 43. Prepare payroll and any necessary government forms (withholding, F.I.C.A., unemployment, State disability).
 44. Pay professional bills.
 45. Assume all banking duties (regular deposits, reconciling bank statements).
 46. Prepare information for accountant for tax returns.
 47. Discuss and explain doctor's fees to patients.
 48. Accept, endorse and record checks received for payment on account.
 49. Establish and control petty cash fund.
 50. Discuss and explain insurance coverage to patients.

51. Complete insurance forms:
 - a. Indemnity insurance forms for patient to submit his claim.
 - b. Forms of filing assigned insurance claims.
 - c. Medicare payment request forms.
 - d. Medicaid claim forms.
 - e. Workmen's compensation forms.
 - f. Blue Cross and Blue Shield payment request forms.
52. Review and, if necessary, appeal insurance disallowances to achieve satisfactory resolution.
53. Gather data to complete statutory reports for government agencies.
54. Attend meetings and participate in community activities related to the doctor's practice.

C. References on Program Planning

1. American Association Medical Assistants Materials on curriculum development and certification can be obtained by writing to the American Association Medical Assistants, Suite 1510, One East Wacker Drive, Chicago, Illinois 60601 and to the Council on Medical Education, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.
2. Educational Programs for Health Careers in North Carolina, Health Careers, P. O. Box 10937, Raleigh, North Carolina 27605, 1969.
3. A Guide for Health Technology Program Planning, American Association of Junior Colleges, Washington, D. C., and the National Health Council, New York, 1967.

Curriculum Structure

The purpose of a curriculum in Medical Office Assisting should be designed to prepare qualified persons to function as an assistant to the physician in the office or a clinic or out-patient department. The medical office assistant is prepared to function under the direct supervision of the physician.

The suggested curricula in this manual provides a foundation of knowledge from the biological and social sciences. The seminar and the clinical experience provide opportunities to develop human relation skills, to gain an overview of the functions performed in the various clinical settings, and to develop understanding of the role of the medical assistant.

For clarity and as preferred by the American Association of Medical Assistants, the one-year program is referred to as Medical Assisting Grade I and the two-year program, Medical Assisting Grade II.

The curricula presented here are designed so that upon completion of the Grade I curriculum the graduate has 44 quarter hours credit toward the Grade II or Associate of Science Degree in Medical Assisting.

After completion of a program, which is approved by the American Association of Medical Assistants, the applicant can take the National Certification Examination and become a certified medical assistant.

MEDICAL OFFICE ASSISTANT GRADE I - SUGGESTED CURRICULUM BY QUARTERS

		<u>Hours Per Week</u>		<u>Quarter</u>
		<u>Class</u>	<u>Lab.</u>	<u>Hours</u>
<u>FIRST QUARTER</u>				<u>Credit</u>
*T-MOA 103	Orientation to Medical Office Assisting	3	0	3
*T-BUS 141	Medical Terminology and Vocabulary I	1	2	2
*T-BUS 102	Typing I	2	3	3
ENG 1102	Communication Skills	3	0	3
BIO 1111	Basic Health Science	3	4	5
		<u>14</u>	<u>9</u>	<u>16</u>
<u>SECOND QUARTER</u>				
*T-BUS 142	Medical Terminology and Vocabulary II	1	2	2
*T-BUS 120	Accounting	5	2	6
*T-BUS 103	Typing II	3	0	3
ENG 1103	Report Writing	2	0	2
PSY 1101	Human Relations	2	0	2
*T-BUS 218	Medical Law, Ethics, and Economics	3	0	3
		<u>16</u>	<u>7</u>	<u>17</u>
<u>THIRD QUARTER</u>				
*T-BUS 143	Medical Terminology and Vocabulary III	1	2	2
*T-MOA 201	MOA Administrative Procedures	2	4	4
MED 1105	Examination Room Procedures	3	6	5
MED 1106	Laboratory Procedures	2	6	4
		<u>8</u>	<u>18</u>	<u>15</u>
<u>FOURTH QUARTER</u>				
*T-MOA 202	Medical Office Assisting Practicum	0	24	8
*T-MOA 203	Medical Office Assisting Seminar	4	0	4
*T-EDP 104	Introduction to Data Processing Systems	3	2	4
		<u>7</u>	<u>26</u>	<u>16</u>
TOTAL QUARTER HOURS IN COURSES				<u>68</u>

*Courses that credit can be applied toward the Medical Assistant Grade II curriculum.

MEDICAL OFFICE ASSISTANT GRADE I

Course Description by Quarters

<u>FIRST QUARTER</u>	<u>Hours Per Week</u>		<u>Quarter</u>
	<u>Class</u>	<u>Lab.</u>	<u>Hours</u> <u>Credit</u>
<u>T-MOA 103 Orientation to Medical Office</u> <u>Assisting</u>	3	0	3

Designed to help the student in understanding the role of the medical office assistant. Emphasis is placed on the development of appreciations and attitudes in the establishment of realistic goals in personal and occupational development. Emphasizing the importance of physical, intellectual, social, and emotional dimensions of personality. Ethics and grooming are stressed.
Prerequisite: None

<u>T-BUS 141 Medical Terminology and</u> <u>Vocabulary I</u>	1	2	2
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A study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly-used prefixes, suffixes, root words and their combining forms.
Prerequisite: None

<u>T-BUS 102 Typewriting</u>	2	3	3
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Introduction to the touch typewriting system with emphasis on correct techniques, mastery of the keyboard, simple business correspondence, tabulation, and manuscripts.
Prerequisite: None

<u>ENG 1102 Communication Skills</u>	5	0	5
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The course deals with the development of ability to communicate effectively through the use of speaking, listening, writing and reading skills. Emphasis is placed upon overall improvement in all of these areas as related to the individuals' job connected problems.
Prerequisite: None

<u>BIO 1111 Basic Health Science</u>	3	4	5
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This course is designed to give the student an understanding of basic science principles and their relationships to health. The course includes study of the structure and function of the human body, principles of food and nutrition and selected principles of microbiology.
Prerequisite: None

SECOND QUARTER

T-BUS 142 Medical Terminology and
Vocabulary II 1 2 2

A continuation of T-BUS 113 with greater emphasis on an understanding of terminology and its use in the medical office. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words.
Prerequisite: T-BUS 113

T-BUS 120 Accounting 5 2 6

Principles, techniques and tools of accounting, for understanding of the mechanics of accounting - collecting, summarizing, analyzing, and reporting information about service and merchantile enterprises, to include practical application of the principles learned.
Prerequisite: None

T-BUS 103 Typing II 2 3 3

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript and correspondence. Speed requirements - 40 words per minute for five minutes.
Prerequisite: T-BUS 102

ENG 1103 Report Writing 2 0 2

Fundamentals of correct language usage applied to report writing. Emphasis on principles of report construction and application to various report forms.
Prerequisite: ENG 1102

PSY 1101 Human Relations 2 0 2

The development of an understanding of relationships to other persons through some of the basic principles of human psychology. The problems of the individual and his work situation are studied in relation to the established organization of modern business and industry and in relation to governmental practices and labor organizations, with special emphasis on the operating responsibilities of good management.
Prerequisite: None

T-BUS 218 Medical Law, Ethics, and
Economics 3 0 3

Designed to acquaint the student with the legal aspects of medical practice acts, the relationship of physician, patient, professional

liabilities and types of medical practice. Basic principles of medical economics are included.

Prerequisite: None

THIRD QUARTER

T-BUS 143 Medical Terminology and Vocabulary III 1 2 2

Continuation of T-BUS 114 with greater emphasis on an understanding of terminology and its use in the medical office. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words.

Prerequisite: T-BUS 113 and T-BUS 114

T-MOA 201 MOA Administrative Procedures 2 4 4

A study of the administrative duties of the medical assistant. Includes the scheduling of appointments, telephone techniques, handling of mail, travel arrangements, office machines, transcription of medical histories, filing systems, office management and insurance forms and their preparation.

Prerequisite: T-BUS 102, 103; T-BUS 141, 142

MED 1105 Examination Room Procedures 3 6 5

This course is designed to teach the skills needed by the medical office assistant in assisting the doctor in the examination room. The course of study includes proper physical and psychological preparation of the patient for the physician's examination and proper care of the supplies and equipment used.

Prerequisite: First two quarters

MED 1106 Laboratory Procedures 2 6 4

This course is a study of the basic knowledge needed to become familiar with the laboratory tests most commonly performed in the doctor's office. Emphasis is placed on patient preparation for diagnostic procedures.

The ability to obtain and collect specimens and carry out routine laboratory examinations such as urinalysis and blood count is developed.

Corequisite: MED 1105

FOURTH QUARTER

T-MOA 202 Medical Office Practicum 0 24 8

Course is a practicum in medical office assisting. The student is assigned to a physician's office, clinic or out-patient department. Assignments are related to encompass all phases of experiences in the management, examination room procedures and laboratory procedures.

Prerequisite: First three quarters

MEDICAL OFFICE ASSISTANT GRADE II -- SUGGESTED CURRICULUM BY QUARTERS

		<u>Hours Per Week</u>		<u>Quarter</u>
		<u>Class</u>	<u>Lab.</u>	<u>Hours</u>
				<u>Credit</u>
<u>FIRST QUARTER</u>				
T-ENG 101	Grammar	3	0	3
T-BIO 107	Human Anatomy & Physiology I	4	2	5
*T-BUS 102	Typing I	2	3	3
*T-BUS 141	Medical Terminology and Vocabulary I	1	2	2
*T-MOA 103	Orientation to Medical Office Assisting	3	0	3
		<u>13</u>	<u>7</u>	<u>16</u>
<u>SECOND QUARTER</u>				
T-ENG 102	Composition	3	0	3
T-BIO 108	Human Anatomy & Physiology II	4	2	5
*T-BUS 142	Medical Terminology and Vocabulary II	1	2	2
*T-BUS 103	Typing II	2	3	3
T-SOC 102	Principles of Sociology	5	0	5
		<u>15</u>	<u>7</u>	<u>18</u>
<u>THIRD QUARTER</u>				
T-ENG 103	Report Writing	3	0	3
T-PSY 102	General Psychology I	5	0	5
*T-BUS 218	Medical Law, Ethics, and Economics	3	0	3
*T-BUS 143	Medical Terminology and Vocabulary III	1	2	2
*T-BUS 120	Accounting	5	2	6
		<u>15</u>	<u>4</u>	<u>19</u>
<u>FOURTH QUARTER</u>				
T-ENG 204	Oral Communication	3	0	3
T-MOA 204	Medical Office Assisting I	2	6	4
T-MOA 206	Laboratory Orientation I	2	6	4
*T-MOA 209	Medical O.A. Administrative Social Science Elective	2	4	4
		3	0	3
		<u>12</u>	<u>16</u>	<u>18</u>

*Course that credit can be accepted from Grade I curriculum with the approval of department director.

FIFTH QUARTER

T-MOA 205	Medical Office Assisting II	3	6	5
T-MOA 207	Laboratory Orientation II	3	6	5
*T-EDP 104	Introduction to Data Processing	3	2	4
	Social Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<u>12</u>	<u>14</u>	<u>17</u>

SIXTH QUARTER

*T-MOA 208	Medical Office Practicum	0	24	8
*T-MOA 210	Medical Office Assisting Seminar	4	0	4
	Social Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<u>7</u>	<u>24</u>	<u>15</u>

TOTAL QUARTER HOURS IN COURSES	97
ELECTIVES	<u>6</u>
TOTAL	103

*Course that credit can be accepted from Grade I curriculum with the approval of department director.

NOTE: Grade I graduate to take Grade II Practicum on individual evaluation to be decided by department director.

MEDICAL OFFICE ASSISTANT GRADE II

Course Descriptions by Quarters

<u>FIRST QUARTER</u>	<u>Hours Per Week</u>		<u>Quarter</u>
	<u>Class</u>	<u>Lab.</u>	<u>Hours</u> <u>Credit</u>
<u>T-ENG 101 Grammar</u>	3	0	3
<p>Designed to aid the student in the improvement of self-expression in grammar. The approach is functional with emphasis on grammar, diction, sentence structure, punctuation, and spelling. Intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life. Prerequisite: None</p>			
<u>T-BIO 107 Human Anatomy and Physiology I</u>	4	2	5
<p>A study of the structure and normal function of the human body with man identified as a living organism composed of living cells, tissues, organs, and systems. Included are the basic physiologic aspects of skin; the skeletal, articular, muscular, and nervous systems; and the special senses. A laboratory portion should include relevant experiments to augment the students' learning of body structure and function. Prerequisite: None</p>			
<u>T-BUS 102 Typewriting</u>	2	3	3
<p>Introduction to the touch typewriting system with emphasis on correct techniques, mastery of the keyboard, simple business correspondence, tabulation, and manuscripts. Prerequisite: None</p>			
<u>T-BUS 141 Medical Terminology and Vocabulary I</u>	1	2	2
<p>A study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly-used prefixes, suffixes, root words and their combining forms. Prerequisite: None</p>			
<u>T-MOA 103 Orientation to Medical Office Assisting</u>	3	0	3
<p>Designed to help the student in understanding the role of the medical office assistant. Emphasis is placed on the development of appreciations and attitudes in the establishment of realistic goals in personal and</p>			

occupational development. Assists the student in recognizing the importance of physical, intellectual, social and emotional dimensions of personality. Ethics and grooming are stressed.
Prerequisite: None

SECOND QUARTER

T-ENG 102 Composition 3 0 3

Designed to aid the student in the improvement of self-expression in business and technical composition. Emphasis is on the sentence, paragraph and whole composition.
Prerequisite: T-ENG 101

T-BIO 108 Human Anatomy and Physiology II 4 2 5

A continuation of the study of the structure and normal function of man as a living organism. Special emphasis is on the circulatory, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems, and fluid and electrolyte balance. Laboratory experiences include study of models and small animal dissection for insight into comparative structure and function of man.
Prerequisite: T-BIO 107

T-BUS 142 Medical Terminology and Vocabulary II 1 2 2

A continuation of T-BUS 113 with greater emphasis on an understanding of terminology and its use in the medical office. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words.
Prerequisite: T-BUS 141

T-BUS 103 Typing II 2 3 3

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript and correspondence. Speed requirement, 40 words per minute for five minutes.
Prerequisite: T-BUS 102

T-SOC 102 Principles of Sociology 5 0 5

An introductory course in the principles of sociology. An attempt to provide an understanding of culture, collective behavior, community life, social institutions and social change. Presents the scientific study of man's behavior in relation to other men, the general laws affecting the organization of such relationships and the effects of social life on human personality and behavior.
Prerequisite: None

THIRD QUARTER

T-ENG 103 Report Writing 3 0 3

The fundamentals of English are utilized as background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must have to do with something in his chosen curriculum.

Prerequisite: T-ENG 102

T-PSY 102 General Psychology I 5 0 5

A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems of group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society.

Prerequisite: None

T-BUS 218 Medical Law, Ethics, and Economics 3 0 3

Designed to acquaint the student with the legal aspects of medical practice acts, the relationship of physician, patient, professional liabilities and types of medical practice. Basic principles of medical economics are included.

Prerequisite: None

T-BUS 143 Medical Terminology and Vocabulary III 1 2 2

A continuation of T-BUS 114 with greater emphasis on an understanding of terminology and its use in the medical office. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words.

Prerequisite: T-BUS 141 and T-BUS 142

T-BUS 120 Accounting 5 2 6

Introductory accounting. Principles designed to provide an understanding of accounting data. Emphasis is placed upon understanding the mechanics of accounting, collecting, summarizing, analyzing and reporting information about service and enterprises.

Prerequisite: None

FOURTH QUARTER

T-ENG 204 Oral Communication 3 0 3

A study of basic concepts and principles of oral communications to enable the student to communicate with others. Emphasis is placed on the speaker's attitude, improving diction, voice, and the application of particular techniques of theory to correct speaking habits and to produce effective oral presentation. Particular attention given to conducting meetings, conferences, and interviews.
Prerequisite: T-ENG 101

T-MOA 204 Medical Office Assisting I 2 6 4

Designed to teach the basic techniques and skills needed by the medical office assistant in assisting the physician in the examination room. Course includes: care of instruments and supplies, sterile techniques, physical and psychological preparation of the patient for the physician's examination.
Prerequisite: First three quarters

T-MOA 206 Laboratory Orientation I 2 6 4

Course designed to introduce to the medical assistant the various laboratory procedures necessary to aid the physician in diagnosing the patient's illness. Emphasis is on preparation of the patient for various procedures which may be ordered, their purposes and the expected norms of results. Special attention is on uranalysis, hematology, bacteriology, and immunology.
Prerequisite: First three quarters

T-MOA 209 Medical Office Assisting
Administrative 2 4 4

A study of the administrative duties of the medical assistant. Includes the scheduling of appointments, telephone techniques, handling of mail, travel arrangements, office machines, transcription of medical histories, filing systems, office management and insurance forms and their preparation.
Prerequisite: T-BUS 102, 103 and T-BUS 141, 142, 143

Social Science Elective 3 0 3

See description under Social Science Electives.

FIFTH QUARTER

Social Science Elective 3 0 3

See description under Social Science Electives.

T-MOA 205 Medical Office Assisting II 3 6 5

Continuation of T-MOA 201 with greater emphasis on skill and the more complicated medical procedures performed in the physician's office.
Prerequisite: T-MOA 204

T-MOA 207 Laboratory Orientation II 3 6 5

Continuation of T-MOA 204 with special emphasis in X rays, physiotherapy and electrocardiography and basal metabolism.
Prerequisite: T-MOA 204

T-EDP 104 Introduction to Data Processing 3 2 4

Fundamental concepts and operational principles of data processing systems, as an aid in developing a basic knowledge of computers, prerequisite to the detail study of particular computer problems. This course is a prerequisite for all programming courses.
Prerequisite: None

SIXTH QUARTER

Social Science Elective 3 0 3

See description under Social Science Electives.

T-MOA 208 Medical Office Practicum 0 24 8

Course is a practicum in medical office assisting. The student is assigned to a physician's office, clinic or out-patient department. Assignments are related to encompass all phases of experiences in the management, examination room procedures and laboratory procedures.
Prerequisite: Previous five quarters

T-MOA 210 Medical Office Assisting Seminar 4 0 4

A study of the personal and occupational responsibilities of a practitioner in the field of medical office assisting. Discussion of problems encountered during experience in the medical office practicum are the primary focus.
Prerequisite: Previous five quarters

ELECTIVES

An appropriate list of electives for this curriculum is shown from which the institution may select courses to complete the program of study. The institution has the prerogative to develop new courses for the electives or to modify courses from the suggested list to fulfill the local objectives. It is suggested, however, that technical courses be appropriate to the major area of study, that they not change or alter the major objectives of the program nor create a false impression of proficiency in an area either related or foreign to the major.

Elective courses must be selected from an associate degree course or new courses should be developed at a comparable level. The institution may elect to require certain courses or may let the student select an appropriate course.

Technical Courses

Develop as needed to augment this curriculum.

Social Science

T-SSC 201 Social Science 3 0 3

An integrated course in the social sciences, drawing from the fields of anthropology, psychology, history, and sociology.

Prerequisite: None

T-SSC 202 Social Science 3 0 3

A further study of social sciences with emphasis on economics, political science, and social problems as they relate to the individual.

Prerequisite: T-SSC 201.

T-PSY 206 Applied Psychology 3 0 3

A study of the principles of psychology that will be of assistance in the understanding of interpersonal relations on the job. Motivation, feelings, and emotions are considered with particular reference to on-the-job problems. Other topics investigated are: employee selection, supervision, job satisfaction, and industrial conflicts. Attention is also given to personal and group dynamics so that the student may learn to apply the principles of mental hygiene to his adjustment problems as a worker and a member of the general community.

Prerequisite: None

T-SSC 205 American Institutions 3 0 3

A study of the effect of American social, economic, and political institutions upon the individual as a citizen and as a worker. The course

SUGGESTED COURSE OUTLINES

MEDICAL ASSISTING GRADE I

First Quarter

COURSE OUTLINE

T-MOA 103 ORIENTATION TO MEDICAL ASSISTING

COURSE DESCRIPTION:

Designed to help the student in understanding the role of the medical office assistant. Emphasis is placed on the development of appreciations and attitudes in the establishment of realistic goals in personal and occupational development. Assists the student in recognizing the importance of physical, intellectual, social, and emotional dimensions of personality. Ethics and grooming are stressed.

OBJECTIVES: The student will be able to:

- (1) Explain the history of medicine and of medical practice and its specialties as it exists in society today.
- (2) Identify the role of the medical assistant in the physician's office and her position on the health team.
- (3) Explain the principles of medical ethics.
- (4) Evaluate her own emotional maturity and personality characteristics as they compare to those necessary for an efficient and effective medical assistant.
- (5) Deal with all patients in simulated situations by using good principles of human relations and public relations.

COURSE HOURS PER WEEK: Class 3; Laboratory 0

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

- I. Introduction to Medical Office Assisting
 - A. Definition of a Medical Assistant
 - B. Role and function of a Medical Assistant

1. Receptionist
 2. Secretary
 3. Office nurse
 4. Technician
 5. Housekeeper
 - a. Maintenance personnel
 - b. Supplies
 - (1) Office
 - (2) Medical
 - (3) Housekeeping
- C. Historical background
1. The first Medical Assistants
 2. The secretary as an assistant
 3. The nurse as secretary and technician
 4. High school graduate Medical Assistant upgrading programs
 5. Associate degree Medical Assistants
 6. Diploma Medical Assistants
 7. Certified Medical Assistants
 8. American Association of Medical Assistants
 9. Future Medical Assistants

II. Development of Medical Science

- A. Primitive medicine
- B. Concepts among the ancients
- C. Greece and Rome
 1. Hippocrates
 2. Galen
- D. Middle Ages
- E. Renaissance
- F. Eighteen Hundreds
- G. Nineteen Hundreds
- H. Twentieth Century achievements
- I. Challenge of the future

III. Medical Specialties and Symbols

- A. Growth of specialization
- B. Fields of specialization

IV. Medical Assistant as a Person

- A. Opportunities available for Medical Assistants
 1. Physician's office
 2. Group
 3. Hospitals
 4. Foundations
 5. Public Health

- B. Professional growth
 - 1. Job or career
 - 2. Membership in professional organizations
 - C. Personal qualifications and professional behavior
 - 1. Professional secrecy
 - 2. Professional conduct
 - 3. Professional appearance
 - a. Grooming
 - b. Uniforms and dress
 - 4. Personal evaluation
 - a. Mental hygiene
 - b. Mature personality
 - c. Physical qualifications
 - d. Personal hygiene
 - 5. Professional limitations
- V. Art of Being a Medical Assistant
- A. Mental hygiene
 - B. Expected personal assets
 - 1. Courtesy
 - 2. Humility
 - 3. Pleasantness
 - 4. Initiative
 - C. Conduct on Job
 - 1. Saving your doctor's time
 - 2. Maintaining the professional image
 - 3. Intra-office harmony
 - 4. Winning ways with patients
 - 5. Handling the telephone
 - 6. Social and professional amenities
- VI. Unique Characteristics of a Medical Office
- A. Necessity of flexible routine
 - 1. Working hours
 - 2. Planning schedules
 - 3. Emergencies
 - B. Appropriate attitude toward patients
 - C. Appropriate attitude toward employer
- VII. Understanding Human Behavior
- A. Definition of human relations
 - B. Challenges and responsibilities of the MOA
 - C. Philosophy of individual worth
 - D. Striving for self-understanding
 - 1. Developing your potential
 - 2. Taking a look at you

3. Willingness to change
 4. Strengths and weaknesses
 5. Adjustment to new condition
 6. Using experience to learn
 7. Role perception
 8. Role and relationship with others
- E. Influences on behavior
1. How people are alike
 2. How people are different
 3. Heredity
 4. Environment
 5. Early learnings
- F. Rapport
- G. Physical needs
- H. Need for self-approval
1. Social needs
 2. Self concept
 3. Effects of failure
 4. Success
- I. Need for acceptance
1. Approval of others
 2. Sympathy
 3. Empathy
- J. Emotions and behavior
1. Importance of emotions
 - Physical effects
 2. Positive emotions
 - Happiness, love, etc.
 3. Negative emotions
 - a. Fear
 - b. Anger
 - c. Grief
 4. Using emotions constructively
 - a. Dealing with anger
 - b. Dealing with fear
 - c. Dealing with grief
- K. Adjustment and patterns of behavior
1. Good adjustment
 2. Poor adjustment
 3. Adapting to the role of an MOA
 4. Threats to adjustment
 5. Defense mechanisms
 6. Inner conflict
 7. Frustration
- L. Becoming an effective MOA
1. Illness and patient behavior
 2. Coping with patient behavior
 - Recognizing the effects of illness on the patient

VIII, Public Relations

- A. Defining public relations
- B. Medical Assistant's role in public relations
 - C. Reception of patients
 - D. First impressions
 - E. Attitude toward others
 - 1. Coping with children
 - 2. Coping with the elderly
 - 3. The language problem
 - 4. The problem patient
- F. Office routine regarding patients
- G. Patient education
 - 1. Keeping appointments
 - 2. Quoting fees
- H. Principles of public relations

SUGGESTED TEXTS: (Choose one)

Lawton and Foy. A Textbook for Medical Assistants. Second Edition.
C. V. Mosby Company.

Bredow, Miriam and Cooper, Marian G. The Medical Assistant. New
York, McGraw-Hill Book Co.

Fredrick and Kinn. Office Assistant in Medical Practice. Third
Edition. W. B. Saunders.

SUGGESTED REFERENCES:

American Medical Association. Winning Ways With Patients. 535
North Dearborn Street, Chicago, Illinois 60610.

American Medical Association. The Physician's Career.

Becker, E. R. and Lawrence, R. L. Success and Satisfaction in Your
Office Job. New York. Harper & Row.

Young, C. A. and Barger, J. Introduction to Medical Science,
St. Louis, 1969, The C. V. Mosby Company.

COURSE OUTLINE

T-BUS 141 MEDICAL TERMINOLOGY & VOCABULARY I

COURSE DESCRIPTION:

A study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly used prefixes, suffixes, word roots and their combining forms.

OBJECTIVES: The student will be able to:

- (1) Develop the ability to read and understand medical terms.
- (2) Develop the ability to build medical terms from Greek and Latin prefixes, suffixes, word roots and combining forms.
- (3) Develop efficiency in spelling medical terminology.
- (4) Develop an intelligent use of a medical dictionary.

COURSE HOURS PER WEEK: Class 1; Laboratory 2

QUARTER HOURS CREDIT: 2

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Basic Concepts

- A. Origins of medical terminology
- B. Use of dictionary
- C. Word building system
- D. Pronunciation rules

II. Elements of Medical Terms

- A. Prefixes
- B. Suffixes and compounding elements
- C. Word roots and combining forms
 Anatomical

SUGGESTED TEXTS: (Choose one)

Smith, Genevieve L. and Phyllis E. Davis. Medical Terminology, A Programmed Text. New York: John Wiley & Sons, 1969.

The Robert J. Brady Company. Brady's Programmed Orientation to Medical Terminology, 1970. Philadelphia, Lippincott Co.

Edmondson, Frances Way. Medical Terminology, 1965. New York, G. P. Putnam's Sons.

SUGGESTED REFERENCE BOOKS:

Dorland's Pocket. Medical Dictionary. Philadelphia. W. B. Saunders, Co.

Taber, Clarence Wilbur. Cyclopedic Medical Dictionary, Philadelphia, F. A. Davis Company.

COURSE OUTLINE

T-BUS 102 TYPEWRITING

COURSE DESCRIPTION:

Introduction to the touch typewriting system with emphasis on correct techniques, mastery of the keyboard, simple business correspondence, tabulation, and manuscripts.

OBJECTIVES: The student will be able to:

- (1) Develop basic skill in speed and accuracy in typewriting including simple correspondence, tabulation, and manuscripts.
- (2) Develop good work habits and desirable attitudes.
- (3) Develop skill in proofreading.

COURSE HOURS PER WEEK: Class 2; Laboratory 3

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Operative Parts

- A. Carriage
 1. Cylinder
 2. Cylinder knobs (right and left)
 3. Carriage releases
 4. Paper bail and rollers
 5. Paper release
 6. Paper guide
 7. Carriage return (lever and key)
 8. Line space regulator
 9. Variable line spacer
 10. Ratchet release
 11. Carriage position scale
- B. Printing point indicator
- C. Aligning scale
- D. Margin sets
- E. Card holders
- F. Tabulator
 1. Tab set key
 2. Tab clear key

- G. Margin release key
- H. Backspace
- I. Space bar
- J. Shift key (right and/or left)
- K. Ribbon reverse
- L. Ribbon position indicator
- M. Touch regulator
- N. Margin bell
- O. Optional parts
 - 1. Electric switch
 - 2. Automatic spacer
 - 3. Impression indicator

II. Preparation for Typing

- A. Correct posture
- B. Correct insertion and removal of paper
- C. Vertical and horizontal spacing
- D. Marginal setting
- E. Kinds of type (pica and elite)

III. Keyboard

- A. Alphabet
- B. Numbers
- C. Symbols
- D. Construction of special characters and fractions

IV. Technique Development

- A. Correct stroking
- B. Rhythmic drills
- C. Levels of practice
 - 1. Letter or stroke response
 - 2. Word recognition
 - 3. Speed drills
 - 4. Control drills
 - 5. Goal setting
- D. Correct spacing following punctuation
- E. Paragraph indentation
- F. Word division
- G. Horizontal centering
- H. Vertical centering

V. Care of the Machine

- A. Cover when not in use
- B. Keep free of dust and erasure particles
- C. Clean type when necessary
- D. Change ribbon when necessary

VI. Introduction of Letter and Letter Styles

- A. Essential letter parts
 - 1. Letterhead or return address
 - 2. Dateline
 - 3. Inside address
 - 4. Salutation
 - 5. Body
 - 6. Complimentary close
 - 7. Typed signature
 - 8. Reference initials
- B. Letter placement
- C. Letter types and styles
 - 1. Blocked business
 - 2. Blocked personal
- D. Punctuation
 - 1. Open
 - 2. Closed
 - 3. Mixed
- E. Addressing envelopes
 - 1. Sizes
 - 2. Address
 - 3. Special notations
 - 4. Mailing instructions
- F. Folding and inserting letters

VII. Simple Tabulation

- A. Centering
 - 1. One column
 - 2. Multi-column
 - 3. Titles
 - a. Main titles
 - b. Subtitles
- B. Spacing (vertical and horizontal)
- C. Application to letters

VIII. Manuscripts

- A. Enumerations
- B. Outlines
- C. Bibliography
 - 1. Books
 - 2. Periodicals
- D. Cover page

SUGGESTED TEXTS:

Lessenberry, D. D., and Wanous, S. J. College Typewriting; Seventh Edition, Intensive Course. Cincinnati: South-Western Publishing Company, 1960.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Gregg Typewriting for Colleges, Second Edition, Intensive Course. Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York, 1964.

SUGGESTED REFERENCES:

Leslie, Louis A. Twenty Thousand Words, Fourth Edition. Gregg Division, McGraw-Hill Book Company, Inc., New York, 1959.

Silverthorn, J. E. Word Division Manual. South-Western Publishing Company, Cincinnati, 1958.

Teaching tapes for Gregg Typewriting for Colleges, Second Edition, Intensive Course.

Workbook I (Second Edition) for Gregg Typewriting for Colleges, Intensive Course.

Workbook I (Seventh Edition) for College Typewriting, Intensive Course.

COURSE OUTLINE

ENG 1102 COMMUNICATION SKILLS

COURSE DESCRIPTION:

The course deals with the development of the ability to communicate effectively through the use of speaking, listening, writing and reading skills. Emphasis is placed upon overall improvement in all of these areas as related to the individuals' job connected problems.

OBJECTIVES: The student will be able to:

Develop the ability to communicate successfully with other individuals, think more clearly, solve problems better and to reason more forcefully in work problems pertaining to his job.

COURSE HOURS PER WEEK: Class 3

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Sentence Structure

- A. Review of basic parts of speech
- B. What makes complete sentences
- C. Sentence conciseness
- D. Use and placement of modifiers, phrases, and clauses
- E. Exercises in sentence structure

II. Written Expression

- A. Paragraphs
 1. Development
 2. Topic sentence
 3. Unity and coherence
- B. Types of expression
 1. Figures of speech
 2. Inductive and deductive reasoning
- C. Written exercises in paragraphs
- D. Descriptive reporting
 1. Organization and planning
 2. How to outline, using part or all of the standard outline
 3. Sequence; continuity

4. Numbering and referring to illustrations, tables, annexes, appendices
 5. Giving credit to sources and references by text reference, or by footnotes
- E. Letter writing
1. Business letters
 2. Instructions
 3. Inquiries and answers to inquiries
 4. Letters of application
- F. Use of capitals and punctuation marks
1. Capitalization
 2. Punctuation
 - a. Period, question mark, and exclamation point
 - b. Comma
 - c. Semicolon
 - d. Colon
 - e. Dash
 - f. Parentheses
 - g. Brackets showing added material not in original
 - h. Asterisks used in series to show ellipsis (material left out)
 - i. Apostrophe
 - j. Quotation marks, single and double; how to use with other punctuation
- G. Spelling
1. Word division
 2. Types of dictionaries
 3. How to use dictionaries
 4. Diacritical marks and accent marks
 5. Prefixes and suffixes
 6. Word meaning
- H. Exercises in mechanics of written expression

III. Talking and Listening

- A. Organization of topics
- B. Directness in speaking
- C. Conversation courtesies
- D. Listening faults
- E. Taking notes
- F. Extemporaneous talking (3-5 minutes) and listening (note taking)

IV. The Report Form

- A. Characteristics of the report
- B. Report functions
 - 1. To inform
 - 2. To record
 - 3. To solve problems and cause action (to influence)
 - a. Statement of the problem
 - b. Findings (facts bearing on the problem background)
 - c. Assumptions
 - d. Conclusions
 - e. Recommendations
 - f. Annexes and appendices
 - 4. To build up good will for the department
- C. Informal reports (short form)
 - 1. Memorandum reports
 - 2. Business letter reports
 - 3. Outline reports
 - 4. Laboratory reports
 - 5. Nonclassified reports

SUGGESTED TEXT:

Shurter, Robert LeFevre. Written Communications in Business.
New York: McGraw-Hill Book Company, Inc., 1957.

SUGGESTED REFERENCES:

Hodges, John C. Harbrace College Handbook; Latest Edition. New
York: Harcourt, Brace and World, Inc.

Sherman, Theodore Allison. Modern Technical Writing. Englewood
Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Webster's New Collegiate Dictionary. Springfield, Massachusetts:
G. & C. Merriam Company.

COURSE OUTLINE

BIO 1111 BASIC HEALTH SCIENCE (Anatomy and Physiology)

COURSE DESCRIPTION:

This course is designed to give the student an understanding of basic science principles and their relationships to health. The course includes study of the structure and function of the human body, principles of food and nutrition and selected principles of microbiology.

OBJECTIVES: The student will be able to:

Identify and describe all the systems of the body and discuss the function of each as it relates to the body as a whole.

COURSE HOURS PER WEEK: Class 3; Laboratory 4

QUARTER HOURS CREDIT: 5

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Body As a Whole

- A. Structural units
 - 1. Cells
 - 2. Tissues
 - 3. Organs
 - 4. Systems
- B. General plan
 - 1. Cranial cavity
 - 2. Spinal cavity
 - 3. Thoracic cavity
 - 4. Abdominopelvic cavity
- C. Body planes, positions and directions
- D. Anatomic and clinical divisions of abdomen

II. Skeletal System

- A. Bones
 - 1. Classification
 - 2. Functions

- B. Divisions of skeleton
 - 1. Axial
 - 2. Appendicular
- C. Projections and depressions
- D. Joints

III. Muscular System

- A. Classifications of muscular tissue and type of action
- B. Functions of muscles
- C. Physiology of muscles
- D. Action of striated muscles
- E. Origins and insertions

IV. Integumentary System

- A. Structure of skin
- B. Function
- C. Appendages of accessory organs
- D. Mammary glands

V. Nervous System

- A. Nerve cells
 - 1. Structure
 - 2. Types
 - 3. Reflex arc
- B. Division of nervous system
 - 1. (CNS) central nervous system
 - a. Brain
 - b. Spinal cord
 - 2. (PNS) peripheral nervous system
 - a. Cranial nerves and end organs
 - b. Spinal nerves and end organs
- C. Central nervous system
 - Coverings and fluid spaces
- D. Autonomic nervous system
 - 1. Sympathetic
 - 2. Parasympathetic
- E. Sense organs
 - 1. Receptors
 - 2. Special sense organs
 - 3. Kinds of senses

VI. Circulatory and Hematologic Systems

- A. Organs of the circulatory system
- B. Function of the organs

- C. Flow of the blood
- D. Composition of blood
- E. Blood groups (types)
- F. Rh factor

VII. Lymphatic System

- A. Composition of lymphatic system
- B. Location
- C. Function

VIII. Respiratory System

- A. Organs of respiratory system
- B. Location of the organs
- C. Function of the organs
- D. Mediastinum

IX. Digestive System

- A. Alimentary canal
 - 1. Divisions
 - 2. Functions
- B. Accessory organs
 - 1. Structure
 - 2. Functions
- C. Nutrition
 - 1. Diets
 - 2. Special diets

X. Urinary System

- A. Organs of the urinary system
- B. Location of the organs
- C. Function of the organs

XI. Endocrine System

- A. The endocrine glands
- B. Location of the endocrine glands
- C. Function of the endocrine glands
- D. Direct and indirect action of the hormones

XII. Reproductive System

- A. Male
 - 1. Organs of the male reproductive system
 - 2. Function of the organs

B. Female

1. Organs of the female reproductive system
 - a. External
 - b. Internal
 - c. Accessory
2. Function of the organs

SPECIFIC BEHAVIORAL OBJECTIVES

BIO 1111

BASIC HEALTH SCIENCE

OBJECTIVES - First Week

Upon successful completion of this unit the student will be able to:

1. Begin to use proper terminology and think of anatomical descriptions of the body, using these terms proficiently.
2. Have an understanding of the structure of the generalized cell including intracellular structures, their functions, and their importance to the life of the cell....the cell membrane, nucleus, cytoplasm, mitochondria, ribosome, endoplasmic reticulum.
3. Discuss the structural make up of different types of tissues relating these differences to their functions.
4. Gain an understanding of how cells, tissues, organs, and systems inter-relate.
5. Recognize the properties of protoplasm and cell membranes and their importance to life processes and homeostasis.
6. Discuss thoroughly the basic physiological processes so necessary to homeostasis in the human body, such as filtration, diffusion, osmosis. An effort should be made to directly relate these to specific body functions (e.g. kidney action).

If time permits, actual demonstrations, slides or film loops can be shown to demonstrate filtration and osmosis.

After learning proper aseptic technique, the student may be allowed to study osmosis with regard to his own blood sample from a finger prick, mixing three drops of blood on a slide with hypertonic saline, physiological or isotonic saline, and hypotonic saline, and observing under a microscope to demonstrate normal blood cells, hemolysis, and crenation.

7. Define the following terms:

ventral
superior
inferior
medial

viscera
thoracic
abdominopelvic
epithelium

membrane
organ
system
anomaly

lateral
proximal
distal
sagittal or longitudinal
frontal or coronal
transverse or horizontal

Keratin
connective tissue
fibroblasts
adipose tissue
cartilage
bone

phagocytosis
hydrostatic pressure
hemolysis
physiological saline
crenation
homeostasis

BIO 1111

BASIC HEALTH SCIENCE

OBJECTIVE - Second Week

Upon successful completion of this unit the student will be able to:

1. Discuss the functions of the skeleton including support, movement, hemopoiesis protection, and the structures of bone which contribute to these functions.
2. Explain formation and growth of bone, including ossification and functions of epiphyseal cartilage.
3. List types of bone and give an example of each.
4. Grasp the importance and functions of the bone markings, becoming familiar with the terms used to describe them.
5. Locate on himself and/or on a human skeleton the major bones of the appendicular and axial skeleton.
6. Note differences between male and female skeleton, skeletons of the very young versus the older individual.
7. Define and list the different types of joints and the movements for which they are responsible.
8. Diagram and label a synovial joint.
9. Give definitions of the following terms:

marrow

synovial membrane

Wormian bones

ligament

ossification

fontanel

erythropoiesis

suture

BIO 1111
BASIC HEALTH SCIENCE

OBJECTIVES - Third Week

Upon successful completion of this unit the student will be able to:

1. Discuss the functions and properties of the muscles including the three types of muscle tissue, their differences and similarities.
2. Describe the mechanism and physiological basis for muscle contraction including energy sources, oxygen debt and fatigue.
3. List and describe types of muscle contractions.
4. Discuss general aspects of skeletal muscles.
5. Name and locate on your own body, the major skeletal muscles.
6. Determine approximate action of the major skeletal muscles.
7. Be able to locate and identify the important muscles of the body.
8. Define the following:

ATP	synergists	tendon
atrophy	aponeurosis	glycolysis
hypertrophy	voluntary	origin
rigor mortis	involuntary	insertion
muscle tone	syncytium	anaerobic
antagonists	fibrillation	aerobic
prime movers	convulsions	

BIO 1111
BASIC HEALTH SCIENCE

OBJECTIVES - Fourth Week

Upon completion of this unit, the student should be able to:

1. Discuss the general function of the nervous system.
2. Draw and label a simplified neuron and a synapse.
3. Describe appearance, position and function of the coverings and spaces of the brain and spinal cord.
4. Describe the structures of the spinal cord and the spinal nerves with regard to structure and function.
5. Describe the general structure, location and functions of the various parts of the brain - cerebrum, thalamus, hypothalamus, cerebral penduncles, and corpora quadrigemina, cerebellum, pons, medulla.
6. List the twelve cranial nerves and their functions.
7. Define the following:

gray matter

convulsion

meningitis

Myelin

neurilemma

cerebrospinal fluid

Axons

autonomic nervous system gyri

Dendrites

CNS

Synapse

receptor

afferent neuron

effector

neuritis

hydrocephalus

BASIC HEALTH SCIENCE

OBJECTIVES - Fifth Week

Upon successful completion of this unit the student will be able to:

1. Describe the autonomic nervous system, its parasympathetic and sympathetic divisions, ganglia outside the brain and spinal cord, and the target organs which it innervates.
2. Discuss the sympathetic division and its influence over the body.
3. Discuss the parasympathetic division and its influence over the body.
4. Diagram and/or label a diagram of the structure of the eyeball.
5. Tell where the chambers of the eye are located and what fluids they contain.
6. Discuss the physiology of vision including refraction, near-sightedness, farsightedness, accommodation, convergence, visual acuity.
7. Diagram and label the middle and internal ear, including the tympanic membranes, hammer, anvil, stirrup, labyrinth, vestibule, cochlea, semicircular canals.
8. Explain the physiology of hearing and equilibrium.
9. Define the following terms:

gray matter	fovea	20/20
white matter	glaucoma	organ of Corti
rods	blind spot	
cones	myopia	

BASIC HEALTH SCIENCE

OBJECTIVES - Sixth Week

Upon successful completion of this unit the student will be able to:

1. Identify by actual demonstration, on slides or pictures, the cellular components of blood and give the functions of each and where they are formed.
2. Differentiate between plasma and serum.
3. Explain the process of blood clotting, giving the importance of clotting factors, platelets, vitamen K, Calcium ions and fibrin.
4. Define antigen and antibody and relate these definitions to actual situations such as blood groups and hemagglutination.
5. Explain the basis for blood transfusions as determined by the definitions in objective number four.
6. Explain erythroblastosis fetalis, why it occurs, and why usually after the first child.
7. Label a diagram of the heart including the coverings, chambers, and valves.
8. Explain the difference between the fetal heart and post-natal heart and what happens if the proper changes do not occur.
9. Define the following terms:

hemoglobin	eosinophil	"blue-baby"
anemia	basophil	pulmonary circulation
erythropoiesis	polycythemia	portal system
neutrophil	phagocytosis	SA node
lymphocyte	hemophilia	AV node
monocyte	Rh factor	edema

10. Explain the flow of oxygenated and deoxygenated blood through the heart, arteries, capillaries, veins, being able to name and locate some of the major veins and arteries.
11. Explain the cardiac cycle and blood pressure, (diastolic and systolic) and how pulse relates to heart beat.
12. Give the functions and general structure of the lymph system.
13. Locate and give the function of the spleen.

(Note: Students may take, record and compare the pulse rates and blood pressures of fellow students. This will entail proper techniques for use of sphygmomanometer. Differentially stained (Wright's stain smears of blood will be viewed with the student identifying the main cellular types [erythrocytes and leucocytes]. Students will investigate the principle of blood types by typing their own blood).

BASIC HEALTH SCIENCE

OBJECTIVES - Seventh Week

Upon successful completion of this unit the student will be able to:

1. Define the three processes involved in respiration and be able to distinguish between internal and external respiration.
2. List the parts of the respiratory system; conducting passages, bronchi, alveoli, lungs, pleura, & relate their anatomical structure to their function.
3. Discuss the physical mechanics of respiration and the nervous and chemical control over breathing.
4. Explain tidal volume, inspiratory capacity and volume, expiratory reserve volume, vital capacity, total lung capacity, minimal air.
5. Discuss oxygen and carbon dioxide transport by the blood.
6. Give effects of general anesthetics on respiration.
7. List several causes of hypoxia
8. Define the following:

pleurisy

hyperpnea

antibiotic

pneumothorax

hypoxia

tonsillitis

apnea

hyperventilation

dyspnea

hemoglobin

BASIC HEALTH SCIENCE

OBJECTIVES - Eighth Week

Upon successful completion of this unit the student will be able to:

1. Give a general description of the various parts of the digestive tract and the accessory organs relating what part each plays in digestion.
2. List the areas where breakdown of certain foods occur, given the breakdown products and their eventual fate.
3. List digestive enzymes, telling where they are secreted and what they do.
4. Describe absorption from various parts of the digestive system.
5. Define metabolism, anabolism, catabolism, and relate these to basic metabolic rate, gluconeogenesis, and glycongenolysis.
6. Discuss the importance of vitamins and minerals in the diet.
7. Define the following:

digestion	peristalsis	active transport
absorption	defecation	glycogen
peritonitis	feces	babyteeth
jaundice	putrification	permanent teeth

BASIC HEALTH SCIENCE

OBJECTIVES - Ninth Week

Upon successful completion of this unit the student will be able to:

1. List and describe the gross structures of the organs of the urinary system.
2. Describe the gross structure of the kidney as well as the microscopic functional units - the nephrons (Bowman's capsule, Glomerulus, Afferent vessel, Efferent vessel, Proximal convoluted tubule, Loop of Henle, Distal convoluted tubule, and collecting tubule).
3. Discuss the processes which occur in the formation of urine and tell where they occur with regard to the structure of the nephron unit.
4. Give the rate of urine formation and general composition of urine.
5. Discuss the importance of and factors involved in maintaining water balance.

6. Define the following:

homeostasis	micturition	edema
anuria	cystoscopy	dehydration
dysuria	interstitial fluid	urea
renal shutdown	intracellular fluid	renal calculi

BASIC HEALTH SCIENCE

OBJECTIVES - Tenth Week

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

1. Differentiate between endocrine and exocrine glands.
2. Give some general characteristics of hormones.
3. List the endocrine glands, their locations in the body, and the hormones which they secrete.
4. Give the functions of the different hormones and the effect of their over-secretion and under-secretion.
5. Define the following:

master gland	diabetes mellitus	Addison's Disease
mixed gland	goiter	Cushings' Disease
feedback regulation	diabetes insipidus	

BIO 1111
BASIC HEALTH SCIENCE

OBJECTIVES - Eleventh Week

Upon completion of the eleventh week the student will be able to:

1. Distinguish between primary and secondary sex characteristics or organs.
2. Give the glands and accessory organs in the male reproductive system, their secretions, and their functions.
3. Discuss the production of sperm in the testes.
4. List the parts of the female reproductive system.
5. Discuss the menstrual cycle, the hormone variations, maturation of the egg, and changes in the endometrium.
6. Discuss pregnancy, the maintenance of pregnancy by hormones, and the importance of the placenta as a transfer area between the mother and fetus.
7. Define the following:

castration	fertilization	spermatogenesis
sterility	estrogens	perineum
ejaculation	oogenesis	semen

Second Quarter

COURSE OUTLINE

T-BUS 142 MEDICAL TERMINOLOGY AND VOCABULARY II

COURSE DESCRIPTION:

An introductory course for paramedical personnel, which deals with basic tools for building a medical vocabulary and mastering the identification of anatomical roots, prefixes and suffixes of words, as well as Greek and Latin verbs and adjectives. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words.

OBJECTIVES: The student will be able to:

- (1) Identify words through structural analysis and recognize the terms through translation of word components.
- (2) Pronounce medical terms.
- (3) Facilitate spelling of medical terms.
- (4) Define medical terms as they pertain to anatomy, physiology and diseases, operations, tumors, drugs, and related descriptive terms.
- (5) Relate medical terms as they pertain to anatomy, physiology and diseases, operations, tumors, drugs, and related descriptive terms.
- (6) Develop a better understanding of medical terms by showing a relationship to English.
- (7) Use appropriate abbreviations and symbols.

COURSE HOURS PER WEEK: Class 3; Laboratory 0.

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Introduction: Science That Deals with Study of the Body

- A. Anatomy
- B. Physiology

- C. Pathology
- D. Embryology
- E. Histology
- F. Biology
- G. Preventive medicine
 - 1. Microbiology
 - 2. Communicable diseases
- H. Abbreviations and symbols

II. Specialities of Medicine

- A. Pediatrics
- B. Gynecology
- C. Obstetrics
- D. Surgery
- E. Eye, ear, nose, and throat
- F. Radiology or roentgenology
- G. Urology
- H. Cardiology
- I. Endocrinology
- J. Dermatology
- K. Internal medicine
- L. Psychiatry
- M. Pathology
- N. Orthopedics
- O. Abbreviations and symbols

III. Introduction to Basic Tools

- A. Use of dictionary
 - 1. Abridged
 - 2. Medical
- B. Pronunciation of medical terms
- C. Plurals
- D. Spelling
- E. Abbreviations

IV. Origin of Medical Terminology

- A. Prefixes
 - 1. Definition
 - 2. Translation of Greek or Latin
 - 3. Examples
- B. Suffixes
 - 1. Definition
 - 2. Translation of Greek or Latin
 - 3. Examples

- C. Greek and Latin verbal roots
- D. Greek and Latin adjectival roots
- E. Combination of prefixes, suffixes, and roots
- F. Formation of plurals
- G. Division of words

V. Anatomical Roots for Words Pertaining to Organs and Body Fluids

VI. Cells, Organs and Structures of the Body

- A. Classification of matter
- B. Characteristics of living matter
- C. Cells
 - 1. Composition of cells
 - 2. Role and type of chromosomes
- D. Tissues
 - 1. Types
 - 2. Structure
 - 3. Function
- E. Organs
- F. Systems
- G. Positions and directions
- H. Anatomical planes
- I. Anatomical postures
- J. Descriptive terms
- K. Abbreviations and symbols

VII. Skeletal System Anatomy

- A. Bones
 - 1. Composition
 - 2. Structure
 - 3. Blood supply
 - 4. Development
 - 5. Growth
 - 6. Classification
 - 7. Structural descriptive terms
 - 8. Location of bones
- B. Joints
 - 1. Classification
 - 2. Types of movement
- C. Bursa
- D. Diseases, operations, tumors, drugs, and descriptive terms
- E. Abbreviations and symbols

VIII. Muscular System

- A. Allied muscular structures
- B. Composition
- C. Classification

- D. Attachment
- E. Movement
- F. Location
- G. Diseases, operations, tumors, drugs, and descriptive terms
- H. Abbreviations and symbols

IX. Integumentary System

- A. Skin
 - 1. Composition
 - a. Epidermis
 - b. Dermis
 - 2. Structure
- B. Hair
- C. Sweat and sebaceous glands
- D. Nails
- E. Breast and lactation
- F. Diseases, operations, tumors, drugs, and descriptive terms
- G. Abbreviations and symbols

X. Nervous System

- A. Nerve structures
- B. Central nervous system
- C. Functional areas of the cerebral cortex
- D. Cerebrospinal fluid
- E. Electroencephalograph
- F. Cranial nerves
- G. Spinal cord
 - 1. Structure
 - 2. Function
- H. Peripheral nervous system
- I. Autonomic nervous system
- J. Sympathetic system
- K. Parasympathetic system
- L. Diseases, operations, tumors, drugs, and descriptive terms
- M. Abbreviations and symbols

XI. Special Senses

- A. Nose and related anatomical terms
- B. Eye and related anatomical terms
- C. Ear and related anatomical terms
- D. Diseases, tumors, operations, drugs, and descriptive terms of the eye
- E. Diseases, tumors, operations, drugs, and descriptive terms of the ear
- F. Terms referring to smell
- G. Terms referring to taste
- H. Abbreviations and symbols

SUGGESTED TEXTS:

Skelly, Esther G. Medications for the Nurse. Albany, New York: Delmar Publishers, Inc., 1967.

Young, Clara Gene and Barger, James D. Learning Medical Terminology Step by Step. St. Louis: The C. V. Mosby Co., 1967.

SUGGESTED REFERENCES:

A Psychiatric Glossary. Washington, D. C.: American Psychiatric Association, 1969.

Bergerson, Betty S. and Krug, Elsie E. Pharmacology in Nursing. Saint Louis: C. V. Mosby Company, 1969.

Bollo, Louise Espey. Introduction to Medicine and Medical Terminology. Philadelphia: W. B. Saunders Co., 1961.

Dorland's Illustrated Medical Dictionary. Twenty-Fourth Edition. Philadelphia: W. B. Saunders Co., 1965.

Gross, Verlee E. Mastering Medical Terminology. Second Edition. North Hollywood: Halls of Ivey Press, 10523 Burbank Blvd., 91601.

Memmler, Ruth L. and Roda, Ruth B. Structure and Function of the Human Body. Philadelphia: J. B. Lippincott Company, 1970.

Merriam-Webster. Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. and C. Merriam Co.

Physician's Desk Reference. Twenty-Fifth Edition. Oradell, N. J.: Medical Economics, Inc., Division of Litton Industries, Inc., 1971.

Siegfried, Walter R. Typing Medical Forms. New York: McGraw-Hill Book Company, 1969.

Taber, Clarence Wilbur. Taber's Cyclopedic Medical Dictionary. Ninth Edition. Philadelphia: F. A. Davis Company, 1963.

COURSE OUTLINE

T-BUS 120 ACCOUNTING

COURSE DESCRIPTION:

Principles, techniques and tools of accounting, for understanding of the mechanics of accounting - collecting, summarizing, analyzing, and reporting information about service and merchantile enterprises, to include practical application of the principles learned.

OBJECTIVES: The student will be able to:

- (1) Develop an understanding of the basic structure of modern accounting as it is used in the proprietorship form of business.
- (2) Familiarize himself with the special journals and their functions.
- (3) Develop an understanding of accounting terms.

COURSE HOURS PER WEEK: Class 5; Laboratory 2

QUARTER HOURS CREDIT: 6

PREREQUISITE: T-MAT 110

OUTLINE OF INSTRUCTION:

- I. Introduction to bookkeeping and accounting
 - A. Need for accounting
 - B. Professions in accounting
 - C. Accounting equation
 1. Assets
 2. Liabilities
 3. Proprietorship
 4. Effect of transactions on each element of the equation
 - D. Beginning accounting statements
 1. Balance sheet
 - a. Classification of items
 - b. Forms of balance sheets
 2. Income statement
 - a. Form
 - b. Classification of items

3. Capital statement
4. Analyzing the statement

II. Accounting Cycle

- A. Account
 1. Form
 2. T accounts
 3. Ledger arrangement
 4. Debits and credits
- B. Trial balance
 1. Form
 2. Footing accounts
 3. Purpose
- C. Journal and ledgers
 1. General journal form
 2. Posting
 3. Error detection
- D. Sales and cash receipts
 1. Sales invoice
 - Discounts
 - (1) Cash
 - (2) Trade
 2. Sales journal
 - a. One column
 - b. Three column
 - c. Posting from
 3. Sales returns and allowances
 4. Cash receipt journal
 - a. Form
 - b. Posting
 5. Keeping a subsidiary ledger with accounts receivable
 - a. Posting to
 - b. Schedule of accounts receivable
- E. Purchases and cash payments
 1. Invoice
 2. Purchase journal
 - a. Form
 - b. Posting
 3. Purchase returns and allowances
 4. Cash payments journal
 - a. Form
 - b. Posting
 5. Keeping a subsidiary ledger with accounts payable
 - a. Posting to
 - b. Schedule of accounts payable
- F. Periodic summary
 1. Trial balance

2. Worksheet
 - a. Form
 - b. Typical adjustments
 - c. Extensions
3. Preparation of financial statements with supporting schedules
 - a. Income statement
 - b. Balance sheet
4. Adjusting entries
5. Closing entries
6. Post-closing trial balance
7. Reversing entries

III. Notes, prepayments and accruals

- A. Notes and interest
 1. Use of credit instruments in business
 2. Computing interest
 - a. PRT formula
 - b. 6% 60-day method
 - c. Interest tables
 3. Counting days
 - a. Due dates
 - b. Interim days
 - c. Use of tables
 4. Notes payable and interest expense
 - a. Recording
 - b. Accruing
 5. Notes receivable and interest income
 - a. Recording
 - b. Discounting
 - c. Dishonored notes
 6. Reporting interest on the income statement
- B. Prepaid, unearned and accrued items
 1. Prepaid expenses
 - a. Recorded as assets
 - b. Recorded as expenses
 2. Unearned revenue
 - a. Recorded as a liability
 - b. Recorded as income
 3. Accrued items
 - a. Assets
 - b. Liabilities

IV. Receivables, inventory and fixed assets

- A. Receivables
 1. Classification
 2. Provision for doubtful accounts
 - a. Setting up
 - b. Write off of uncollectable account
 - c. Provision in the balance sheet

3. Collection of accounts previously written off
- B. Inventories
 1. Methods of keeping inventories
 - a. Periodic
 - b. Perpetual
 2. Establishing inventory cost
 - a. First-in, first-out method
 - b. Last-in, first-out method
 - c. Weighed-average method
- C. Fixed assets
 1. Establishing original cost
 2. Depreciation
 - a. Recording
 - b. Methods of computing
 - (1) Straight line
 - (2) Declining balance
 - (3) Sum of the years-digit
 3. Exchange and sale of fixed assets
 - a. Recognizing gain or loss
 - b. Not recognizing gain or loss
 4. Balance sheet presentation

SUGGESTED TEXT:

Noble, H. S., and Niswonger, C. Rollin. Accounting Principles; Eighth Edition. Cincinnati: South-Western Publishing Co., 1961.

Carson, A. B., Sherwood, J. F., and Boling, Clem. College Accounting; Seventh Edition. Cincinnati: South-Western Publishing Co., 1962.

Carson, A. B., Sherwood, J. F., and Boling, Clem. Secretarial Accounting; Seventh Edition. Cincinnati: South-Western Publishing Co., 1962.

SUGGESTED REFERENCES:

VanVoorhis, Robert H., Palmer, Charles E., and Archer, Fred C. College Accounting Theory and Practice. New York: Gregg Publishing Division, McGraw-Hill Book Co., Inc., 1963.

Meigs, Walter B., and Johnson, Charles E. Accounting. New York: McGraw-Hill Book Co., Inc., 1962.

Workbook and Practice Set for Accounting Principles; Eighth Edition. Cincinnati: South-Western Publishing Co., 1961.

Workbook and Practice Set for College Accounting; Seventh Edition. Cincinnati: South-Western Publishing Co., 1962.

Finney, Harry A., and Miller, Herbert E. Principles of Accounting: Introduction; Fifth Edition. Englewood Cliffs: Prentice-Hall, Inc., 1957.

COURSE OUTLINE

T-BUS 103 TYPEWRITING

COURSE DESCRIPTION:

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript, correspondence, and business forms.

OBJECTIVES: The student will be able to:

- (1) Develop a higher degree of skill in speed and accuracy in typewriting.
- (2) Develop the ability to execute the duties of a typist with the minimum of supervision.
- (3) Apply learned skills and techniques in producing projects in setting up tabulations, in preparing manuscripts, correspondence, and business forms at acceptable production rates.
- (4) Develop the ability to utilize time efficiently, an appreciation of neatness, and to work harmoniously with others.

COURSE HOURS PER WEEK: Class 2; Laboratory 3

QUARTER HOURS CREDIT: 3

PREREQUISITES: T-BUS 102 or the equivalent. Speed requirement, 30 w.p.m. for five minutes.

OUTLINE OF INSTRUCTION:

I. Review

- A. Operative parts
- B. Correct techniques
- C. Letter types and styles
- D. Simple tabulation
- E. Manuscripts

II. Techniques Development

- A. Correct stroking
- B. Rhythmic drills

- C. Levels of practice
 - 1. Speed drills
 - a. Carriage return
 - b. Margin release
 - c. Backspacer
 - d. Tabulator
 - 2. Control drills
 - 3. Figures drive
- D. Erasing
- E. Carbon paper
 - 1. Characteristics
 - 2. Weights and colors
 - 3. Assembling a carbon pack

III. Correspondence

- A. Additional letter parts
 - 1. Enclosure
 - 2. Typed company name
 - 3. Carbon copy notation
 - 4. Signer's title
- B. Letter placement
- C. Additional letter styles
 - 1. Blocked form
 - 2. Indented form
 - 3. Semiblocked form
 - 4. Official form
- D. Addressing envelopes
 - 1. Blocked style
 - 2. Indented style
 - 3. Placement of address and special notations
 - 4. Spacing of address
- E. Letter spacing
 - 1. Single
 - 2. Double
- F. Letter types
 - 1. Personal
 - 2. Business
- G. Postal cards
 - 1. Styles
 - a. Blocked
 - b. Indented
 - 2. Address
 - 3. Message
 - 4. Spacesavers
 - a. Omission of complimentary closing and reference initials
 - b. Omission of blank spaces
 - c. Reduction of space for signature
 - d. Return address on front of card

IV. Business Forms

- A. How to type on printed business forms
- B. Memorandums
 - 1. Completely typed forms
 - 2. Printed forms
 - 3. Styles
 - a. Blocked
 - b. Semiblocked
 - 4. Line of writing
 - 5. Placement
- C. Telegrams
- D. Invoices

V. Manuscripts

- A. Proofreader's marks
- B. Forms
 - 1. Bound
 - 2. Unbound
- C. Types
 - 1. Reports
 - 2. News releases
 - 3. Magazine articles
 - 4. Book-page formats
- D. Footnotes
 - 1. Purpose
 - 2. Styling
 - 3. Numbering
 - 4. Spacing
- E. Margins
 - 1. Top
 - 2. Bottom
 - 3. Side
- F. Spacing
 - 1. Before and after headings
 - a. Main titles
 - b. Subtitles
 - c. Paragraph headings
 - d. Side headings
 - e. Running head
 - f. Quotations
 - g. Page number
 - 2. Main body
- G. Use of a guide sheet

VI. Tabulation

- A. Types of tables
 - 1. Ruled
 - 2. Boxed

- B. Spacing
 - 1. Vertical
 - 2. Horizontal
 - 3. Before and after rules
 - 4. Between columns
- C. Centering headings
 - 1. Column
 - 2. Braced
 - a. Spacing--difference method
 - b. Counting method
 - c. Midpoint method
- D. Table footnotes
 - 1. Short - centered
 - 2. Long -- a left margin

SUGGESTED TEXTS:

Lessenberry-Wanous. College Typewriting, Intensive Course, 150 Lessons; Sixth Edition, Cincinnati: South-Western Publishing Company, 1960.

Lloyd, Alan C., Roe, John L., Winger, Fred E. Gregg Typewriting for Colleges; Intensive Course; Second Edition. New York: Gregg Division, McGraw-Hill Book Company, Inc., 1964.

SUGGESTED REFERENCES:

Leslie, Louis A., Twenty Thousand Words; Fourth Edition. New York: Gregg Division, McGraw-Hill Book Company, Inc., 1959.

Silverthorn, J. E., Word Division Manual. Cincinnati: South-Western Publishing Company, 1958.

Teaching tapes for Gregg Typewriting for Colleges; Second Edition, Intensive Course.

Workbooks I and II for Gregg Typewriting for Colleges; Second Edition, Intensive Course.

Workbooks I and II for College Typewriting; Sixth Edition, Intensive Course. South-Western Publishing Company.

STUDENT MANUAL, Self Instructional Course in Elementary Typewriting II, T-BUS 103 Programmed, Raleigh, Instructional Laboratory, Department of Community Colleges, 1971.

COURSE OUTLINE

ENG 1103 REPORT WRITING

COURSE DESCRIPTION:

Fundamentals of correct language usage applied to report writing. Emphasis is on principles of report construction and application to various report forms.

OBJECTIVES: The student will be able to:

Acquire proficiency in preparing reports and understanding various methods of preparing and presenting reports; to develop appreciation for accuracy and clarity in presenting information.

COURSE HOURS PER WEEK: Class 2

QUARTER HOURS CREDIT: 2

PREREQUISITE: ENG 1102

OUTLINE OF INSTRUCTION:

I. The Scientific Method

- A. Meaning of scientific method
 - 1. Gathering information
 - a. Factual data
 - b. Findings of other scientists or investigators
 - (1) Successful and unsuccessful
 - (2) Value of failures as stepping stones to success
 - c. Complexity of investigation
- B. Characteristics of scientific method
 - 1. Reliance on observation
 - 2. Analysis - the experimental process
 - 3. Objectivity
 - 4. Synthesis - evaluation or summary
- C. Essentials of scientific style of reporting
 - 1. Clarity and precision - explicitness
 - 2. Conciseness and directness
 - a. Inclusion of essentials
 - b. Exclusion of nonessentials

- D. The problem concept
 - 1. Types of problems
 - 2. Setting up a problem

II. The Techniques of Exposition

- A. Definitions of expositions
 - 1. The formal definition
 - 2. The operational definition
 - 3. The informal definition
- B. Overall organization of most presentations
 - 1. Introduction - tell what you are going to tell
 - a. Subjects in the order that are discussed in body
 - b. Purpose
 - c. Scope and limitations
 - 2. Body - the basic message
 - 3. Summary - condensation of essentials with minimum details
 - 4. Conclusions section, and recommendations section, based entirely on contents of body and summary, with no new information
 - 5. Bibliography, footnotes, tables, illustrations, and appendices; or audiovisual aids or handouts to audience during oral presentations
- C. The expository paragraph
 - 1. Starting with topic sentence
 - 2. Following logically, with each subtopic, showing connection
 - 3. Unity governs length
 - 4. Coherence and logical sequence structure
- D. Progression - maintaining unity, coherence, and emphasis
- E. Elements of style
 - 1. Sentence structure
 - a. Usually start with topic
 - b. Relate ideas logically
 - c. Relate pronouns and modifiers to their reference terms, use balance and parallelism
 - d. Prefer simple statements in active voice
 - 2. Style problems
 - a. Shop talk and jargon
 - b. Shifts in viewpoint, tense, voice
 - c. Achieving readability, completeness for purpose, accuracy
 - (1) Test for effectiveness
 - (2) Revise
- F. Necessity for review
 - 1. Assure that each part fully supports the next
 - a. Basic discussion
 - b. Summary
 - c. Conclusions
 - d. Recommendations
 - e. Abstract

2. Check number and letter sequence
 - a. Headings, illustrations, tables
 - b. References
3. Check agreement of table of contents with actual content
- G. Benefits of review
 1. By writer
 2. By person familiar with subject
 3. By person unfamiliar with subject
- H. Analysis of examples of sentence and paragraph structure

III. Types of Reports and Proper Procedures

- A. Characteristics of reports
- B. Functions of reports
- C. Informal reports - short form reports
 1. Memorandum reports
 2. Business letter reports
 3. Outline reports
- D. Formal reports
 1. Arrangements of one kind of written formal report
 - a. Cover, showing title, author and publisher optional, month and year
 - b. Title page usually same as cover, plus date
 - c. Table of contents
 - d. Abstract
 - e. Report proper
 - (1) Introduction
 - (2) Main message
 - (3) Summary
 - (4) Conclusions if appropriate
 - (5) Recommendation if appropriate
 - f. Bibliography and appendices, if needed
 - g. Tables, graphs, drawings, photographs
 - (1) Place in report proper if essential to meaning, as near as possible to text reference
 - (2) Placed in appendix if supplemental to message, or if necessary to have all together for comparison
 2. Preparation of formal report
 - a. Plan purpose, scope, approach
 - b. Make initial outline
 - c. Collect, select, and arrange materials
 - d. Draft
 - e. Revise
 - f. Obtain review comments
 - g. Finalize
- E. Special types of report forms
 1. Abstract
 2. Process explanation
 3. Case history
 4. Book review

5. Simple problem study, written or oral
 - a. Form
 - (1) Statement of problem
 - (2) Background
 - (3) Alternative solutions and their advantages and drawbacks
 - (4) Conclusions
 - (5) Recommendations
 - b. Advantages of courteous, inoffensive presentation

SUGGESTED TEXT:

Rhodes, F. H. Technical Report Writing; Second Edition. New York: McGraw-Hill Book Company, Inc., 1961.

SUGGESTED REFERENCES:

Guam, Carl G., Graves, Harold F., and Hoffman, Lyne S. S. Report Writing; Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Hicks, Tyler G. Successful Technical Writing. New York: McGraw-Hill Book Company, Inc., 1959.

Souther, James W. Technical Report Writing. New York: John Wiley and Sons, Inc., 1957.

COURSE OUTLINE

PSY 1101 HUMAN RELATIONS*

COURSE DESCRIPTION:

The development of an understanding of relationships to other persons through some of the basic principles of human psychology. The problems of the individual and his work situation are studied in relation to governmental practices and labor organizations, with special emphasis on the operating responsibilities of good management.

OBJECTIVES: The student will be able to:

- (1) Develop the basic principles of human behavior as applied to interpersonal relations on the job.
- (2) Understand the significance of interests, feelings, emotions, motivation, and learning in relation to their application to on-the-job problems and the total behavior of the individual.
- (3) Strive for maximum good health, posture, proper dress, good manners, and a genuine concern and respect for others.
- (4) Gain the ability to learn self-evaluation and carry out a program of self-improvement.

COURSE HOURS PER WEEK: Class 3

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

- I. Understanding the Meaning of "Human Relations" and "Personality"
 - A. The art of living in a social order
 1. History of organized society
 2. The term "human relations" analyzed

*This is an outline that attempts to cover all programs in the vocational field. It may be too long for your applied course in Human Relations. You may delete parts that do not apply and use parts that apply whether it is Practical Nurse Education, Power Mechanics, Business, Building trades, etc.

- a. What is human relations
 - b. The art of human relations
 - c. Popular misconception
 - d. Fundamental concepts
 - e. People in their work environment
 - f. Human relations and formal organization
 - g. Human relations and informal organization
 - h. Social environment surpasses that of the physical environment
3. The word "Personality" analyzed
 - a. What is personality
 - b. Key to a good personality
 - c. Spheres of personality
 - d. How personality is shown
 - e. Erroneous theories of personality
 - f. Personality differences
 - g. Personality can be improved
 4. Personality in human relations
 5. Personality and job opportunities
 - a. List of characteristics appear on application blanks
 - b. Applicants with superior personal traits will very likely be hired
 6. Personality, human relations, and success
 - a. Definitions
 - b. Summary of discussions
 - c. Case studies
- B. Working with others
1. Human relations program
 2. Factors in daily personal relations or off-the-job group determinants
 3. Group activity
 - a. We like to belong or belonging
 - b. Group power
 4. "Human relations exist in every business"
 - a. Small business - direct relationship between employer and employees
 - b. Large business - series of intermediaries such as foremen, supervisors, department heads, and directors
 5. Harmonious human relations are necessary for:
 - a. The head of a business firm
 - b. The worker
 - c. The worker to create and maintain them
 6. Human relations are difficult
 - a. Attitude of higher executives
 - b. Attitude of foreman
 - c. Importance of external factors

II. Identifying and Understanding the Sources of Problems in Human Relations

- A. Problems arising from work environment
 - 1. Individual psychological differences
 - 2. Differences in social backgrounds
 - 3. Adjustment of a worker to his group situation
 - 4. Motivation of workers
- B. Understanding problems in a formal business organization
 - 1. Mutual "trust" and "loyalty" are key words
 - 2. Worker must know the goals of the business
 - 3. Worker must support these goals
 - 4. Management must keep the worker informed
 - a. General organization of the business
 - b. Development of the business (successes and failures)
 - c. Plans of the business
 - d. Role of the worker
 - e. Worker's job and how it should be done
 - 5. Staff and operational functions
 - a. Staff meetings
 - b. Company bulletins and communications
 - c. Creation of interest
 - d. Training
 - e. Improvement of working conditions
 - 6. Role-playing by students to demonstrate working with others
 - a. To develop human relations training
 - b. To show effective supervision
 - c. To show weaknesses of organization
 - d. To develop downward, upward, and staff communications
 - e. To emphasize human problems with special employment groups

III. Human Relations and Organization

- A. Organization - small business (manufacturing)
 - 1. Objective and functions
 - a. Define the objective
 - b. Coordination of the necessary functions
 - c. Coordination of the abilities and efforts of people
 - 2. Basic functions
 - a. Financing
 - b. Product designing
 - c. Buying
 - d. Fabricating
 - e. Selling
- B. Coordination of functions
 - 1. Basic functions in an "organization chart"
 - a. Proper emphasis on each function
 - (1) Inventory balance
 - (2) Sales balance
 - b. No fixed formula for the relationship of functions

2. Different types of business involve a different set of functions
- C. Coordination of self (owner or inventor)
1. Know oneself
 2. Discipline to one's own actions
- D. Organizing people
1. The assistant
 - a. Assigned to the greatest workload
 - b. Performs tasks the boss does not like to do
 2. Functions have to be performed by different people
 - a. Individual differences
 - b. Greater degree of individual expression allowed
 - c. Individuals perform differently from time to time
 - (1) Personality
 - (2) Circumstances
 - (3) State of health
 - (4) Sense of well being
 3. Group action
 - a. Cooperation - operating or performing together means:
 - (1) Worker is doing his part
 - (2) Worker fits into the group
 - (3) Worker accepts the point of view of others
 - (4) Worker does things that please the "boss"
 - b. Important functions of an organized structure
 - (1) Will it hold together when some people fail to do their part
 - (2) Will it have a natural atmosphere of cooperative action
 - c. Human motivation stems from:
 - (1) Self-interest
 - (2) Personal satisfaction from the work
 - (3) Satisfying relations with other workers
 - (4) Acceptable working conditions
 - d. Personal satisfaction stems from:
 - (1) Material things (equitable wage and salary scale)
 - (2) Social nature and needs
 - (3) Personal "ego" motives
 - (4) Feeling of security
 - e. Combining people and functions
 - (1) Each person should know his function
 - (2) Each person should know the basis upon which he is judged for his accomplishments
 - (3) Each person should be given a clear statement of the amount of authority that he has in order to perform his function
 - (4) SUMMARY: "The ideal philosophy is to make the serving of the interests of each individual involved coincident with the serving of the interest of the group."*

*See Chapter 7 - Human Behavior in Industry; Finlay, Sartin and Tate - McGraw-Hill Book Co., Inc., New York.

IV. Speech and Conversation

- A. Language, a complex tool
 - 1. Through spoken and written language
 - a. We carry on business and trade
 - b. We make known our interests and desires
 - c. We are better able to understand much of the behavior of our fellow man
 - 2. Through books and other forms of recorded language, we have:
 - a. The accumulated knowledge of centuries
 - b. A treasure house of fascinating history
 - c. The events in the lives of our forefathers

- B. Influence of voice and speech
 - 1. A majority of communication today is carried on through the spoken word
 - 2. Affects success in both business and social situations
 - 3. Impresses new acquaintances
 - 4. Reveals your interests, your achievements, your philosophy and your emotional state

NOTE: "There is no index of character so sure as the voice." Disraeli.

- C. Conversation
 - 1. The communication of ideas on a "give" and "take" basis
 - a. Gives information, persuades people, and entertains others
 - b. The aim of the conversation depends on the circumstances
 - 2. Business conversation
 - a. Plan an appropriate course of action
 - b. Convince without defense
 - c. A test of skill requiring:
 - (1) An alert mind
 - (2) A ready tongue
 - (3) Tactful strategy
 - (4) Decisive action
 - d. Promotions come to the persons (salesmen):
 - (1) Who represent their employers in a commendable way
 - (2) Of whom the firm can be proud
 - 3. Interaction of business and social conversation
 - a. It is equally important for a businessman:
 - (1) To converse satisfactorily in business affairs
 - (2) To converse socially and carry on social activities
 - b. Some by products of good social conversation are:
 - (1) Learning more about human nature
 - (2) Making friends
 - (3) Improving his own personality

- (4) Increasing his ability in business conversation
 - (5) Getting new ideas
 - (6) Developing more tact and adaptability
4. Social conversation
 - a. The chief aim is to entertain
 - b. You must have something to say
 - c. Be able to say it well
 - d. Say it at the right time to the right people
 - e. Should be enlightening and interesting
 - f. London coffeehouse conversations vs. modern coffee breaks
 5. Role of the speaker
 - a. Should be sensitive to his listener
 - b. Adjust the topic of conversation to the interest of the listener
 - c. Talk easily without embarrassment
 - d. Vary his sentence structure to avoid monotony
 - e. Use colorful vocabulary
 - f. Share the time with people taking part in the conversation
 6. Topics for conversation stem from:
 - a. The ability to discuss topics of general interest
 - b. Being reasonably well read and informed
 - c. The dominant interests of the moment
 - (1) Business outlook
 - (2) Sports
 - (3) Movies, television, and entertainment
 - (4) Current news
 - (5) Travel
 - (6) Education
 7. Topics to avoid in conversation
 - a. Religion
 - b. Politics
 - c. Prejudices of any type
 - d. Yourself and your achievements or possessions
 - e. Money and what you can afford or cannot afford
 - f. Discussing personalities
 - g. Do not ridicule an acquaintance
 - h. Let the affairs of your friends remain their affairs
 - i. Any subject that may cause distress or embarrassment for someone in the group
 8. Changing the subject
 - a. Ask a timely question
 - b. Call attention to some object of real interest
 9. A conversation menu
 - a. Hostess plans the entree and dessert
 - b. Host should plan a "conversation menu"
 - c. Take care to provide interesting and nutritious food for the mind

10. Mannerisms
 - a. Unconscious behavior patterns of speech and bodily movement
 - b. Good or bad effects
 - c. Positive mannerisms
 - (1) Fix in the mind of the listener points the speaker is trying to make
 - (2) Words are punctuated by the lift of an eyebrow, a grimace, or a movement of the hands
 - (3) Certain mannerisms of movie actors and actresses are a part of their appealing personalities
 - d. Annoying mannerisms
 - (1) Detract from WHAT you are saying
 - (2) Emphasize HOW it is being said
 - (3) Cause many employees to be discharged
 - (4) Should be avoided before they become a habit
11. Role of the listener
 - a. To be a good listener requires much skill
 - b. Without listeners, there would be no conversation
 - c. A good listener inspires the speaker
 - d. An inattentive listener cannot reply intelligently
 - e. The silent listener should be drawn out by the speaker

V. Physical Elements of Speech

- A. Tone
- B. Pitch
- C. Inflection
- D. Emphasis
- E. Volume
- F. Rate of speech

VI. Effective Speech

- A. Physical elements
 1. Pronunciation
 2. Enunciation
 3. Diction
 4. Emotional color
 5. Ear training
 6. Health
- B. Vocabulary
 1. Our reading vocabulary is probably the most extensive
 2. Our writing vocabulary is usually larger than the speaking vocabulary
 3. Our speaking vocabulary is generally compound of:
 - a. Old faithfuls
 - b. Worn out phrases
 - c. Meaningless cliches

4. Building your vocabulary
 - a. Fascinating and rewarding experience
 - b. By reading, listening, studying
 - c. Use new words daily
 - d. Use the right word in the right place
 - e. Use simple, clear expressions
5. Importance of correct English
6. Suggestions for improving speech
 - a. Make a habit of breathing properly
 - b. Organize your thoughts and ideas before you speak
 - c. Develop a positive attitude
 - d. Think of listeners as helpful and friendly rather than critical
 - e. Concentrate on the meaning you are trying to convey
 - f. Acquire -- by practice -- effective vocal tone, pitch, and speech techniques
 - g. Analyze the attractive qualities of good speakers
 - h. Make a recording of your voice and analyze it for effective voice qualities
 - i. If possible, have your voice qualities analyzed by a speech specialist
7. Speech defects
 - a. Functional
 - b. Organic
 - c. Emotional
8. Summary
 - a. Speech habits
 - b. Speech correction
 - c. Effective conversation

VII. Intelligent Behavior

- A. Definitions and factors
 1. Capacity to learn
 - a. Heredity
 - b. Environment
 2. Capacity for abstract thinking
 - a. Think in terms of concepts
 - b. Concepts are of great practical usefulness
 - c. Abstract thinking requires the comprehension and manipulation of mental relationships
 3. Mental alertness
 - a. Quickness of observation
 - b. Understanding
 - c. Reaction
 - d. Foresight
 - e. Plan ahead
 4. Sound judgment
 - a. Wisdom
 - b. Common sense
 - c. Judgment

5. General adaptability
 - a. Capacity to fit into a variety of situations
 - b. Exercises common sense
 - c. Mentally alert
 - d. Learns from past experiences
 - e. Functions effectively
- B. Intelligent behavior evident early in life
 1. In an infant, behavior is seen first in responses of the senses
 - a. Eyes - ability to see
 - b. Ears - ability to hear
 - c. Nose - ability to smell
 - d. Mouth - ability to make sounds
 - e. Body - sensations and functions
 2. Coordination of sensorimotor responses
 - a. Sensory acts
 - (1) Seeing
 - (2) Hearing
 - (3) Tasting
 - (4) Feeling
 - (5) Smelling
 - b. Motor responses
 - (1) Creeping
 - (2) Reaching out
 - (3) Walking
 - c. Activities become streamlined
 - (1) Integration of the sense organs and muscles
 - (2) New situations in the environment are met with organized acts
 - (3) Improvement in physical behavior
 3. Language development
 - a. Uses nouns
 - b. Adds verbs
 - c. Finally adjectives and adverbs
 - d. Language provides:
 - (1) Swiftest means of communication
 - (2) Most efficient means of communication
 - (3) Implies a mental potential
- C. Kinds of intelligence
 1. Verbal or abstract intelligence
 - a. Mental pictures or imagery
 - b. Language and other symbols
 - c. Muscular basis of thinking
 2. Types of thinking
 - a. Perceptual
 - b. Reverie or associative
 - c. Inductive - deductive
 - d. Problem solving
 - e. Critical
 - f. Creative

3. Practical or mechanical ability
 - a. Manipulative and motor skills
 - b. Visual acuity
 - c. Hand and eye coordination
 - d. Dexterity
 - e. Mechanical relationships
 - f. Strength
4. Social intelligence
 - a. Understanding the feelings of others
 - b. Attempts to deal effectively with the problems of living
 - c. Requires adaptability
 - d. Adjustment with balance and sanity

VIII. Motives and Emotions

A. Primary drives

1. Motives as basic drives
 - a. Arouse, sustain and direct behavior
 - b. Reactions to external stimuli
 - c. Arise from the internal chemical conditions of the body
 - d. Have a sequence of events
 - (1) Toward the goal that satisfies
 - (2) Away from the condition that arouses the person
2. What are emotions
 - a. Strong feelings
 - b. Pleasant or unpleasant
 - c. Motivated behavior
 - d. Stirring or persistent
 - e. Inner force as strong as biological drives and the social motives
3. What emotions do to the body
 - a. Moments of excitement are accompanied by highly complex changes in the body
 - b. Nerve fibers leading to the heart are stimulated
 - c. Other fibers connected to the adrenal glands stimulate these organs
 - d. Adrenalin discharged affects blood and vital organs
 - e. Bodily activity is inhibited

B. How emotions differ from biological drives

1. Like hunger and sleep
2. Emotions are generally:
 - a. A reaction to either drive frustrations or drive satisfactions
 - b. An outgrowth of biological drives
 - c. Believed to serve drives
 - d. Recalled in experiences of pain or fear
 - e. Cause us to do something in order to reduce tension
3. The learned nature of emotions

- a. A child's earliest basic emotions are distress and delight
- B. Then specific emotions are developed
 - (1) Love
 - (2) Fear
 - (3) Rage
 - (4) And the like
- c. We learn to express emotions through conditioning
- d. The satisfaction of wants or desires is called adjustment
- C. Kinds of emotions
 - 1. Fear
 - 2. Anxiety
 - 3. Worry
 - 4. Anger
 - 5. Love
- D. People differ in reactions to emotional stimuli
 - 1. No two people react alike
 - 2. Some people are susceptible to emotional stimuli
 - 3. Older people are able to hide their feelings
 - 4. Young people because of actions are frequently said to be emotionally immature
- E. Controlling the emotions
 - 1. The capacity to understand and control your emotions is of vital importance in "human relations"
 - 2. Learning how to control your emotions
 - 3. Keep them from disrupting your business
 - 4. Personal relationships are well worth sustained and intensive effort
- F. Achieving emotional maturity
 - 1. Not measured in inches or pounds
 - 2. Maturity is an intangible
 - 3. Maturity is not how much you know, but how you use your knowledge
 - 4. Maturity is not confined to adults
 - 5. Maturity is a quality of personal adjustment
 - 6. Maturity continues throughout the life span
 - 7. Maturity involves becoming self-regulated
 - 8. Maturity is a product of group training
 - 9. When knowledge of life increases, you mature
 - 10. A mature person possesses a conscience that operates in the framework of a system of values developed through home, church, school and other models of behavior
- G. Criteria of maturity -- a person is emotionally mature when he:
 - 1. Accepts responsibility and sticks to a job until it is completed
 - 2. Knows his goal and works toward it by thinking for himself
 - 3. Knows that good relationships with others mean giving and receiving consideration and understanding
 - 4. Respects and loves his neighbors and himself
 - 5. Expresses his emotions in a constructive way
 - 6. Is sensitive to the feelings of others

7. Is aware of the effect of his behavior on others
8. Enjoys being with people, but also enjoys being alone
9. Is flexible and has the ability to defer to time, other persons, and circumstances
10. Follows directions and takes criticism without becoming offended
11. Has a sense of humor properly directed toward himself and toward others
12. Provides a pleasant life for himself through control of his behavior

H. Acquiring a sense of humor

1. A most valuable asset
2. A good laugh has saved many a delicate situation
3. To see the humorous side of life will remove pressure in tense moments
4. To cultivate a sense of humor
 - a. Be receptive
 - b. Be observant
 - c. Share a humorous incident with someone
 - d. Relate any amusing incidents to your friends and family

I. Cultivating a pleasant expression

1. Practice smiling at yourself in the mirror
2. Observe the faces of people in public places
3. Set your face to look attractive
4. Listen to your own laugh

IX. Emotional Conflict and Adjustment

A. Introduction

1. Motivation of man's behavior
2. Reality
3. Society's restrictions
4. Physical or mental handicaps

B. Frustration

1. Young person and the family car
2. External conditions or acts
3. Drive and incentive
4. Aggressive behavior
5. Withdrawal or compromise

C. Conflict

1. Two goals equally desirable but which motivate in opposite directions
2. Two goals equally undesirable
3. Two goals, one of which is as desirable as the other is undesirable

X. The Search for Adjustment

A. Characteristics and mechanisms

1. General characteristics

- a. Strong feelings of inadequacy
- b. Oversensitivity to criticism
- c. Ideas of self-deception
- d. Seclusiveness or unsociability
- e. Over-response to flattery
- f. Poor loser responses in competitive activities
- g. Hypercritical attitude toward others
- 2. Defense mechanisms
 - a. Overcompensation
 - b. Rationalization
 - c. Projection
 - d. Sour-grapes attitude
 - e. Identification
- 3. Escape mechanisms
 - a. Daydreaming
 - b. Seclusiveness
 - c. Repression
 - d. Regression
- B. Achieving personal adjustment
 - 1. Participation in group activities
 - 2. Evaluation through discussion
 - 3. Standard psychological tests
 - 4. Written self-evaluation

XI. Broadening your Interests

- A. Interest is a powerful force
 - 1. In shaping our personalities
 - 2. In the choice of an occupation
 - 3. In the choice of social contacts and friends
- B. Basic interests
 - 1. Biological needs
 - 2. Infant needs
- C. Widening interests
 - 1. Man's needs beyond biological
 - a. Home
 - b. Community
 - (1) Church
 - (2) Civic clubs
 - c. State
 - d. Entire country
 - 2. Spend leisure time wisely
 - a. Recreational activities
 - b. Travel
 - c. Hobbies
- D. Standards in evaluating activities
 - 1. Evaluate present activities
 - 2. Evaluate escape activities
 - 3. Evaluate appreciative activities
 - 4. Evaluate creative activities
 - 5. Evaluate service activities

- E. Building interests on past experiences
- F. How interests keep you young
- G. Discovering vocational interests and aptitudes
 - 1. Academic achievement
 - 2. School activities
 - 3. Hobbies
 - 4. Work experiences
- H. Career planning
 - 1. Investigation of job requirements
 - 2. Academic requirements
 - a. Short term training
 - b. Long period of education and training
 - 3. Mental ability
 - 4. Special abilities
 - 5. Physical demands
 - 6. Personality requirements
- I. Testing for vocational choice and jobs
 - 1. Types of tests
 - a. Interest
 - b. Aptitude
 - c. Personality
 - d. Achievement
 - e. General mental ability
 - 2. Sources of job information
 - a. The Dictionary of Occupational Titles
 - b. The Occupational Outlook Handbook
 - 3. Personal satisfaction from work
 - a. Money
 - b. Prestige
 - c. Self-expression
 - d. Authority
 - e. Fame
 - f. Many others

XII. Good Health and Posture

- A. Choosing a balanced diet
- B. Taking adequate exercise
- C. Getting enough sleep and rest
- D. Watching your weight
- E. Having periodic physical examinations
- F. Caring for eyes, ears and teeth
- G. Protecting yourself through immunization
- H. Use of stimulants
- I. Use of narcotics
- J. Good habits of posture
 - 1. Sitting
 - 2. Rising
 - 3. Standing
 - 4. Walking
 - 5. Care of the feet

XIII. Good Grooming and Dress

- A. Habits of neatness and dress
 - 1. Self-appraisal
 - 2. Habits to avoid
- B. Personal cleanliness
 - 1. Oral hygiene
 - 2. Care of the skin
 - 3. How to apply makeup for women
 - 4. The why and how of shaving for men
 - 5. Care of the hair
 - a. Men
 - b. Women
 - 6. Care of the hands and nails
 - a. Men
 - b. Women
- C. Physical fitness
 - 1. Healthy body tone reflects physical well being
 - 2. Regular exercise
 - a. Keeps muscles in tone
 - b. Increases strength
 - c. Improves personal appearance
 - d. Improves posture
- D. Aids to good grooming
 - 1. Materials used
 - 2. Materials organized for use
 - 3. Upkeep and repair of clothes
- E. Secrets of good grooming
 - 1. Men
 - 2. Women
 - 3. Summary discussion or case study
- F. Dress for men and women
 - 1. Influence of styles
 - 2. Dress for the business
 - 3. Casual clothing and sportswear
 - 4. Color and combinations
 - 5. How to shop intelligently
 - a. Learn to know materials
 - b. Examine the construction of a garment
 - c. What and when to buy
 - d. Value versus price
 - e. Buyer's check list
 - 6. Clothing care and maintenance
 - 7. Discussion or case studies

XIV. Good Manners

- A. Ideal behavior
 - 1. Knowing the proper things to do

2. Doing the tasks considerately and graciously
 3. Genuine concern for another person
 4. Manners are the heart of courteous behavior
- B. Manners
1. Kindness to others
 2. Consideration for others
 3. Etiquette versus manners
 4. Manners and common sense
 5. Why good manners are important
 6. Manners in the family
 7. Manners in public
 8. Manners in dating
 9. Manners in traveling
 - a. Types of travel
 - b. Luggage or packages
 - (1) Checking and storing parcels
 - (2) Safeguard your packages, purse, billfold, or other valuables
 10. Table manners
 - a. At home
 - b. With strangers or prospective employer
 - c. Dining out with your date or spouse
 - d. How and when to tip
 11. How to make an introduction
 - a. Men are always presented to women (see exception)
 - b. Young people are always presented to older people
 - c. Approximately the same age, honor the friend or out-of-town visitor
 - d. Shaking hands
 - (1) Men usually shake hands
 - (2) Women if they wish
 - (3) Woman extends her hand to a man
 12. Social correspondence
 - a. Cards of thanks
 - (1) Dinner
 - (2) Weekend visit
 - b. Written invitations
 - c. Thank you notes for gifts
 13. Telephone manners
 - a. Place calls correctly
 - b. Answer properly
 - c. Identify yourself
 - d. Transfer calls carefully
 - e. Taking calls for others
 - f. Leave the line courteously
 - g. Terminate calls pleasantly
 14. Manners and ethics in business
 - a. Your good manners
 - b. Office etiquette

- c. Ethical conduct
- 15. Discussion and case studies "manners"

XV. Effective Personality

- A. Evaluating personality
 - 1. Observing others
 - 2. Identifying basic traits
- B. Reasons for self-appraisal
 - 1. Impending or special event
 - 2. Looking for a job
 - 3. Meeting a stimulating personality
 - 4. Reading a book
- C. Methods of self-appraisal
 - 1. Social approval
 - 2. Security in general
 - 3. Physical security
 - 4. Economic security
 - 5. Security in social situations
 - 6. Emotional security
 - 7. Status
- D. Making a self-appraisal
 - 1. Discussion with others
 - 2. Writing a self-appraisal
- E. A program of self-improvement
- F. Formulating a personal philosophy of life
 - 1. Reevaluating your value system
 - 2. Defining your way of life
 - 3. Benefits from formulating a philosophy of life
 - 4. Writing your personal philosophy
 - a. List general principles
 - b. List of valid life goals
 - c. List attitudes and values
 - d. Write questions concerning your personal philosophy and a changing value system

XVI. Role of Management in Promoting Desirable Working Relations

- A. Effective leadership
 - 1. Responsibilities
 - 2. Methods
 - a. Information - a two-way process
 - (1) Clearly distinguished lines of communication
 - (2) Group dynamics and group meetings
 - b. Consistent establishment of policy
 - c. Proper training methods for employees
 - d. Training of supervisors in human relations
 - e. Selection and promotion of supervisors

- E. Development of employee participation
 - 1. Advantages of employee participation
 - 2. Methods of encouraging participation
- C. Equitable wage administration
 - 1. Job evaluation and rate-setting
 - 2. Merit increases and promotions
 - 3. Incentive plans
 - 4. Profit sharing
- D. Effective operating procedures
 - 1. Clear-cut organizational structure
 - 2. Efficient control of work-flow
 - 3. Simplification of processes and methods
- E. Realistic personnel practices
 - 1. The role of counseling in industry
 - 2. Problems with special groups
 - a. Women workers
 - b. Older employees and retirement
 - c. Handicapped employees
 - 3. Collective bargaining and employee grievances

XVII. Suggested Problems In Human Relations

- A. Case problems concerning job situations presented by the students
 - 1. Role playing
 - 2. Special reports
- B. Problem solving
 - 1. Using knowledge obtained from studying
 - 2. Using training from the course
- C. Students submit a paper entitled "My Philosophy of Life"
- D. Students set up a typical "Human Relations Program" for an industry in a written report

SUGGESTED TEXT:

Sferra, Wright, and Rice. Personality and Human Relations. New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

SUGGESTED REFERENCES:

Calhoun, Richard P. and Kirkpatrick, C. A. Influencing Employee Behavior. New York: McGraw-Hill Book Company, Inc., 1956.

Davis, Keith. Human Relations at Work, 3rd ed. New York: McGraw-Hill Book Company, Inc., 1967.

Davis, Keith. Human Relations in Business. New York: McGraw-Hill Book Company, Inc., 1957.

Davis, Keith and Blomstrom, Robert L. Business and Its Environment.
New York: McGraw-Hill Book Company, Inc.

Davis, Keith and Scott, William G. Readings in Human Relations,
2nd ed. New York: McGraw-Hill Book Company, Inc.

Finlay, W. E., Sartin, A. G., and Tate, W. M. Human Behavior in
Industry. New York: McGraw-Hill Book Company, Inc., 1955.

Technical Bulletin No. 29. Human Relations. Office of Industrial
Resources, Industrial Cooperation Administration, Washington, D. C.

SUPPLEMENTARY MATERIALS:

Supervisory Training - Ohio Trade and Industrial Education Service,
Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

STIM-2 Human Relations Training - Leader's Manual	\$2.80
STLM-2 Human Relations - Handout Sheets (One set each learner)	.50
STFC-2 Human Relations - Flannel Board Cards	5.00
STTR-2 Human Relations - Tape Recording	3.00

COURSE OUTLINE

T-BUS 218 MEDICAL LAW, ECONOMICS, & ETHICS

COURSE DESCRIPTION:

Designed to acquaint the student with the legal aspects of medical practice acts, the relationship of physician, patient, professional liabilities, and types of medical practice. Basic principles of medical economics are included.

COURSE HOURS PER WEEK: Class 3

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OBJECTIVES: (Behavioral)

Given questions (essay, multiple choice, matching, etc.) on quizzes, mid-term and final examination, the student must be able to:

(1) Define:

Ethics	Robbery
Medical ethics	Larceny
Medical etiquette	Mayhem
Negligence	Rape
Malpractice	Moral turpitude
Tort	Abandonment
Felony	Litigation
Contract	Battery
Consent, implied	Assault
Defendant	False imprisonment
Homicide	Fraud
Manslaughter	Defamation
First degree murder	Medical law
Second degree murder	Law

Burden of proof	Accessory to a crime
Expert testimony	Illegal
Contributory negligence	Addiction
Reciprocity	Liabile
Breach of contract	Assumption of risk
Statute of limitations	Invasion of privacy
Privilege communication	Misdemeanor
"Respondent superior"	Gross negligence
"Res ipsa loquitur"	Group practice
Law of agency	Closed panel
Malice aforethought	Comprehensive care
Forensic medicine	Solo practice
Medical Practice Act	Blue Cross
Proximate cause	Blue Shield
Expert witness	Service plan
Plaintiff	"Medicare"

- (2) Explain each of the ten principles of medical ethics.
- (3) Discuss and compare the Code of Hammurabi, Hippocratic Oath, Percival's Code and AMA's Principles of Medical Ethics.
- (4) Describe the physician-patient relationship including:

Physician's responsibility

Free choice

Fees

Confidentiality

Records

Experimentations

Medical Assistant's or Medical Secretary's responsibility

- (5) Discuss the ethical relationship of physician to physician and include the Medical Assistant's and Medical Secretary's responsibility.
- (6) Describe the etiquette used by physicians in application of the ethical principles.
- (7) Describe the office ethics of a Medical Assistant or Medical Secretary.
- (8) Describe the desired personal ethics of a Medical Assistant and a Medical Secretary
- (9) Name several instances in which a physician is, by law, compelled to break the rule of confidentiality.
- (10) Describe reasonable care as it applies to the:

General practitioner

Specialist

Special types of practitioners

- (11) Give the cautionary rule for avoidance of liability for battery or negligence.
- (12) List the four (4) elements which must be established to constitute negligence in medical malpractice cases.
- (13) Describe why the physician is always the loser in a malpractice suit.
- (14) List at least five (5) of the most common causes of malpractice suits.
- (15) Describe the ways in which a physician can minimize the danger of malpractice claims.
- (16) List the areas in which a Medical Assistant must be careful or she could transgress the Medical Practice Law.
- (17) Describe the legal responsibility of the Assistant in the performance of treatments and tests.

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- (18) Describe the action to be taken by the Assistant in case of an emergency if the physician is away.
 - (19) State why it is important to keep complete medical records.
 - (20) Explain why there should never be an erasure on a medical record.
 - (21) Describe the Assistant's and Secretary's duty in regard to the statute of limitations.
 - (22) Explain the Assistant's and Secretary's duty in obtaining correct consent forms.
 - (23) State three (3) important reasons for carefully recording medical information and explain why each is important.
 - (24) Describe ways in which an Assistant or Secretary can uphold the principle of professional secrecy.
 - (25) Explain why a safe office and a safety-conscious Assistant or Secretary are essential at all times.
 - (26) Explain why an Assistant must not leave the physician's side when a female is being examined.
 - (27) List and describe at least three (3) different types of statutory reports that originate in the doctor's office.
 - (28) Describe the conditions which might arise which would prevent an Assistant from carrying out a physician's orders.
 - (29) Distinguish between criminal liability and tort liability.
 - (30) Describe the legal obligations of the Assistant and Secretary in performing those functions which fall within the scope of her job.
 - (31) List the elements which must be present before information can be considered privileged.
 - (32) Explain why a physician must have a release of medical information form completed before he can give reports to insurance companies.
 - (33) Explain why a physician is in most cases liable for the acts of his Assistant.
 - (34) Describe who would be an appropriate expert witness on "standard of care" in a malpractice trial for the following:

The general practitioner

The specialist

- (35) Describe the "Captain of the Ship Doctrine".
- (36) Explain how a physician usually arrives at his fee for services.
- (37) Explain the relative value scale.
- (38) Explain what is meant by a "usual and customary" fee.
- (39) Describe the basic purpose of the Workmen's Compensation Law.
- (40) Describe the rules governing payment of physician's fees under Workmen's Compensation.
- (41) List the two (2) general types of medical insurance.
- (42) List the three (3) categories under which service plans of insurance fall.
- (43) Explain how Medicare for military dependents is administered.
- (44) Explain how Medicare for the aged is administered.
- (45) Describe the Medical Practice Act and name ten reasons for revoking a physician's license.
- (46) Explain when licensing of a physician is not necessary.
- (47) Explain the purpose of licensing a physician.
- (48) Discuss the laws governing the dispensing of narcotics.
- (49) List the essential element that should be included in a contract to make it enforceable.
- (50) Describe the procedure which is necessary before information regarding a patient can be given any one.
- (51) Explain why medical records are considered "privileged" communications.
- (52) Given an example of "informed consent" and explain.
- (53) Give an example of "implied consent" and explain.
- (54) Describe the physician's part of the agreement in creating a contract with a patient.
- (55) Describe the patient's part of the agreement in a contract.

- (56) Describe how a physician may terminate a valid contract.
- (57) Describe the methods a patient may use in terminating a contract.
- (58) Explain the precautionary measures a physician must use if terminating a contract before treatment is completed and tell why.
- (59) Describe the situation in which a consent is termed "consent implied by law."
- (60) Name the four (4) ways in which consent for treatment may be given.
- (61) List the two (2) factors which must be present to constitute an emergency in the legal sense.
- (62) Explain the Good Samaritan Act and tell why most states have such a law.

OUTLINE OF INSTRUCTION:

PART I -- MEDICAL ETHICS

Unit I. Meaning of Medical Ethics

Definition of:

1. Ethics
2. Medical ethics
3. Medical etiquette

Unit II. History of Medical Ethics

- A. Code of Hammurabi
- B. Hippocratic Oath
- C. Percival's Code of Ethics
- D. AMA Principles of Medical Ethics
 1. Preamble
 2. Ten sections

Unit III. Physician-Patient Relationship

- A. Physician's responsibility
- B. Free choice
- C. Fees
- D. Confidentiality
- E. Records

- F. Experimentations
- G. Medical Assistant's responsibility
- H. Medical Secretary's responsibility

Unit IV. Physician-Physician Relationship

- A. Physicians' responsibilities
- B. Dependence upon each other
- C. Consultations
- D. Colleague's patients
- E. Medical Assistant's responsibility
- F. Medical Secretary's responsibility

Unit V. Physician-Medical Institution Relations

Unit VI. Physician in Community Relations

Unit VII. Application of Medical Etiquette

Unit VIII. Human Courtesy in Care of Patients

Unit IX. Medicine and Religion

Unit X. Ethics for the Medical Assistant or Secretary

- A. Office ethics
- B. Personal ethics
- C. Ten commandments of an employer
- D. Medical Assistant's Oath

PART II - MEDICAL LAW

Unit I. Medical Law and Medical Practice Acts Defined

- A. Medical Law or Medical Jurisprudence
 - 1. Definition and purpose
 - 2. Legal medicine
 - 3. Forensic medicine
- B. Medical Practice Acts
 - 1. Definition
 - 2. Purpose
 - 3. Licensure prerequisites
 - 4. Licensing of physicians
 - a. By whom
 - b. For what
 - c. When not necessary
 - d. Means of obtaining license
 - (1) Examination
 - (2) Reciprocity
 - (3) Endorsement

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- e. Other requirements necessary for licensing
 - (1) U.S. citizenship
 - (2) Age, moral character, formal training, residence
 - (3) Re-registration
- 5. Revocation or suspension of licenses
 - a. Grounds for loss or suspension
 - (1) Conviction of crime
 - (2) Unprofessional conduct
 - (3) Incapacity
 - b. Established by whom
- 6. Narcotic license
 - a. Issuance
 - b. Means of license
 - c. Renewability

Unit II. Legal Relationship of Physician and Patient

- A. Meaning of contract
- B. Types of contracts
 - 1. Expressed
 - 2. Implied
- C. Unenforceable
- D. Creation of a contract
 - 1. Physician's part of agreement
 - a. Freedom to accept or reject patient
 - b. Standard of duty, skill and care
 - 2. Patient's part of agreement
 - a. Consent expressed or implied
 - b. Liability for payment for service
 - 3. Agents
 - a. Medical Assistants as agents for doctor
 - b. Others as agents for patients
 - c. Statue of fraud
- E. Termination of contract
 - 1. By physician
 - 2. By patient

Unit III. Professional Liability

- A. Malpractice (negligence)
 - 1. General definition
 - 2. Duty - reasonable care definition
 - a. General practitioners
 - b. Specialist
 - c. Special types of practitioners (allapaths, osteopaths)
 - 3. Breach of duty
 - a. Type of diagnosis
 - b. Standard procedure
 - c. Prior physician
 - u. Instructions to patients

- e. Referral of patients
- f. Exposure of patients
- g. Attention to patient
- 4. Proof of negligence
 - a. Burden of proof
 - b. Expert testimony
 - c. Admissions
 - d. Proof by res ipsa loquitur
- 5. Proximate cause
- 6. Defenses to malpractice actions
 - a. Contributory negligence
 - b. Assumption of risk
 - c. Statutes of limitations
- 7. Minimizing the dangers of malpractice claims
 - a. Grievance committees
 - b. General standard of medical care
 - c. Experimental treatments
 - d. Diagnostic tests
 - e. Specialists and consultations
 - f. Equipment
 - g. Consent of patient
 - h. Employment of assistants
 - i. Instructions to patients
 - j. Written consent for operations and autopsy, etc.
 - k. Adequate medical records
 - l. Optimism
 - m. Criticism of other physicians
 - n. Attitude toward patients
 - o. Substitute physician
 - p. Prescriptions
 - q. Female patients
 - r. Discussion of cases
 - s. Carelessness
 - t. Fees
 - u. Lawsuits for fees
 - v. Withdrawal from a case
 - w. Malpractice insurance
 - x. Legal counsel
 - y. Settlement of lawsuits
- B. Additional Tort Liabilities
 - 1. Assault, battery, false imprisonment, personal restraint
 - 2. Fraud or deceit
 - 3. Defamation
 - 4. Invasion of privacy
 - 5. Liability of physician for acts of others
 - Doctrine of respondent superior
- C. Breach of contract
 - 1. Promise to cure
 - 2. Promise to perform a service
 - 3. Promise not to compete in practice of medicine

- D. Professional liability insurance
 - Coverage
 - a. Amount
 - b. Type of liability (malpractice or all professional services)
 - c. Medical Assistants' coverage
 - d. Medical Secretaries' coverage

Unit IV. The Physician's Public Duties and Liabilities

- A. Reports and service
 - 1. Vital statistics and records
 - 2. Communicable diseases
 - 3. Venereal diseases
 - 4. Commitment of mental patients
 - 5. Reports to police
 - 6. Narcotic legislation
 - a. Federal statutes
 - b. Obtaining narcotics
 - c. Registration
 - d. Inventory and dispensing
 - Daily records
 - e. Administering
 - Qualified persons
 - f. Addicts
 - Reports
 - g. Harrison Narcotics Act
- B. Physician as a witness
 - 1. Qualification as expert
 - 2. Physician - patient privilege
- C. Criminal liabilities

Unit V. Medical Assistant and the Law

- A. Law of agency
- B. Legal obligations in performance of duties
 - 1. Carrying out legal and reasonable orders of physician employer
 - 2. Avoiding acts which impose danger to patient
 - 3. Emergencies
 - 4. When not to carry out orders

PART III - MEDICAL ECONOMICS

Unit I. Types of Medical Practice

- A. Individual private practice
- B. Partnership

- C. Employer-employee
- D. Group practice
- E. Closed panel
- F. Corporate

Unit II. Systems of Medical Care

- A. General practitioner and specialist
- B. Comprehensive care
 - 1. Promotion of health
 - 2. Prevention of diseases
 - 3. Diagnosis
 - 4. Treatment
 - 5. Rehabilitation
- C. Hospital progressive patient care
 - 1. Intensive care
 - 2. Intermediate care
 - 3. Self care
 - 4. Long term care
 - 5. Home care

Unit III. Basis for Determining Fees

- A. Variation of fees
- B. Insurance allowance
- C. Relative value scale
- D. "Free patients"
- E. Reduction or cancellation of fee

Unit IV. Health and Accident Insurance Programs

- A. Blue Cross
- B. Blue Shield
- C. Private insurance
- D. Industrial, union and other plans
- E. Workmen's Compensation

Unit V. Government Medical Care Programs

- A. Social Security programs
- B. Public assistance
- C. Servicemen's dependent and veterans
- D. Regional Health Centers
- E. Community Mental Health Centers

Unit VI. Physician's Economic Security

- A. Investments
 - 1. Stocks and bonds
 - 2. Rental real estate
 - 3. Insurance
- B. Wills and trusts
- C. Tax savings factors
- D. Necessity of regular audits

SUPPLEMENTARY READING:

Books

- Fredrick and Kinn: The Office Assistant in Medical Practice.
- McFadden: Medical Ethics.
- Ronald, Donald E.: A History of American Medical Ethics.
- Bryan, James E.: Public Relations in a Medical Practice.
- Fletcher: Morals and Medicine.
- American Medical Association: Medicolegal Forms with Legal Analysis.
- American Medical Association: Citation.
- Creighton, Helen: Law Every Nurse Should Know.
- Hayt and Hayt: Legal Aspects of Medical Records.
- Shindell, Sidney: The Law in Medical Practice.
- Steller, Moritz: The Doctor, Patient and Law.
- American Medical Association: The Best of Law and Medicine.
- Medical Economics: Malpractice Risks.
- Pfizer Laboratories: Physician's Liability for Battery, Negligence and Acts of Others (a programmed unit)
- American Medical Association - Winning Ways with Patients.
- American Medical Association - The Physician's Career
- American Medical Association - Medical Ethics and Discipline Manual.
- Bredow: The Medical Secretary.
- Bredow: The Medical Assistant.
- Schwarzrock and Ward: Effective Medical Assisting.
- Moritz and Stetler: Handbook of Legal Medicine.
- Cusumano: Malpractice Law Dissected for Quick Grasping.

Films

- "No Margin for Error"
- "The Doctor Defendant"
- "The Medical Witness"
- "The Silent Witness"
- "Case in Point"
- "Booked for Safekeeping"

Third Quarter

COURSE OUTLINE

T-BUS 143 MEDICAL TERMINOLOGY AND VOCABULARY III

COURSE DESCRIPTION:

Continuation of the study of medical terminology in building a medical vocabulary which deals with the mastery of the identification of anatomical roots, prefixes, and suffixes of words, as well as Greek and Latin verbs and adjectives. Anatomical body parts, diseases, operations, tumors, drugs, and descriptive terms are emphasized by analysis of the terms and structure of the words. Additional emphasis will be in the area of mental health and illness as well as anesthesia and laboratory terminology.

OBJECTIVES: The student will be able to:

- (1) Identify words through structural analysis and recognize the terms through translation of word components.
- (2) Pronounce medical terms.
- (3) Facilitate spelling of medical terms.
- (4) Define medical terms as they pertain to anatomy, physiology, diseases, operations, tumors, drugs, laboratory studies, anesthesia, and mental health.
- (5) Relate medical terms as they pertain to anatomy, physiology and diseases, operations, tumors, drugs, laboratory studies, anesthesia, mental health, and other related descriptive terms.
- (6) Develop a better understanding of medical terms by showing a relationship to English.
- (7) Identify laboratory studies and drugs relating to specific diseases and treatments.
- (8) Use appropriate abbreviations and symbols.

COURSE HOURS PER WEEK: Class 1; Laboratory 2.

QUARTER HOURS CREDIT: 2

PREREQUISITES: T-BUS 141, T-BUS 142

OUTLINE OF INSTRUCTION:

I. Circulatory and Lymphatic Anatomy

- A. Blood
 - 1. Function
 - 2. Clotting mechanisms
 - 3. Composition
 - 4. Pressure
- B. Heart
 - 1. Membranes
 - 2. Chambers
 - 3. Heartbeat
 - 4. Nodal tissue
 - 5. Systole and diastole
- C. Blood vessels of the heart
 - 1. Arteries
 - 2. Arterioles and capillaries
 - 3. Veins
- D. Tracing the circulation
- E. Major blood vessels and their role in circulation
- F. Lymphatic or lymph vascular system
 - 1. Lymph vessels and glands
 - 2. Lymphoid organs
- G. Barbiturates
- H. Scopolamine
- I. Abbreviations and symbols

II. Respiratory System

- A. Nose
- B. Pharynx
- C. Larynx
 - 1. Composition
 - 2. Structure
- D. Vocal cords
- E. Trachea
- F. Bronchi
- G. Lungs
- H. Mediastinum
- I. Diaphragm
- J. Process of breathing
- K. Diseases, operations, tumors, drugs, and descriptive terms
- L. Abbreviations and symbols

III. Gastrointestinal System

- A. Mouth
- B. Pharynx

- C. Esophagus
- D. Stomach
- E. Small intestines
- F. Pancreas
- G. Liver
- H. Biliary system
- I. Gallbladder
- J. Large intestines
- K. Mechanisms of swallowing
- L. Digestive process
- M. Abdominal cavity
- N. Diseases, operations, tumors, drugs, and descriptive terms
- O. Abbreviations and symbols

IV. Genitourinary System

- A. Urinary organs
- B. Kidneys
 - 1. Composition and structure
 - 2. Functional unit (nephron)
 - 3. Functions
- C. Ureters
- D. Urinary bladder
 - 1. Physical characteristic of normal urine
 - 2. Chemical characteristics of normal urine
- E. Male reproductive organs
 - 1. Testes (testicles)
 - 2. Epididymis
 - 3. Vas deferens
 - 4. Spermatic cord
 - 5. Seminal vesicles
 - 6. Ejaculatory duct
 - 7. Prostate
 - 8. Bulbourethral glands
 - a. Urethra
 - b. Penis
 - c. Scrotum
- F. Female reproductive organs
 - 1. Ovaries
 - 2. Uterus
 - 3. Fallopian tubes
 - 4. Vagina
 - 5. External genitalia
 - 6. Menstrual cycle
 - 7. Pregnancy
 - 8. Childbirth
 - 9. Menopause

- G. Diseases, operations, tumors, drugs, and descriptive terms
- H. Abbreviations and symbols

V. Endocrine System

A. Endocrine glands

1. Thyroid
 - a. Structure
 - b. Functions
 - c. Goiter
2. Parathyroid glands
 - a. Structure
 - b. Functions
3. Pituitary gland (hypophysis)
 - a. Structure
 - b. Functions
4. Adrenal glands (suprarenal glands)
 - a. Structure
 - b. Functions
5. Gonads
6. Pineal gland
7. Thymus
8. Pancreas
9. Intestinal glands

B. Hormones

- C. Diseases, operations, tumors, drugs, and descriptive terms
- D. Abbreviations and symbols

VI. Multiple - System Diseases or Systemic Diseases

- A. Inflammation and infections
- B. Congenital anomalies or abnormalities
- C. Diseases caused by endocrine disturbances, metabolism, growth, nutrition, or an unknown or uncertain cause
- D. Diseases, operations, tumors, drugs, and descriptive terms
- E. Abbreviations and symbols

VII. Laboratory Procedures

A. Blood

1. Characteristics
2. Coagulation phenomena
3. Elements
4. Constituents
5. Hormones
6. Vitamins

B. Urine tests

- C. Tests for syphilis (serology)

- D. Test for liver function
- E. Renal function tests
- F. Gastrointestinal tract tests
- G. Tests related to malassimilation
- H. Cerebrospinal fluid tests
- I. Endocrine system tests
- J. Skin tests
- K. Pregnancy tests
- L. Clinical bacteriology
- M. Abbreviations and symbols

VIII. Anesthesia and Analgesia

- A. General
 - 1. Inhalation
 - 2. Intravenous
 - 3. Rectal
- B. Regional
 - 1. Topical
 - 2. Local
 - 3. Nerve block
 - 4. Epidural or peridural
 - 5. Spinal
- C. Hypothermia
- D. Hypoanesthesia
- E. Narcotics
- F. Tranquilizers
- G. Abbreviations and symbols

IX. Mental Hygiene

- A. Introduction
 - 1. Mental health
 - 2. Mental illness
- B. The self: What it is and where it comes from
 - 1. Factors in significant changes in perceptions of self
 - 2. Distortions and fulfillment
- C. Exceptional children
 - 1. Intellectually gifted
 - 2. Intellectually retarded
 - 3. Emotionally disturbed
 - 4. Learning disabilities
- D. Mental disorders
 - 1. Psychophysiologic
 - 2. Sociopathic
 - 3. Neurotic
 - 4. Psychotic
 - 5. Addictions

- E. Treatment
 - 1. Psychotherapy
 - 2. Chemotherapy
 - 3. Therapeutic milieu
- F. Abbreviations and symbols
- G. Diseases, operations, tumors, drugs, and descriptive terms
- H. Diseases, tumors, and operations of the system
- I. Abbreviations and symbols

SUGGESTED TEXTS:

Skelly, Esther G. Medications for the Nurse. Albany, New York: Delmar Publishers, Inc., 1967.

Young, Clara Gene and Barger, James D. Learning Medical Terminology Step by Step. St. Louis: The C. V. Mosby Co., 1967.

SUGGESTED REFERENCES:

A Psychiatric Glossary. Washington, D. C.: American Psychiatric Association, 1969.

Bergerson, Betty S. and Krug, Elsie E. Pharmacology in Nursing. Saint Louis: C. V. Mosby Company, 1969.

Bollo, Louise Espey. Introduction to Medicine and Medical Terminology. Philadelphia: W. B. Saunders Co., 1961.

Carroll, Herbert A. Mental Hygiene: The Dynamics of Adjustments. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Dorland's Illustrated Medical Dictionary. Twenty-Fourth Edition. Philadelphia: W. B. Saunders Co., 1965.

Garb, Solomon. Laboratory Test and Common Use. New York: Springer Publishing Company, Inc., 1966.

Gross, Verlee E. Mastering Medical Terminology. Second Edition. North Hollywood: Halls of Ivey Press, 10523 Burbank Blvd., 91601.

McCelland, Lucille H. Textbook for Psychiatric Technicians. Saint Louis: C. V. Mosby Company, 1971.

Memmler, Ruth L. and Roda, Ruth B. Structure and Function of the Human Body. Philadelphia: J. B. Lippincott Company, 1970.

Merriam-Webster. Webster's Seventh New Collegiate Dictionary.
Springfield, Massachusetts: G. and C. Merriam Co.

Physician's Desk Reference. Twenty-Fifth Edition. Oradell,
N. J.: Medical Economics, Inc., Division of Litton
Industries, Inc., 1971.

Siegfried, Walter R. Typing Medical Forms. New York:
McGraw-Hill Book Company, 1969.

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology.
Saint Louis: Catholic Hospital Association, 1962.

Taber, Clarence Wilbur. Taber's Cyclopedic Medical Dictionary.
Ninth Edition. Philadelphia: F. A. Davis Company, 1963.

Wilson, Frank. Nursing Care of the Anaesthetized Patient.
Philadelphia: F. A. Davis Company, 1962.

COURSE OUTLINE

T-MOA 201 MEDICAL OFFICE ASSISTING ADMINISTRATIVE PROCEDURES

COURSE DESCRIPTION:

A study of the administrative duties of the medical assistant. Includes the scheduling of appointments, telephone techniques, handling of mail, travel arrangements, office machines, transcription of medical histories, filing systems, office management and insurance forms and their preparation.

OBJECTIVES: The student will be able to:

- (1) Schedule appointments and use the standards provided for solving appointment problems that occur in a physician's office.
- (2) Process mail.
- (3) File materials, letters, medical records and reports.
- (4) Transcribe medical histories and reports.
- (5) Use the various office machines efficiently.
- (6) Credit bills and collect medical fees correctly.
- (7) Use banking procedures correctly.
- (8) Prepare insurance forms.
- (9) Demonstrate a knowledge of the principles of office management.

COURSE HOURS PER WEEK: Class 2; Laboratory 4.

QUARTER HOURS CREDIT: 4

PREREQUISITES: T-BUS 102 and 103; T-BUS 113 and 114

OUTLINE OF INSTRUCTION:

NOTE: This outline includes the content material which should be taught during the course. The instructor should develop a teaching outline or plan adapted to his own teaching methods in accordance with the time allotted, the emphasis considered necessary, and the availability of installed systems to be visited for the accomplishment of the objectives of the course.

I. Appointments

- A. Scheduling appointments
 - 1. Rules to follow
 - a. Professional
 - b. Non-professional
- B. Appointment book
 - 1. Importance of appointment book
 - 2. Mechanic of appointment book
- C. Appointments by telephone
- D. Appointment cards
- E. Following through on appointments
- F. Management problems
 - 1. Emergencies
 - 2. Appointment breakers
 - 3. Referred patients
 - 4. Patients without appointments
 - 5. Detailmen and salesmen
 - 6. Other physicians
 - 7. Other visitors
- G. Appointments outside the office

II. Mail in the Physician's Office

- A. Incoming mail
 - 1. Types
 - 2. Sorting
 - 3. Opening
- B. Outgoing mail
 - 1. Classes of mail
 - 2. Forwarding mail
 - 3. Sources of postal information
 - 4. Insured mail
 - 5. Certified mail
 - 6. Registered mail
 - 7. International mail
 - 8. Undelivered mail
- C. Special problems
 - 1. Mailing cost
 - 2. Record of postal cost
 - 3. Zip codes

III. Medical Records and Filing

- A. Medical records
 - 1. Contents of medical records
 - 2. Importance of proper medical records
 - 3. Ownership
 - 4. Organization
 - a. Classification of records
 - b. Types of medical forms

5. Confidential nature of all records
6. Legal aspects of medical records
 - Release of information
7. Retention of records
8. Non-medical records
 - a. Employer's insurance records
 - b. Investment register
 - c. Property records
 - d. Payables and receivables
 - e. Payroll register
 - f. Narcotic records
 - g. Inventories
- B. Filing and indexing
 1. Medical Assistant's responsibility
 2. Office files and locations
 3. Filing systems
 - a. Subject
 - b. Numerical
 - c. Geographic
 - d. Alphabetic
 - e. Open shelf
 - f. Follow-up
 - g. Features, advantages, disadvantages of each
 4. Indexing rules
 5. Steps in filing
 6. Filing supplies
 7. Transfer systems
 8. Retention
 9. Equipment
 10. Charge-out methods

IV. Transcription

- A. Medical
- B. Non-medical
- C. Proofreading
- D. Appearance of finished product

V. Office Machines

- A. Full-keyboard adding machine
- B. Ten-key adding machine
- C. Rotary calculator
- D. Key-driven calculator
- E. Transcription machines
- F. Photo-copiers
- G. Spirit duplicator
- H. Mimeograph machine
- I. Care of machines

VI. Medical Fees, Credit, Collections and Billing

A. Medical fees

1. Determination of fees
 - a. Recommendation of AMA
 - b. Variation in fees
 - c. Relative-value scale
 - d. Usual and customary fee
2. Discussing the fee
3. Encouraging proper attitude toward fees
4. Professional care of the "free patient"
5. Reduction or cancellation of fees
 - a. Points to remember before reduction or cancellation
 - b. Guides for deciding to reduce or cancel or not
 - c. Legal pitfalls
6. Charging patient for telephone calls

B. Credits

1. Definition
2. Securing complete credit information
 - a. Rules to follow
 - b. Using credit symbols
 - c. Using local credit service
3. Factors complicating the credit relationship
 - a. Gauging person's ability to pay
 - b. Third-party liability
4. Installment buying of medical services
5. Budget plans
6. Bank financing of bills

C. Billing and collections

1. Rules to follow regarding billing
 - a. AMA fee discussion plaque
 - b. Regular statements
 - c. Itemized statements
 - d. Accurate financial records
2. Forms for statements
 - a. Simple form
 - b. Continuous sheet form
 - c. Self-mailer form
 - d. Duo-bill form
3. Types of billing
 - a. Once-a-month billing
 - b. Cyclic billing
 - c. Centralized billing service
4. Preparation of statements
 - a. Correct bills
 - b. Itemized bills
 - c. Send-out bills promptly
5. Collection of accounts
 - Reasons for patients failure to pay
 1. Negligence
 2. Inability to pay
 3. Unwillingness to pay

6. Three stages of collection of accounts
 - a. Inform patient of what charges will be
 - b. Provide for opportunity to pay at time of service
 - c. Follow up on uncollected accounts
7. Collection systems
 - a. Immediate payment
 - b. Collection by letter
 - (1) Printed form letters
 - (2) General guide for preparing collection letter
 - (3) Dangers to avoid in collection letters
 - (4) Signing of collection letters
 - c. Collection by interview
 - d. Collection by telephone
 - General rules to follow
 - e. Collection by agencies
 - (1) Investigation of agency
 - (2) Patient information furnished to agency
 - (3) Office procedure after taken over by agency
8. Law of diminishing returns
9. Aging accounts
 - a. Definition
 - b. Advantages
 - c. Process or techniques
 - Coding system
 - (a) Color metal clip-on tabs
 - (b) Letter code system
10. Special collection problem
 - a. Tracing skips
 - b. Claims against estates
11. Suing for recovery on overdue accounts
 - a. Examine bookkeeping system
 - b. Statutes of Limitations

VII. Bookkeeping and Banking

- A. A physician's bookkeeping system
 1. Reasons for keeping books
 2. Types of systems
 3. Kinds of records
- B. Banking
 1. Checks
 - a. Definition
 - b. Types of checks
 - c. Rules for writing
 - d. Accepting checks
 - e. Returned checks
 - f. Endorsement
 2. Bank accounts
 - a. Types of accounts
 - b. Banking terminology

- c. Deposits
 - d. Statements
- Reconciliation

VIII. Insurance

- A. Private health insurance
 - 1. Availability of insurance
 - 2. Types of plans
 - a. Group
 - b. Individual
 - 3. Payment of benefits
 - 4. Insurance terminology
 - 5. Buying insurance
- B. Federally sponsored program
 - 1. Medicare
 - 2. Medicaid
 - 3. Military medical benefits
- C. Workmen's Compensation
- D. Insurance claims and forms
 - 1. Ways of filing claims
 - 2. Types of forms
 - 3. Completing forms
 - 4. Answering insurance questions

IV. Office Management

- A. Management consultants
- B. Maintenance
 - 1. Desks
 - 2. Waiting room
 - 3. Care and repair of equipment
 - 4. Office records
 - 5. Safety rules
- C. Supplies

SUGGESTED TEXTS AND WORKBOOKS:

Bredow, Miriam. Medical Secretarial Procedures, New York: McGraw-Hill Gregg Division.

Bredow, Miriam. Workbook for Medical Secretarial Procedures, 4th Edition, New York, McGraw Book Co.

SUPPLEMENTARY READINGS:

Fredrick and Kinn. The Office Assistant in Medical Practice, 1967 Saunders, Philadelphia.

Schwarzrock and Ward. Effective Medical Assistant, 1969 Brown.

Kabbes. Medical Secretary's Guide.

Lawton and Foy. Textbook for Medical Assistants, 71 Mosby,
St. Louis.

Sarner and Lassiter. Insurance for Doctors.

Bredow. The Medical Assistant.

COURSE OUTLINE

MED 1105 EXAMINATION ROOM PROCEDURES

COURSE DESCRIPTION:

This course is designed to teach the skills needed by the medical office assistant in assisting the physician in the examining room.

OBJECTIVES: The student will be able to:

- (1) Describe in detail each area of the medical office, the equipment and purpose of each area.
- (2) Efficiently maintain an office in regard to the house-keeping, ordering supplies, and keeping equipment in good repair. She will be able to carry out medical asepsis in the office.
- (3) Be efficient in assisting the physician with a physical examination as well as the various types of examinations performed by the general practitioner and specialist.
- (4) Perform and assist with certain diagnostic procedures under the supervision of the physician and/or the trained technician.
- (5) Instruct patients in regard to prescribed therapy, such as physical therapy, diet, inhalation therapy, radiation therapy, and electric shock therapy.
- (6) Carry out strict sterilization procedures by several methods.
- (7) Prepare the equipment for and assist with minor surgery and wound dressing.
- (8) Administer medications by the methods commonly used by the medical assistant in the physician's office.
- (9) Show an understanding of drug therapy and immunology when assisting the physician in administering and dispensing drugs.
- (10) Act responsibly and with good judgment in emergency situations.

COURSE HOURS PER WEEK: Class 3; Laboratory 6

QUARTER HOURS CREDIT: 5

PREREQUISITE: First two quarters

OUTLINE OF INSTRUCTION:

- I. Care of the Office and Equipment
 - A. Housekeeping
 1. Care of furnishings
 2. Sanitation of examination rooms
 3. Linens
 - a. Storage
 - b. Stains
 - B. Care of equipment and instruments
 1. Sterilizers
 - a. Solutions used
 - b. Cleaning methods
 2. Autolaves
 3. Machines
 - a. Electrocardiograph
 - b. Infrared and ultraviolet
 - c. Diatheromy
 - d. Other electrical equipment
 4. Service and repair instructions
 5. Instruments
 - Types and identification
 - C. Care of the physician's bag
 - D. Ordering of supplies and keeping inventory
- II. Medical Asepsis and Sterilization Procedures
 - A. Sterilization
 1. Definitions
 - a. Degrees
 - b. Accepted methods
 2. Preparing instruments and materials
 - a. Cleaning
 - b. Wrapping
 - B. Asepsis - definition
 - Proper handwashing
 - C. Antiseptics - definition
 - D. Sanitation
 - E. Items:
 1. Rubber goods
 2. Instruments
 - a. Sharp
 - b. Dull
 - c. Syringes
 - d. Needles
 - e. Jointed, serrated edges
 3. Bandages and dressings
 4. Jars, bottles, trays
 5. Solutions

III. Assisting with Examinations

- A. History taking
- B. Weight and height
- C. Temperature, pulse, respiration
- D. Blood pressure
- E. Draping and positioning
- F. The physical examination
- G. Assisting the specialist
 - 1. Obstetrician
 - 2. Pediatrician
 - 3. Dermatologist
 - 4. Neurologist
 - 5. Ophthalmologist
 - 6. Otorhinolaryngologist

IV. Diagnostic Procedures

- A. Electrocardiogram
 - 1. Preparing patient and machine
 - 2. Record and mount recordings
- B. X-ray and nuclear medicine
 - 1. Classifications
 - 2. Safety precautions
 - 3. Preparation of patient for:
 - a. Chest X ray
 - b. Gastrointestinal series
 - c. Intravenous Pyelogram
 - d. Gallbladder
 - e. Other common tests

V. Treatments

- A. Inhalation therapy
- B. Radiation therapy
- C. Diet therapy
- D. Physical therapy
 - 1. Types
 - 2. Diathermy

VI. Sterile Techniques

- A. Principles
- B. Preparation of sterile field
 - Use of sterile gloves, gowns, forceps
- C. Dressings and bandages - application
- D. Binders
 - Types
- E. Emergency treatments

VII. Pharmacology

- A. Introduction
 - 1. Purpose
 - 2. Sources
 - 3. Preparation
 - 4. Standardization
 - 5. Use of physician's desk reference
 - 6. Laws controlling drugs
- B. Classifications
- C. Administration - safety rules
 - 1. Oral
 - 2. Vaginal
 - 3. Rectal
 - 4. Eye
 - 5. Ear
 - 6. Parenteral
 - a. Subcutaneous
 - b. Intradermal
 - c. Intramuscular
 - d. Intravenous - discussion only

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York. McGraw-Hill Book Company.

Bredow, Miriam and G. Cooper. Workbook to accompany The Medical Assistant, 1970.

Fredrick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia, W. B. Saunders Company.

Lawton, M. Murray, M. D. and Donald F. Foy, BS, MS. A Textbook for Medical Assistants. St. Louis: The C. V. Mosby Company.

Schwarzrock, S. P. and Donovan Ward, M.D. Effective Medical Assistant. Wm. C. Brown Company, 1969.

SUPPLEMENTARY READING:

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology. St. Louis: Catholic Hospital Association, Fourth edition.

Jenson, Moses, Poindexter: Nursing Fundamentals of Nutrition I and II, Programmed Unit. Syntext Modular Program Education Systems Development.

Krueger. The Hypodermic Injection, A Programmed Unit.
Lippincott.

Physicians Desk Reference.

Bergerson and Krug. Pharmacology in Nursing.

Falconer, Patterson and Gustafson. Current Drug Handbook.

Squire, Basic Pharmacology for Nurses.

Hart, L. K. The Arithmetic of Dosages and Solutions.
St. Louis, The C. V. Mosby Company.

Burdick, EKG Manual. The Burdick Company.

SPECIFIC BEHAVIORAL OBJECTIVES

MED 1105 EXAMINATION ROOM PROCEDURES

Unit I Care of the Office and Equipment

OBJECTIVES: The student will be able to:

- (1) Describe in detail each room of the medical office, and how each is used.
- (2) Identify the specialized equipment and instruments commonly used in the physician's office.
- (3) Efficiently assume the housekeeping responsibilities of a medical office (including "hospital" bed).
- (4) Keep the physician's bag ready for use.
- (5) Remove the stains commonly found in the physician's office.
- (6) Order supplies and keep inventory of all equipment.
- (7) Keep the equipment in good repair.

Unit II Medical Asepsis and Sterilization Procedures

OBJECTIVES: The student will be able to:

- (1) Carry out medical asepsis throughout the medical office.
- (2) List the avenues by which microorganisms enter and leave the body.
- (3) Clean and prepare instruments and materials to be sterilized.
- (4) Demonstrate handwashing procedures.
- (5) Wrap instruments and materials for sterilization procedures.
- (6) Name and define 5 methods of sterilization.
- (7) List steps of steam sterilization.

Unit III Assisting with Examinations

Part 1 History Taking

OBJECTIVES: The student will be able to:

- (1) Discuss three important reasons for carefully recording medical information.
- (2) List types of information that is included in a patient's medical record.
- (3) Make necessary corrections on patient's record.
- (4) Describe the atmosphere in which any information is obtained by a patient.
- (5) Take a medical history from a patient in a professional manner.
- (6) Establish a routine in which medical records are prepared for the new entries and filing.

Part 2 Weight and Height

OBJECTIVES: The student will be able to:

- (1) List and define the major classifications of symptoms.
- (2) Balance standard upright scales.
- (3) Weigh a patient accurately.
- (4) Measure a patient accurately.

Part 3 T.P.R.

OBJECTIVES: The student will be able to:

- (1) Define body temperature.
- (2) List what varies the body temperature.
- (3) Take accurate temperature reading.
- (4) Clean and disinfect thermometers properly.
- (5) Define pulse and the normal rate.

- (6) Take the pulse with accuracy.
- (7) List the reasons for increase and decrease in pulse rate.
- (8) Define respirations and the normal rate.
- (9) List the varieties of respiration.
- (10) Count respirations.

Part 4 Blood Pressure

OBJECTIVES: The student will be able to:

- (1) Define blood pressure and give normal range.
- (2) List factors affecting blood pressure.
- (3) Take the blood pressure accurately.
- (4) List sources of error in measuring the blood pressure.

Part 5 Draping and Positioning

OBJECTIVES: The student will be able to:

- (1) Name and describe the positions commonly used for examinations and treatments.
- (2) Assist the patient into these positions and maintain them with a minimum of exertion.
- (3) Drape a patient in each of these positions.

Part 6 The Physical Examination

OBJECTIVES: The student will be able to:

- (1) Prepare a patient psychologically for the examination by being able to explain all procedures clearly.
- (2) List all the procedures that should be completed and recorded by the medical assistant before the physician sees the patient.
- (3) Describe the 4 methods of examination employed by the physician during the course of a physical.

- (4) Select the necessary instruments and equipment used for a complete physical examination.
- (5) List in sequence the parts of the body that are examined during a general head-to-toe examination.
- (6) Name the instrument or instruments used to examine each part.
- (7) Restrain a baby for an examination on the table, in arms and in mummy fashion.

Part 7 Assisting the Specialist

OBJECTIVES: The student will be able to:

- (1) Perform the routine procedures in the office of gynecologist and/or obstetrician.
- (2) Identify the special equipment and instruments used for those procedures and describe the use of each.
- (3) Describe visual acuity testing.
- (4) Perform acuity testing with the use of the Snellen Chart.
- (5) Preparing the patient for refraction.
- (6) Describe hearing acuity testing - 4 specific tests.
- (7) List ways an assistant could assist with hearing tests.
- (8) Describe the specialties of dermatology and allergy.
- (9) Describe some special equipment used in each specialty and the use of each.
- (10) Perform the tests in these offices an assistant may be asked to do.
- (11) Describe the specialties of neurology and psychiatry.
- (12) Perform the duties of the M.A. in the offices of these specialists.
- (13) Name and describe the use of some special equipment used in these specialties.
- (14) Define vocabulary.

Unit IV Diagnostic Procedures

OBJECTIVES: The student will be able to:

- (1) Name and describe the function of all parts of the EKG machine.
- (2) Prepare the EKG machine to produce a perfect record.
- (3) Discuss the precautions taken to insure an accurate recording.
- (4) Prepare the patient both physically and mentally for an EKG.
- (5) Give a step-by-step summary of the operation of the EKG machine.
- (6) List the steps for taking the limb leads.
- (7) List the steps for taking the chest leads.
- (8) Mount the recordings properly for the physician to read and for the patient's record.
- (9) Take EKG recording on classmate and mount to hand in.
- (10) Describe the classifications of diagnostic procedures.
- (11) List those diagnostic procedures services found in our hospitals.
- (12) List those commonly performed in the office.
- (13) Site the diagnostic value of electrocardiography.
- (14) Define X ray and explain its value as a diagnostic tool.
- (15) Describe the preparation of the patient necessary to perform the following tests:

Gastrointestinal series
Intravenous Pyelogram
Gallbladder
- (16) List the safety precautions to be taken when working with X ray.

Unit V Treatments

OBJECTIVES: The student will be able to:

- (1) Name and describe the therapeutic services available in the general hospital.
- (2) Explain generally what might happen to a patient who is sent to an inhalation department for IPPB.
- (3) Explain generally what is involved when a patient is to receive radiation therapy.
- (4) List the four basic food groups and what each includes.
- (5) Name and give a purpose for four special diets.
- (6) Assist a patient in understanding a special diet.
- (7) List and describe the major types of physical therapy.

Unit VI Sterile Techniques

OBJECTIVES: The student will be able to:

- (1) State the aim of sterile technique
- (2) List 3 basic principles of sterile technique
- (3) Prepare a sterile field
- (4) Put on sterile gloves without contaminating them.
- (5) Site ways to prevent contamination of sterile field and gloved hands.
- (6) Handle sterile objects with forceps.
- (7) Prepare patient and sterile field and equipment for dressing change.
- (8) Change the dressing of a wound correctly.
- (9) Dispose of and clean contaminated articles correctly.
- (10) Define binder and bandage.
- (11) List the purposes of a binder or bandage.

- (12) Name and describe three types of binders.
- (13) Apply a triangular sling on a patient.
- (14) Name the three methods of winding the elastic bandage.
- (15) Apply elastic bandage on a patient using each method.
- (16) State the precautions to be taken when an elastic bandage is applied to a patient.

Unit VII Pharmacology

Parts 1, 2, & 3

OBJECTIVES: The student will be able to:

- (1) Define pharmacology, drug, and pharmacy.
- (2) List 4 purposes of drugs.
- (3) List 4 sources of drugs.
- (4) Write the name of the book considered to be the legal standard source for drug information.
- (5) Explain in writing how drugs are named.
- (6) Look up assigned drugs in the PDR.
- (7) Identify from description or sight the following preparation of drugs: tablets, spansules, capsules, enteric coated tablets.
- (8) List the information necessary for the M.A. to have before she can give drugs safely.
- (9) Write the purpose of the Harrison Narcotic Law and the drugs controlled by this law.
- (10) Write the purpose of the Federal Food, Drug and Cosmetic Act.
- (11) Write meaning of all assigned abbreviations.
- (12) Write definitions of classifications of drugs on handout.
- (13) Define local and systemic effects of drugs.
- (14) Define parenteral administration of drugs.

- (15) Identify methods of administration for local and systemic effects.
- (16) List advantages and disadvantages of oral and parenteral administration of drugs.
- (17) List and define four types of injections.
- (18) Describe the procedure for giving oral medications.
- (19) List the "5 Rights".
- (20) Give answers to problem situations concerning safety rules.

Part 4

OBJECTIVES: The student will be able to:

- (1) Name the parts of syringe to be kept sterile.
- (2) Identify different types of syringes.
- (3) Identify needles as to size in length and diameter and how the gauge numbers range.
- (4) List reasons injections would be a preferred route in administration of medicine.
- (5) Write the correct way to cleanse the site for injection and why?
- (6) List reasons for massaging the area after injection and reason for rotating sites.
- (7) Define parenteral.
- (8) Know areas of choice, amount of solution usually given, size of needles used, and angles of needles for injection of the following types of injections.

Intradermal
Subcutaneous
Intramuscular
Intravenous
- (9) Describe hypodermoclysis and give reasons for using this method.

COURSE OUTLINE

MED. 1106 LABORATORY PROCEDURES

COURSE DESCRIPTION:

This course is a study of the basic knowledge needed to become familiar with the laboratory tests most commonly performed in the doctor's office. Emphasis is placed on patient preparation for diagnostic procedures. The ability to obtain and collect specimens and carry out routine laboratory examinations such as urinalysis and blood count is developed.

OBJECTIVES: The student will be able to demonstrate the basic knowledge of the simple laboratory tests done in a physician's office by performing the tests with accuracy, speed, personal integrity and complete honesty. The student will be able to:

- (1) Site the laboratory rules of safety.
- (2) Handle and identify the equipment reagents, glassware and supplies.
- (3) Collect, handle, and describe the physical characteristics of urine.
- (4) Test urine chemically and microscopically with accuracy.
- (5) Describe the blood producing organs and the diseases that affect the blood supply.
- (6) Obtain blood samples.
- (7) Perform the test to measure hemoglobin.
- (8) Perform the test for Hematocrit.
- (9) Perform the red blood count and white blood count.
- (10) Describe the procedure to perform auxillary testing.
- (11) Identify and classify bacteria by stain.

COURSE HOURS PER WEEK: Class 2; Laboratory 6

QUARTER HOURS CREDIT: 4

PREREQUISITES: T-BUS 102 & 103; T-BUS 113 & 114

COREQUISITE: MED 1105

OUTLINE OF INSTRUCTION:

I. Introduction to the Laboratory

- A. Safety rules
- B. Equipment
 - 1. Glassware
 - 2. Supplies

Specific Objectives: The student will be able to:

- 1. Site the laboratory rules of safety
- 2. Handle the equipment and reagents in a safe responsible manner
- 3. Identify the equipment, glassware, and supplies by sight and use

II. Urinalysis

- A. Basic composition
 - 1. General physical properties
 - a. Quantity
 - b. Color
 - c. Appearance
 - d. Reaction
 - 2. Chemical test
 - a. Quantative testing for glucose, alk, acetone, etc.
 - b. Some quantative testing
 - 3. Microscopic presence of
 - a. WBC
 - b. Casts
 - c. Epithelial, etc.

Specific Objectives: The student will be able to:

- 1. Collect and handle urine properly
- 2. Describe the general physical characteristics of urine
- 3. Test urine chemically and microscopically

III. The Study of Blood, Its Function and Abnormalities

- A. Blood producing organs
- B. Diseases affecting blood supply

Specific Objectives: The student will be able to:

- 1. Describe the blood producing organs
- 2. Describe the diseases that affect the blood supply

IV. Obtaining Blood Samples

- A. Proper technique - venipuncture
 - 1. Handling patient
 - 2. Equipment
 - a. Use of standard syringes
 - b. Use of vacu-tainer's
- B. Proper technique - fingersticks
- C. Handling samples of blood for specific lab tests
- D. Different types of tubes
 - 1. Oxolated
 - 2. Nonoxolated

Specific Objectives: The student will be able to:

- 1. Describe the different methods of collecting and handling blood
- 2. Collect blood by way of venipunctures
- 3. Collect blood by way of fingersticks

V. Hematology - The Hemoglobin

- A. Equipment for all methods (pipettes, etc.)
How to handle and care for
- B. Techniques used in each method
- C. The value of testing
 - 1. Simple interpretation
 - 2. How to check results
- D. Normal Hgb. Values - (men, women and children)
Conditions that increase and decrease Hgb.

Specific Objectives: The student will be able to:

- 1. Identify equipment used for performing Hgb.
- 2. Perform the test to measure Hgb. by the following methods:
 - Haden-Houser
 - Sahli
 - Photo-Electric Colorimeter
- 3. Site normal Hgb. values for men, women and children
- 4. Describe what increases and decreases the Hgb.

VI. The Hematocrit - Microscopic Method

- A. Purpose and value of test
- B. Equipment
 - 1. Proper tubes, etc.
 - 2. Micro-hematocrit centrifuge and reader
- C. Techniques
- D. Reading and calculating
Normal ranges

E. Sources of errors
Checking results

Specific Objectives: The student will be able to:

1. Identify and use equipment needed to perform test
2. Discuss the value of hematocrit as diagnostic test
3. State the normal range for hematocrit
4. List the possible sources of error
5. Perform the test for hematocrit using the microscopic method

VII. Red Blood Count (RBC)

- A. Performing RBC
 1. Manual method
 2. Use of hemacylometer (counting chamber)
 3. Use of microscopic-magnification etc.
- B. Calculations and checking results
- C. Normal ranges and values
- D. Sources of error

Specific Objectives: The student will be able to:

1. Perform RBC accurately
2. Site normal values, ranges, means
3. Discuss sources of error in technique

VIII. White Blood Count (WBC)

- A. Performing WBC
 1. Manual method
 2. Use of hemacytometer (counting chamber)
 3. Use of microscopic magnification
- B. Calculations and checking results
- C. Normal ranges and values
- D. Sources of error

Specific Objectives: The student will be able to:

1. Perform WBC accurately
2. Site normal ranges, values, means
3. Discuss sources of error in technique

IX. Auxillary Testing

- A. Wintrobe Sed Rate
Special tubes
- B. Bleeding time
Fingerstick method

- C. Coagulation time
 - Capillary and tube method
- D. Blood types and Rh factors
 - 1. Simple classification
 - 2. Reagents used
- E. Staining for smears
 - 1. Preparation of blood
 - 2. Smears for differential - technique only
- F. Normal ranges of each test

Specific Objectives: The student will be able to:

1. Describe the procedures to perform the following tests:
 - Wintrobe Sed Rate
 - Bleeding time
 - Coagulation time
 - Blood types and Rh factor
 - Stains for differential smears
2. Describe normal values, ranges and means for men, women and children for each

X. Bacteriology

- A. Collection of specimen
- B. Preparation of specimen
- C. Performance of gram stains for identification of bacteria and general classification of bacteria
- D. Performance of kit testing
 - Kits for agglutination test
 - a. Rheumatoid Arthritis (R.A.)
 - b. Infectious Mononucleosis (Mono.)
 - c. Pregnancy (Ucg.)

Specific Objectives: The student will be able to:

1. Properly collect specimen
2. Properly prepare specimen
3. Identify bacteria by stain (gram +, gram -) and general classification
4. Discuss kit testing for agglutination test for Rheumatoid Arthritis (R.A.), Infectious Mononucleosis (Mono.) Pregnancy (Ucg.)

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York. McGraw-Hill Company.

Bredow, Miriam and G. Cooper. Workbook to accompany The Medical Assistant. 1970.

Fredrick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia. W. B. Saunders Company.

Lawton, M. Murray, M. D. and Donald F. Foy, BS, MS. A Textbook for Medical Assistants. St. Louis. The C. V. Mosby Company.

Schwarzrock, S. P. and Donovan, Ward, M.D., Effective Medical Assistant. Wm. C. Brown Company, 1969.

SUPPLEMENTARY READING:

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology. St. Louis. Catholic Hospital Association, Fourth edition.

Oppenheim, Irwin A., M.D. Textbook for Laboratory Assistants. 1972 C. V. Mosby Company.

Terris, Elvira B. Microbiology for the Nurse. Albany, N. Y.: Delmar Publishers, Inc.

Goodale, R. Clinical Interpretation of Laboratory Tests. Philadelphia, F. A. Davis Company.

Fourth Quarter

COURSE OUTLINE

T-MOA 202 MEDICAL OFFICE PRACTICUM

COURSE DESCRIPTION:

This course is a practicum in medical office assisting. The student is assigned to a physician's office, clinic or out-patient department. Assignments are related to encompass all phases of experience in the office management, examination room procedures and laboratory procedures.

OBJECTIVES: The student in the clinical setting is to develop:

- (1) A thorough understanding of the medical office and how it is operated and staffed to serve the patient.
- (2) A thorough understanding of the medical assistant's role in the medical office, clinic, or out-patient department.
- (3) The ability to apply the knowledge and skills of basic sciences and social sciences in each phase of the medical office.
- (4) The professional and communication skills necessary for the effective care of the patient.
- (5) An understanding of the practice of comprehensive health care in the community.

COURSE HOURS PER WEEK: Laboratory 24

QUARTER HOURS CREDIT: 8

PREREQUISITE: First three quarters

GUIDELINES FOR CLINICAL EXPERIENCE:

This course provides each student with "on the job" practice under the direct supervision and coordination of a member of the medical office assisting faculty.

The student is assigned to a physician's office, clinic or out-patient department for twenty-four hours weekly without compensation.

Assignments are rotated to encompass experience in office management, examination room procedures and laboratory procedures as the respective office routines will allow.

The student will write a paper of evaluation of her clinical experience to be handed in the week before the last week of the quarter.

The student will arrange with the physician to make up any time lost due to sickness, etc.

EVALUATION PROCEDURES:

Observation of the student in the work situation by the instructor, the physician and a selected member of his staff.

- a. Evaluation of technical ability, knowledge, personality, appearance, professional conduct and general attitude.
- b. Evaluation forms to be completed by physician and a selected staff member.
- c. Weekly visitation will be made to the medical office by the instructor to discuss and evaluate the students' progress with the physician, office personnel and the student.

SAMPLE OF PROCEDURE LIST PLACED IN OFFICE OF PRACTICUM

MEDICAL OFFICE PRACTICUM

T-MOA 202

1. The procedures listed below may be performed by a student under the following conditions:
 - a. After the student has had adequate observation of the procedure as it is done in the office of her practicum.
 - b. When the student is confident in her knowledge of the procedure.
 - c. Under close supervision of the medical staff member with whom she is working.
2. After the student has successfully completed the items listed below, please place a check mark by the side of the procedure.

SECRETARIAL AND RECEPTIONIST PROCEDURES

- _____ Typing
- _____ Care of office equipment and supplies
- _____ Receiving patients
- _____ Making appointments
- _____ Answering telephone
- _____ Handling mail
- _____ Filing
- _____ Billing and collecting procedures
- _____ Banking
- _____ Completing insurance forms
- _____ Bookkeeping
- _____ Duplicating

EXAMING ROOM PROCEDURES

- _____ Preparing room and sterilizing instruments .
- _____ Care of equipment
- _____ Preparing patient
- _____ Measuring height and weight
- _____ Taking T.P.R. and B.P.
- _____ Positioning and draping the patient
- _____ Preparing the patient for X ray
- _____ Collecting specimen: urine, stool, sputum
- _____ Preparing patient for minor surgery
- _____ Dressings and bandaging
- _____ Assistant to doctor
- _____ Administering medications (including injections if permitted by the physician)

LABORATORY PROCEDURES

- _____ Venipuncture and finger stick
- _____ White blood counts
- _____ Red Blood counts
- _____ Hematocrit
- _____ Hemoglobin
- _____ Sedimentation rates
- _____ Blood typing
- _____ Bleeding and clotting time
- _____ Prothrombin time
- _____ Staining procedures; gram stain

- _____ Occult blood
- _____ U.C.G. - pregnancy test
- _____ R.A., Mono and C.R.P.
- _____ Urinalysis (including micro)
- _____ Blood chemistries
 - _____ Blood sugar
 - _____ Cholesterol
 - _____ BUN
- _____ Plate routine cultures
- _____ Parasitology
- _____ E.K.G.
- _____ Differentials

COURSE OUTLINE

T-MOA 203 MEDICAL OFFICE ASSISTING SEMINAR

COURSE DESCRIPTION:

A study of the personal and vocational responsibilities of a practitioner in the field of medical office assisting. A discussion of the problems encountered during the practicum and offers solutions to these problems. A review of the Medical Office Assisting procedures and their office application.

This class will consist of group discussion, problem solving and group projects.

OBJECTIVES:

- (1) Share experiences of the practicum.
- (2) Identify problems that may arise in the practicum and suggest ways to solve these problems in a manner keeping with the professional Medical Office Assistant.
- (3) Review basic procedures of the medical office.
- (4) Individual and/or group oral reports on subjects which will increase the knowledge and understanding of the medical practice.

COURSE HOURS PER WEEK: Class 4; Laboratory 0

QUARTER HOURS CREDIT: 4

PREREQUISITE: First three quarters

COREQUISITE: T-MOA 202 Medical Office Assisting Practicum

COURSE OUTLINE

T-EDP 104 INTRODUCTION TO DATA PROCESSING SYSTEMS

COURSE DESCRIPTION:

Fundamental concepts and operational principles of data processing systems, as an aid in developing a basic knowledge of computers prerequisite to the detailed study of particular computer problems. This course is a prerequisite for all programming courses.

OBJECTIVES: The student will be able to:

- (1) Define the fundamental concepts of Electronic Data Processing.
- (2) Develop an understanding of the transition from manual methods to the stored program.
- (3) Acquire a foundation for detailed study of specific systems.
- (4) Examine fundamental logical concepts, with emphasis on both system and program flowcharting as aids to the logical sequencing of computer operations.
- (5) Employ machine language programming as an aid to understanding logic and operation of computer.

COURSE HOURS PER WEEK: Class 3; Laboratory 2

QUARTER HOURS CREDIT: 4

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Data Processing

A. Introduction

1. Need for rapid methods of processing
2. Solutions for the need

B. Historical background

1. Early methods of calculation
2. Development of manual aids
3. Development of mechanical aids
4. Development of automatic mechanical aids
5. Development of the punched card and related systems

- C. The punched card
 - 1. Punched card explanation
 - 2. The Hollerith code
 - 3. Coding structure of a punched card
 - a. Columns
 - b. Fields
 - c. Numeric coding
 - d. Alphabetic coding
 - e. Control punching
 - f. Remington Rand card design
 - g. Principles of good card design
 - 4. Need for the punched card and punched card equipment

II. Punched Card Data Processing

- A. Recording of source information
 - 1. The processing cycle
 - a. Recording
 - b. The card punch machine
 - c. Importance of accuracy in recording data
 - (1) Verifying machine
 - (2) Significance of verification
 - 2. Reproduction of recorded information
 - a. Duplication of stored data
 - b. Reproducing punch
 - c. Interpreter
 - 3. Classification of punched information
 - a. Classifying explanation
 - b. Sorting machine
 - c. Use of control punching in sorting and classifying
 - 4. Collation of sorted data
 - a. Sequence checking for accuracy
 - b. Matching
 - c. Merging of files
 - d. Selection
 - 5. Calculation of results from cards
 - a. Calculating punch
 - b. Arithmetic functions
 - 6. Preparation of reports
 - a. Printing machines
 - b. Card reading
 - c. Data preparation
 - d. Printing function
 - e. Printing methods
 - f. Forms and forms control
 - g. Summarizing of data onto other cards
 - 7. System flowcharting
 - a. Equipment
 - b. Work flow
- B. Laboratory: Case illustration

III. Electronic Data Processing

- A. Data representation
 - 1. Computer data representation
 - a. Decimal computer
 - b. Binary computer
 - 2. Computer codes
 - a. Binary coded decimal (BCD)
 - b. Pure binary code
 - 3. Data recording media
 - a. Punch cards
 - b. Punched paper tape
 - c. Magnetic tape
 - d. Printer
- B. Storage devices
 - 1. Primary storage
 - a. Magnetic core
 - b. Mercury relay
 - 2. Secondary storage
 - a. Magnetic drum
 - b. Magnetic disc
 - c. Magnetic tape
- C. Central processing unit
 - 1. Functional units
 - a. Arithmetic unit
 - b. Registers
 - 2. Machine cycles
 - 3. Serial and parallel operation
 - 4. Fixed and variable word length
- D. Input-output devices
 - 1. Card reader
 - 2. Card punch
 - 3. Magnetic tape units
 - 4. Paper tape reader
 - 5. Paper tape punch
 - 6. Printer
 - 7. Console
 - 8. Data buffering
- E. Programming systems
 - 1. Machine language
 - 2. Automatic coding system
 - a. Symbolic programming
 - b. FORTRAN programming
- F. Stored program concepts - absolute programming
 - 1. Internal data representation
 - 2. Magnetic core storage
 - 3. Alphameric codes

4. Instruction format
5. Data format
 - a. Digits
 - b. Fields
 - c. Records
6. I/O instruction
7. Data transmission instruction
8. Indicators
9. Logic and branch instruction
10. Multiplication and division instruction
11. Immediate instruction
12. Load program
13. Instruction modification
14. Operation of computer system
15. Console switches and lights

IV. Development of Flowcharting

- A. Flowcharting
 1. Need
 2. Types
 3. Definition of problems
 4. Symbols
 5. Development stage of systems flowchart
 6. Development of program flowchart
- B. Laboratory: Practice with assigned problems

SUGGESTED TEXTS:

Awad, Elias M. Business Data Processing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Davis, Gordon. An Introduction to Electronic Computers. New York: McGraw-Hill Book Company, Inc., 1965.

Introduction to IBM Data Processing Systems, General Information Manual. International Business Machines Corporation, 1960.

Laurie, Edward J. Computers and Computer Languages; Second Edition. Cincinnati, Ohio: South-Western Publishing Company, 1966.

SUGGESTED REFERENCES:

Leeds and Weinberg. Computer Programming Fundamentals; Second Edition. New York: McGraw-Hill Book Company, Inc., 1966.

Gregory, Robert H. and Van Horn, Richard L. Automatic Data Processing Systems; Second Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1965.

Desmonde. Computers and Their Uses. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Schmidt and Meyers. Electronic Business Data Processing. New York: Holt, Rinehart, and Winston, Inc., 1963.

MEDICAL OFFICE ASSISTANT GRADE II - SUGGESTED CURRICULUM BY QUARTERS

The courses listed below are technical courses suggested for both Medical Assisting Grade I and Medical Assisting Grade II curricula. The course outlines appear in the Grade I curriculum; therefore, they will not be re-examined in this section.

These courses are: (as they appear in Grade I sequence)	<u>First Quarter:</u>	T-MOA 103	
		T-BUS 141	
	<u>Second Quarter:</u>	T-BUS 102	
		T-BUS 142	
		T-BUS 103	
		T-BUS 120	account
	<u>Third Quarter:</u>	T-BUS 218	
		T-BUS 143	
	<u>Fourth Quarter:</u>	T-MOA 201	administrative
		T-MOA 202	practice
		T-MOA 203	seminar
		T-EDP 104	

The graduate of the Medical Assisting Grade I can apply these courses toward completion of the Grade II curriculum.

First Quarter

COURSE OUTLINE

T-ENG 101 GRAMMAR

COURSE DESCRIPTION:

Designed to aid the student in the improvement of self-expression in grammar. The approach is functional with emphasis on grammar, diction, sentence structure, punctuation, and spelling. Intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life.

OBJECTIVES: The student will be able to:

- (1) Apply the basic principles of written communication, with emphasis on grammar, diction, sentence structure, spelling, and paragraph development.
- (2) Identify these principles in his daily experiences, whether at work or at leisure.

COURSE HOURS PER WEEK: Class 3; Laboratory 0

QUARTER HOURS CREDIT: 3

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

- I. Words: Grammatical Usage
 - A. Diction
 1. Use of the dictionary
 - a. Contents and arrangement
 - b. Pronunciation
 - (1) Origin
 - (2) Preferred
 - (3) Common
 2. Standard and non-standard usage
 - a. Levels of usage
 - b. Authority of usage
 3. Type of words
 - a. Concrete
 - b. Abstract
 - c. Jargon
 - d. Trite
 - e. Technical

4. Developing word power
 - a. Synonyms
 - b. Homonyms
 - c. Antonyms
- B. Spelling
 1. Roots
 2. Prefixes
 3. Suffixes
 4. Rules

II. Language Structure

- A. The sentence
 1. Definition
 2. Types
 - a. Simple
 - b. Compound
 - c. Complex
 - d. Compound-complex
 3. Requirements
 - a. Subject and predicate
 - b. Sense of completeness
 4. Basic patterns
 - a. Subject - verb
 - b. Subject - action verb-object
 - c. Subject - linking verb - subject complement
- B. Case usage
 1. Nominative
 - a. Subject
 - b. Noun of address
 - c. Subject complement
 2. Possessive
 - a. Nouns
 - b. Pronouns
 3. Objective
 - a. Direct object
 - b. Indirect object
 - c. Object of preposition
 - d. Object of verbals
- C. Classification of phrases and clauses
 1. Nouns
 2. Adjectives
 3. Adverbs

III. Nouns

- A. Types
 1. Concrete and abstract
 2. Common and proper
 3. Collective
 4. Verbal

- B. Use
- C. Capitalization

IV. Verbs

- A. Moods
 - 1. Indicative
 - 2. Subjunctive
 - 3. Imperative
- B. Inflection
 - 1. Transitive and intransitive
 - 2. Active and passive voice
 - 3. Verbals
 - a. Participles
 - b. Gerunds
 - c. Infinitives
- C. Tenses
 - 1. Primary
 - a. Present
 - b. Past
 - c. Future
 - 2. Perfect
 - a. Present
 - b. Past
 - c. Future
 - 3. Sequence
 - 4. Agreement
 - a. Person
 - b. Number

V. Pronouns

- A. Types
 - 1. Personal
 - 2. Relative
 - 3. Demonstrative
 - 4. Interrogative
 - 5. Possessive
 - 6. Indefinite
- B. Cases
 - 1. Nominative
 - 2. Objective
 - 3. Possessive

VI. Adjectives and Adverbs

- A. Usage
 - 1. Adjectives - modifiers of nouns and pronouns
 - 2. Adverbs - modifiers of verbs, adjectives, and adverbs

- B. Comparison
 - 1. Positive degree
 - 2. Comparative degree
 - 3. Superlative degree
- C. Articles
 - 1. A, an, the
 - 2. Choosing the correct article

VII. Prepositions and Conjunctions

- A. Function of prepositions
- B. Classification of conjunctions
 - 1. Coordinate
 - 2. Subordinate
 - 3. Correlative
 - 4. Conjunctive adverbs

VIII. Punctuation

- A. The period
- B. The comma
- C. The semicolon
- D. The colon
- E. The question mark
- F. The exclamation mark
- G. The quotation mark
- H. The dash
- I. The parentheses
- J. The bracket
- K. The omission marks
- L. The hyphen
- M. Italics

IX. Writing Craft

- A. Structuring the thought unit
 - 1. Words
 - 2. Phrases
 - 3. Clauses
- B. Advanced writing techniques
- C. Advanced balance techniques
- D. Writing power
 - 1. Strength vs. weakness
 - 2. Sentence and paragraph control
 - 3. Structuring for emphasis

SUGGESTED TEXTS: (Choose one)

Aurner, Robert R. Practical Business English for Colleges;
Third Edition. Cincinnati: South-Western Publishing Co., 1960.

Hodges, John C. Harbrace College Handbook. New York: Harcourt, Brace & World, Inc., 1962.

Myers, L. M. Guide to American English; Third Edition. Englewood Cliffs: Prentice-Hall, Inc., 1963.

Shaffer, Virginia and Shaw, Harry. Handbook of English; Second Edition. New York: McGraw-Hill Book Company, Inc., 1960.

Stewart, Marie M.; Lanham, Frank W. and Zimmer, Kenneth. College English and Communication. New York: McGraw-Hill Book Company, Inc., 1964.

Young, Charles E. and Symonik, Emil I. Practical English. New York: McGraw-Hill Book Company, Inc., 1958.

SUGGESTED REFERENCES:

Aurner, Robert R. Effective Communication in Business; Fourth Edition. Cincinnati: South-Western Publishing Company, 1960.

Bailey, Matilda and Horn, Gunnar. English Handbook. New York: The American Book Company, 1960.

Howell, A. C. A Handbook of English in Engineering Usage. Second Edition. New York: John Wiley and Sons, Inc., 1959.

Shuman, John T. English for Vocational and Technical School; Second Edition. New York: The Ronald Press, 1954.

COURSE OUTLINE

T-BIO 107 HUMAN ANATOMY AND PHYSIOLOGY I

COURSE DESCRIPTION:

A study of the structure and normal function of the human body with man identified as a living organism composed of living cells, tissues, organs, and systems. Included are the basic physiologic aspects of skin; the skeletal, articular, muscular, and nervous systems; and the special senses. A laboratory portion should include relevant experiments to augment the student's learning of body structure and function.

OBJECTIVES: The student will be able to:

- (1) Develop an understanding of the body as a functional and structural unit.
- (2) Identify the composition of cells and the development and classification of tissues, membranes, and glands.
- (3) Differentiate between the development and function of the skin and the skeletal, articular, muscular, and nervous systems.
- (4) Describe the normal and abnormal function, structure, and processes of the special senses.
- (5) Gain insight, through appropriate laboratory experiments, into the comparative structure and function of man.

COURSE HOURS PER WEEK: Lecture 4; Laboratory 2

QUARTER HOURS CREDIT: 5

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

- I. The Body as a Whole
 - A. The human body
 1. Complex organism

2. Scientific study
 - a. Physiology
 - b. Anatomy
 3. Constitution and structure
 - a. Sthenic
 - b. Asthenic
 - c. Hyposthenic
 - d. Hypersthenic
- B. Organization
1. Direction
 2. Planes
 3. Cavities
 4. Structural units
 - a. Cells
 - b. Tissues
 - c. Organs
 - d. Systems

II. Cells

- A. Importance
- B. Protoplasm
- C. Structure
 1. Cell membrane
 2. Nucleus
 - a. Nuclear membrane
 - b. Nucleoli
 - c. Chromosomes
 3. Cytoplasm
- D. Physiology
 1. Mechanisms
 - a. Pinocytosis
 - b. Diffusion
 - c. Osmosis
 - d. Filtration
 - e. Active transport
 2. Metabolism
 3. Enzyme action
 4. Cell division
 - a. Prophase
 - b. Metaphase
 - c. Anaphase
 - d. Telophase
- E. Genetic code
 1. DNA
 2. RNA

III. Tissues

- A. Embryologic development
- B. Composition

C. Function

D. Types

1. Epithelial
 - a. Function
 - b. Mucous membrane
 - c. Glandular epithelium
 - d. Endothelium
 - e. Mesothelium
2. Connective
 - a. Description
 - b. Loose connective
 - (1) Areolar
 - (2) Adipose
 - (3) Reticular
 - c. Dense connective
 - d. Special connective
 - (1) Cartilage
 - (2) Bone
 - (3) Dentine
 - (4) Blood
 - (5) Hematopoietic
 - (6) Lymphoid
 - (7) Reticulo-endothelial
3. Muscle
 - a. Involuntary (smooth)
 - b. Voluntary (striated)
 - c. Cardiac
4. Nervous
 - a. Types
 - b. Function
5. Transplantation
 - a. Types
 - (1) Autotransplant
 - (2) Isotransplant
 - (3) Hemotransplant
 - (4) Heterotransplant
 - b. Actively acquired immunity
 - c. Crafting
6. Preservation methods

IV. Skin

- A. Importance
- B. Embryology
- C. Layers
 1. Epidermis
 2. Dermis or corium

- D. Attachments
 - 1. Hair
 - 2. Nails
 - 3. Glands
 - a. Sebaceous
 - b. Sweat
- E. Functions
 - 1. Sensation
 - 2. Protection
 - 3. Heat regulation
- F. Wound healing
 - 1. Body reaction
 - 2. Physiologic process
 - 3. Local changes
 - 4. Interfering factors

V. Skeletal System

- A. Functions
 - 1. Assist movement
 - 2. Support tissues
 - 3. Protect organs
 - 4. Hematopoiesis
 - 5. Provide storage
- B. Embryology
- C. Histology
 - 1. Compact
 - 2. Cancellous
 - 3. Marrow
 - 4. Osteoclast
- D. Growth
 - 1. Reabsorption and deposition
 - 2. Calcium
 - 3. Fractures
 - a. Greenstick
 - b. Simple
 - c. Compound
 - d. Fatigue
 - e. Comminuted
 - f. Compression
 - g. Pathologic
 - h. Healing
- E. Bone classification
 - 1. Long
 - 2. Short
 - 3. Flat
 - 4. Irregular
 - 5. Sesamoid

- F. Divisions
 - 1. Axial
 - a. Skull
 - b. Vertebrae
 - c. Ribs
 - d. Sternum
 - e. Hyoid
 - 2. Appendicular - extremities

VI. Articular System

- A. Joint classification
 - 1. Synarthroses
 - 2. Amphiarthroses
 - 3. Diarthroses
- B. Movements
 - 1. Flexion
 - 2. Extension
 - 3. Abduction
 - 4. Adduction
 - 5. Rotation
 - 6. Circumduction
 - 7. Supination
 - 8. Pronation
 - 9. Eversion
 - 10. Inversion
 - 11. Protraction
 - 12. Retraction
- C. Synovial joints
- D. Bursa
- E. Disorders of joints
 - 1. Bursitis
 - 2. Arthritis
 - 3. Rheumatic fever
 - 4. Primary fibrositis
 - 5. Tenosynovitis
- F. The knee joint
 - 1. Anatomy
 - 2. Internal derangement

VII. Muscles

- A. Striated
 - 1. Types
 - 2. Physiology of contraction and relaxation
 - 3. Oxygen debt
- B. Smooth
- C. Cardiac
- D. Disorders

- E. Functions
 - 1. Movement
 - 2. Posture
 - 3. Heat production
- F. Intramuscular injection
- G. Anatomy of skeletal muscles

VIII. Nervous System

- A. Development
- B. Types of nerve cells
 - 1. Neuroglia
 - 2. Neurons
 - a. Structure
 - b. Processes
 - c. Functions
- C. Divisions of system
 - 1. Central nervous system
 - a. Brain
 - b. Spinal cord
 - 2. Peripheral nervous system
 - a. Cranial nerves
 - b. Spinal nerves
 - c. Autonomic nervous system
- D. Brain
 - 1. Forebrain
 - 2. Midbrain
 - 3. Hindbrain
- E. Cerebrum
 - 1. Description
 - 2. Sulci
 - 3. Cortex
 - 4. Projection areas
 - 5. Internal structures
 - 6. Dysfunction
- F. Cerebellum
 - 1. Structure and location
 - 2. Function
- G. Pons
 - 1. Structure and location
 - 2. Function
- H. Medulla oblongata
 - 1. Structure and location
 - 2. Function
- I. Brainstem
- J. Spinal cord
 - 1. Structure
 - 2. Function
 - 3. Spinal nerves

- K. Motor nervous system
- L. Reflexes
- M. Sympathetic nervous system
- N. Parasympathetic nervous system
- O. Pain

IX. Special Senses :

- A. Vision
 - 1. Structure of the eye
 - 2. Physiology
 - 3. Abnormalities
- B. Auditory sense
 - 1. Structure of the ear
 - 2. Physiology
 - 3. Abnormalities
- C. Olfactory sense
 - 1. Structure of the nose
 - 2. Physiology
 - 3. Abnormalities
- D. Sense of taste
 - 1. Structure
 - 2. Physiology
 - 3. Abnormalities

SUGGESTED TEXTS:

Jacob, Stanley W. and Francone, Clarice A. Laboratory Manual of Structure and Function in Man. Philadelphia: W. B. Saunders Company, 1970.

Jacob, Stanley W. and Francone, Clarice A. Structure and Function in Man. Philadelphia: W. B. Saunders Company, 1965.

SUGGESTED REFERENCES:

Brachet, J. "The Living Cell," Scientific American. Volume 205, 1961, pp. 50-61.

Cooley, D. C. "Hormones" Your Body's Chemical Rousers," Today's Health. Volume 40, 1962, pp. 28-33.

Ferris, Elvira B. and Skelley, Esther G. Body Structure and Functions. Albany, New York: Delmar Publishers, 1967.

Guyton, A. C. Textbook of Medical Physiology. Philadelphia: W. B. Saunders Company, 1969.

Memmler, Ruth L. and Rada, Ruth B. The Human Body in Health and Disease. Philadelphia: J. B. Lippincott Company, 1970.

_____. Structure and Function of the Human Body. Philadelphia: J. B. Lippincott Company, 1970.

Pfeiffer, John. The Cell. New York: Time-Life Publications, 1964.

Weisberg, A. F. Water, Electrolyte and Acid-Base Balance. Baltimore: Williams and Wilkins, 1962.

Second Quarter

COURSE OUTLINE

T-ENG 102 COMPOSITION

COURSE DESCRIPTION:

Designed to aid the student in the improvement of self-expression in business and technical composition. Emphasis is on the sentence, paragraph, and whole composition.

OBJECTIVES: The student will be able to:

- (1) Improve techniques of composition.
- (2) Prepare and compose technical reports, and other business communications and written composition in general.

COURSE HOURS PER WEEK: Class 3; Laboratory 0

QUARTER HOURS CREDIT: 3

PREREQUISITE: T-ENG 101

OUTLINE OF INSTRUCTION:

I. The Sentence

- A. Unity
 1. Oneness of idea
 2. Elimination of wordiness
- B. Coherence
 1. Properly placed modifiers
 2. Suitable connectives
- C. Emphasis
 1. Correct diction
 2. Positions of sentence parts

II. The Paragraph

- A. Unity, obtained by using definite types of paragraphs
 1. Opening
 2. Definition
 3. Cause and effect
 4. Analogy
 5. Parallel
 6. Summary

- B. Coherence
 1. End of paragraph reviews, and preparation for next paragraph
 2. Beginning of paragraph refers to previous one and gives preview of present paragraph
- C. Emphasis
 1. Varied sentence types or varied types of sentences
 2. Positions of sentences within paragraphs

III. The Business Letter

- A. Language and tone
- B. Types
 1. Inquiry
 2. Answer to inquiry
 3. Instruction
 4. Adjustment
 5. Transmittal
 6. Application
- C. Mechanics
 1. Form - style
 2. Essential parts

IV. The Whole Composition

- A. Selecting and limiting the subject
- B. Organizing material: the outline
- C. Composing the first draft
- D. Revising and preparing the final draft
 1. Correcting errors in usage and mechanics
 2. Eliminating errors in reasoning
 3. Critical self-analysis reading
 4. Proper physical form of presentation

SUGGESTED TEXTS: (Choose one)

Aurner, Robert R. Practical Business English for Colleges; Third Edition. Cincinnati: South-Western Publishing Company, 1960.

Brennan, Maynard J. O.S.B. Compact Handbook of College Composition. Boston: D. C. Heath and Company.

Stewart, Marie M.; Lanham, Frank W. and Zimmer, Kenneth. College English and Communication. New York: McGraw-Hill Book Company, Inc., 1964.

Young, Charles E. and Symonik, Emil I. Practical English. New York: McGraw-Hill Book Company, Inc., 1958.

SUGGESTED REFERENCES:

Aurner, Robert R. Effective Communication in Business; Fourth Edition. Cincinnati: South-Western Publishing Company, 1960.

Bailey, Matilda and Horn, Gunnar. English Handbook. New York: The American Book Company, 1960.

Howell, A. C. A Handbook of English in Engineering Usage; Second Edition. New York: John Wiley and Sons, Inc., 1959.

Shuman, John T. English for Vocational and Technical School; Second Edition. New York: The Ronald Press, 1954.

Shurter, Robert. Effective Letters in Business. New York: McGraw-Hill Book Company, Inc. Paperback.

COURSE OUTLINE

T-BIO 108 HUMAN ANATOMY AND PHYSIOLOGY II

COURSE DESCRIPTION:

A continuation of the study of the structure and normal function of man as a living organism. Special emphasis is on the circulatory, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems and fluid and electrolyte balance. Laboratory experiences include study of models and small animal dissection for insight into comparative structure and function of man.

OBJECTIVES: The student will be able to:

- (1) Develop knowledge of the structure and function of the circulatory, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems.
- (2) Determine the significance of normal fluid and electrolyte balance, acid-base balance, fluid therapy, and homeostasis.
- (3) Develop an understanding of the intricate harmony of systems to control and coordinate the activities of the body.
- (4) Identify how hormones reach cells of the body and permit different tissue groups to act as a whole in response to internal and external stimuli.
- (5) Use appropriate laboratory models and specimens for experiments to aid understanding of comparative analysis of function and structure of man.

COURSE HOURS PER WEEK: Lecture 4; Laboratory 2

QUARTER HOURS CREDIT: 5

PREREQUISITE: T-BIO 107

OUTLINE OF INSTRUCTION:

I. Circulatory System

- A. Blood
 1. Cell formation
 2. Types of cells
 3. Plasma

- 4. Characteristics
- 5. Functions
- 6. Hemostasis
- 7. Corpuscles
 - a. Erythrocytes
 - b. Leukocytes
 - c. Platelets
- 8. Rh factor
- 9. Serum
- B. Heart
 - 1. Structure
 - 2. Cardiac cycle
 - 3. Conducting system
 - 4. Nervous control
 - 5. Cardiac output
- C. Blood vessels
- D. Pulse

II. Lymphatic System

- A. Description
- B. Anatomy
- C. Physiology
- D. Related organs
 - 1. Spleen
 - 2. Tonsils
 - 3. Thymus

III. Respiratory System

- A. Anatomy
 - 1. Nose
 - 2. Sinuses
 - 3. Pharynx
 - 4. Larynx
 - 5. Trachea
 - 6. Bronchi
 - 7. Thorax
 - 8. Lungs
- B. Respiration
 - 1. Internal
 - 2. External
 - 3. Compliance
 - 4. Pneumothorax
 - 5. Types
 - a. Diaphragmatic
 - b. Costal
- C. Control

- D. Mechanics
- E. Disorders
 - 1. Cyanosis
 - 2. Atelectasis
 - 3. Emphysema
 - 4. Bronchiectosis
 - 5. Asthma
 - 6. Pneumonia
 - 7. Tuberculosis
- F. Artificial respiration

IV. Digestive System

- A. Introduction
- B. Anatomy
 - 1. Mucous membrane
 - 2. Lips
 - 3. Cheeks
 - 4. Teeth
 - 5. Tongue
 - 6. Palate
 - 7. Pharynx
 - 8. Esophagus
 - 9. Stomach
 - 10. Small intestine
 - 11. Large intestine
 - 12. Rectum
- C. Functions
 - 1. Mouth
 - 2. Esophagus
 - 3. Stomach
 - 4. Small intestine
 - 5. Large intestine
- D. Enzymes
- E. Absorption
- F. Accessory structures
 - 1. Pancreas
 - 2. Liver
 - 3. Gall bladder
- G. Metabolism
 - 1. Anabolism
 - 2. Catabolism
 - 3. Carbohydrates
 - 4. Lipids
 - 5. Proteins
 - 6. Energy metabolism
 - 7. Basal rate

V. Urinary System

- A. Kidneys
 - 1. Embryology
 - 2. Malformations
 - 3. Anatomy
 - 4. Regeneration
 - 5. Transplantation
 - 6. Urine production
 - 7. Diseases
 - 8. Dialysis
- B. Ureters
 - 1. Structure and location
 - 2. Function
- C. Urinary bladder
 - 1. Structure and location
 - 2. Function
- D. Urethra
 - 1. Structure and location
 - 2. Function

VI. Endocrine System

- A. General functions
- B. Hypophysis
 - 1. Neurohypophysis
 - 2. Adenohypophysis
- C. Thyroid
 - 1. Structure and location
 - 2. Function
 - 3. Abnormalities
- D. Parathyroid
 - 1. Structure and location
 - 2. Function
- E. Suprarenals
 - 1. Structure and location
 - 2. Function
- F. Ovaries
- G. Testes
- H. Pineal
- I. Placenta

VII. Fluids and Electrolytes

- A. Significance of balance
- B. Composition and terminology
- C. Homeostasis
- D. Regulation
 - 1. Osmosis
 - 2. Sodium balance
 - 3. Potassium balance

- E. Edema
- F. Fluid therapy
- G. Acid-base regulation
- H. Ph control

VIII. Reproductive System

- A. Embryology
- B. Male reproductive system
 - 1. External organs
 - a. Scrotum
 - b. Penis
 - 2. Internal organs
 - a. Testes
 - b. Ducts
 - c. Glands
 - 3. Endocrinology
- C. Female reproductive system
 - 1. External organs
 - a. Mons pubis
 - b. Labia majora
 - c. Labia minora
 - d. Clitoris
 - e. Vestibule
 - f. Hymen
 - g. Perineum
 - 2. Internal organs
 - a. Vagina
 - b. Uterus
 - c. Fallopian tubes
 - d. Ovaries
 - 3. Mammary glands
 - 4. Hormones
 - a. Follicle-stimulating (FSH)
 - b. Luteinizing (LH or ICSH)
 - c. Luteotropic (LTH)
 - d. Estrogen
 - e. Progesterone
- D. Menstrual cycle
- E. Menopause
- F. Physiology of reproduction
 - 1. Maturation of sex cells
 - 2. Fertilization
 - 3. Sex determination
 - 4. Cell division
 - 5. Implantation
 - 6. Placenta formation
 - 7. Pregnancy
 - 8. Labor

SUGGESTED TEXTS:

Jacob, Stanley W. and Francone, Clarice A. Laboratory Manual of Structure and Function in Man. Philadelphia: W. B. Saunders Company, 1970.

Jacob, Stanley W. and Francone, Clarice A. Structure and Function in Man. Philadelphia: W. B. Saunders Co., 1965.

SUGGESTED REFERENCES:

Brachet, J. "The Living Cell," Scientific American. Volume 205, 1961, pp. 50-61.

Cooley, D. C. "Hormones" Your Body's Chemical Rousers," Today's Health. Volume 40, 1962, pp. 28-33.

Ferris, Elvira B. and Skelley, Esther G. Body Structure and Functions. Albany, New York: Delmar Publishers, 1967.

Guyton, A. C. Textbook of Medical Physiology. Philadelphia: W. B. Saunders Company, 1969.

Memmler, Ruth L. and Rada, Ruth B. The Human Body in Health and Disease. Philadelphia: J. B. Lippincott Company, 1970.

_____. Structure and Function of the Human Body. Philadelphia: J. B. Lippincott Company, 1970.

Pfeiffer, John. The Cell. New York: Time-Life Publications, 1964.

Weisberg, A. F. Water, Electrolyte and Acid-Base Balance. Baltimore: Williams and Wilkins, 1962.

COURSE OUTLINE

T-SOC 102 PRINCIPLES OF SOCIOLOGY

COURSE DESCRIPTION:

An introductory course in the principles of sociology. An attempt to provide an understanding of culture, collective behavior, community life, social institutions, and social change. Presents the scientific study of man's behavior in relation to other men, the general laws affecting the organization of such relationships and the effects of social life on human personality and behavior.

OBJECTIVES: The student will be able to:

- (1) Deal with social problems and live intelligently in the social world about him.
- (2) Develop a balanced perspective of social life and social issues.
- (3) Introduce the basic factors in the social life of men.
- (4) Obtain knowledge of how the social order came to be what it is and to better prepare the student to direct the social changes ahead.

COURSE HOURS PER WEEK: Class 5; Laboratory 0

QUARTER HOURS CREDIT: 5

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

- I. Sociology and Science
 - A. What is science
 - B. Sociology as a science
- II. Factors in the Social Life of Man
- III. The Role of Culture
 - A. Early human cultures
 - B. Cultural evolution

- C. The individual and culture
- D. Folkways, mores and norms

IV. The Biological Factor

- A. The animal basic of culture
- B. The adjustment problem
- C. Nature of variability
- D. Race

V. The Geographical Factor

- A. Geographical influence on physical type
- B. Geographical influence on social behavior
- C. Geographical influence on civilization
- D. Natural resources
- E. The influence of culture

VI. Group Behavior

- A. Social control
- B. The nature of integration
- C. Sociometry

VII. Role and Status

- A. Social differentiation
- B. Social stratification
- C. Social class
- D. Social mobility

VIII. Crowds and Publics

- A. The bases of crowd behavior
- B. Publics
- C. Public opinion management

IX. Social Control and Conformity

- A. The nature of social control
- B. Techniques of social control
- C. Effectiveness of social control
- D. Social consequences of social control

X. Group and Personality

- A. Bases of group influence on personality
- B. Personality types

- XI. Culture and Personality
 - A. Differences in personality between societies
 - B. Technology and personality
 - C. Cultural change and personality

- XII. Socialization and Social Deviation
 - A. Factors in social deviation
 - B. Cultural factors unfavorable to mental health
 - C. Social orientation to deviation
 - 1. The remedial approach
 - 2. The preventive approach

- XIII. Communities
 - A. Community and ecology
 - B. Human ecology
 - C. Urbanization
 - D. Community characteristics
 - E. Community patterns
 - F. Adjustment and community life

- XIV. The Distribution of Population
 - A. World distribution
 - B. Distribution by continents
 - C. Distribution in the U. S.
 - D. Rural-urban distribution

- XV. The Growth of Population
 - A. World population
 - B. Birth rates
 - C. Death rates

- XVI. The Social Order
 - A. Structure and function
 - B. Social system
 - C. Disorder
 - D. Social institutions

- XVII. Society and the Economic Institutions
 - A. Origins and development
 - B. Modern economic order
 - C. Problems of adjustment

XVIII. The Governing Institutions of Society

- A. Simple cultures
- B. Political state
- C. Characteristics of modern government
- D. Government by whom

XIX. War and International Relations

- A. Conflict between groups
- B. Biological basis
- C. Early warfare
- D. The powers
- E. Social change and war
- F. Programs for peace

XX. Religious Institutions

- A. The nature of religion
- B. The beginnings of religious organization
- C. Modern religious trends
- D. Competition from nationalism and ideologies

XXI. The Family

- A. Beginnings of family organization
- B. Variations in family organization
- C. Modern urban family
- D. Modern divorce
- E. Factors in married life producing unhappiness
- F. Children
- G. Future of the family

XXII. Institutions

- A. Institutions as parts of a social system
- B. Function
- C. Institutional effects of economic fluctuations

XXIII. Processes of Cultural Change

- A. How culture grows
- B. Principle of continuity
- C. Diffusion
- D. Rate of cultural growth
- E. Growth of civilizations
- F. Resistances to the growth of culture

XXIV. The Social Effects of Innovation

XXV. Social Disorganization

- A. The concept of disorganization
- B. Equilibrium and change
- C. Rates of change

XXVI. Society and Adjustment

- A. Social progress
- B. Social control
- C. Factors basic to group life
- D. Rapidity of change
- E. Social planning

SUGGESTED TEXT:

Ogburn, William F., and Nimkoff, Meyer F. Sociology. Boston, Massachusetts: Houghton Mifflin Company, 1958.

SUGGESTED REFERENCES:

American Journal of Sociology, _____

Davis, Kingsley. Human Society. New York, New York: The MacMillan Company, 1950.

Hernan, A. D. An Approach to Social Problems. Boston, Massachusetts: Ginn and Company, 1949.

Hillman, Arthur. Community Organization and Planning. New York, New York: MacMillan Company, 1950.

Hobhouse, Leonard T. Social Evolution and Political Theory. New York, New York: Columbia University Press, 1911.

Merrill, Francis E. Society and Culture. Englewood Cliffs, New Jersey: Prentice-Hall.

Third Quarter

COURSE OUTLINE

T-ENG 103 REPORT WRITING

COURSE DESCRIPTION:

The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must relate to the student's curriculum.

OBJECTIVES: The student will be able to:

- (1) Learn the principles, problems, and procedures of writing technical and industrial letters and short, informal reports.
- (2) Learn methods of obtaining and analyzing data; outlining and organizing material and elements of design and composition.

COURSE HOURS PER WEEK: Class 3; Laboratory 0.

QUARTER HOURS CREDIT: 3

PREREQUISITE: T-ENG 102

OUTLINE OF INSTRUCTION:

I. Introduction to Report Writing

- A. Purpose of report writing
 1. Industry's need for written records and communication media
 2. Employee's personal development and advancement
- B. Performance requirements
- C. Reading and studying tips
- D. Assignment outline for course

II. Description and Types of Report Writing

- A. Description of report writing
 - 1. Subject matter
 - 2. Function
 - 3. Level of formality
 - 4. Format
 - 5. Proper writer-reader relationship
- B. Types of report writing
 - 1. Non-formal reports
 - a. Letter reports
 - b. The memorandum
 - c. Public information reports
 - d. Progress and periodic reports
 - e. Examination reports
 - 2. Formal reports
 - a. Basic components
 - b. Supplemental components

III. Composition of Reports

- A. Simplicity
- B. Readability
- C. Clarity
 - 1. Preplanned expression
 - 2. Directness
 - 3. Exactness in word choice
 - 4. Precise diction
 - 5. Reader-centered writing
 - 6. Parallel construction
 - 7. Special emphasis
 - 8. Coherence
- D. Conciseness
 - 1. Achieving unity
 - 2. Guarding against irrelevancy
 - 3. Completeness in sentences
- E. Length of sentences
- F. Paragraphs
 - 1. Topic sentences
 - 2. Paragraph development
 - 3. Transitional words and phrases
 - 4. Length of paragraphs
- G. Words
 - 1. Familiar words
 - 2. Specific words
 - 3. Active words
 - 4. Wordiness
 - a. Unnecessary attribution
 - b. Unnecessary repetition
 - c. Pointless paraphrase
 - 5. Spelling

IV. Organizing Information for a Report

- A. Using the Library
 - 1. Selection of reading material
 - 2. Dewey decimal system
 - 3. Card catalog
 - 4. Reference books
- B. Scope of report
- C. Research planning and organization
 - 1. Classifying information
 - 2. Editing
 - 3. Tabulating
- D. Trial outline
- E. Format of report
- F. The final outline
 - 1. Inductive method
 - a. Introduction
 - b. Statement of the problem and defining the subject, scope, and purpose
 - c. Body
 - d. Conclusions
 - e. Recommendations, if any
 - 2. Deductive method
 - a. Summary or abstract
 - b. Introduction
 - c. General background
 - d. Definition of subject, scope, and purpose
 - e. Conclusions
 - f. Recommendations
 - g. Appendix, when necessary

V. Editing and Proofreading

- A. Spelling
- B. Punctuation
- C. Grammar
- D. Readability, clarity, conciseness, and coherence
- E. Effectiveness
- F. Coverage and adequacy

VI. Writing Style and the Way it Affects the Effectiveness of the Report

- A. Factors determining style
- B. Impersonal-objective presentation
- C. Accurate and exact definitions
- D. Use of technical terms
- E. Use of simple language
- F. Proper use of tables, charts, and picture illustrations

- VII. The Final Formal Report
- VIII. The Abstract: the Concise Summary of the Report

- A. Major aims
- B. Purpose
- C. Contents of abstract
- D. Scope
- E. Major results
- F. Conclusion
- G. Recommendations

SUGGESTED TEXTS: (Choose one)

Brown, Leland. Communicating Facts and Ideas in Business;
Second Edition. Englewood Cliffs; Prentice-Hall, Inc., 1970.

Harwell, George C. Technical Communications; Revised Edition.
New York: MacMillan Company, Inc., 1960.

Sklare, Arnold B. Creative Report Writing. New York: McGraw-Hill
Book Company, Inc., 1964.

Ulman, Joseph N., Jr., and Gould, Jay R. Technical Reporting.
New York: Holt-Rinehart and Winston, 1959.

Aurner, Robert R. Practical Business English for Colleges; Fourth
Edition. Cincinnati: South-Western Publishing Company, Inc.,
1969.

Lasher, Willard K. and Richards, Edward A. How You Can Get A
Better Job. Chicago: American Technical Society, 1954.

Shurter, Robert L. Written Communications in Business; Second
Edition. New York: McGraw-Hill Book Company, Inc., 1964.

Smother, J. W. Technical Report Writing. New York: John Wiley
and Sons, Inc., 1957.

Tuttle, Robert E., and Brown, C. A. Writing Useful Reports. New
York: Appleton-Century Crofts Publishing Company, 1956.

Van Hagen, Charles E. Report Writers' Handbook. Englewood Cliffs:
Prentice-Hall, Inc., 1961.

Zetler, Robert L. and Crouch, W. George. Successful Communication
in Science and Industry; Writing, Reading, and Speaking. New
York: McGraw-Hill Book Company, Inc., 1961.

COURSE OUTLINE

T-PSY 102 GENERAL PSYCHOLOGY

COURSE DESCRIPTION:

A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; and problems of group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society.

OBJECTIVES: The student will be able to:

- (1) Develop an understanding of human adjustment.
- (2) Understand the more important ways in which individuals differ, and how these differences are measured and understood.
- (3) Study the development of human abilities under the combined action of heredity and environment.
- (4) Obtain sufficient knowledge of psychological principles so as to be able to deal with one's own problems of life and work.

COURSE HOURS PER WEEK: Class 5; Laboratory 0.

QUARTER HOURS CREDIT: 5

PREREQUISITE: None

OUTLINE OF INSTRUCTION:

I. Psychology as a Science

- A. What psychology is
- B. The objectives of psychology
- C. Scientific method in psychology
- D. Psychological theory
- E. Man as psychology sees him

II. Personality and Individuality

- A. Theories of personality
- B. Scientific study of personality
- C. Measuring personality

III. Heredity and Environment

- A. Heredity
- B. Environment
- C. Interaction of heredity and environment
- D. Maturation

IV. Human Capacities and Abilities

- A. Intelligence
- B. Intelligence tests
- C. Other abilities
- D. Growth and decline of human abilities

V. Motivation

- A. Goal seeking behavior
- B. Physiological drives
- C. Other motives
- D. Unconscious motives
- E. Conflict of motives

VI. Emotion

- A. The nature of emotion
- B. Indicators of emotion
- C. Emotions and health
- D. Emotional problems

VII. Frustration and Stress

- A. Frustration in everyday life
- B. Defensive reaction to stress
- C. Abnormal reaction patterns

VIII. The Senses

- A. Vision
- B. Hearing (audition)
- C. Cutaneous senses
 - 1. Pressure
 - 2. Pain
 - 3. Cold
 - 4. Warmth
 - 5. Heat
- D. Olfactory senses
- E. Taste
- F. Sense of active movement
- G. Sense of passive movement

IX. Observation

- A. Attention
- B. Perception of objects in space
- C. Perception of time
- D. Extrasensory perception
- E. Reporting our observations
 - 1. How do we observe?
 - 2. How accurately do we observe?

X. The Learning Process

- A. What learning is
- B. Kinds of learning
- C. Theoretical interpretations of learning
- D. Ability to learn
 - 1. Is there a general learning ability?
 - 2. Are learning ability and intelligence the same?
 - 3. Is there a physiological limit for learning?
- E. Remembering and forgetting

XI. Thinking, Communication, and Persuasion

- A. Thinking
- B. Communication
- C. Problems of mass communication
 - 1. Education
 - 2. Propaganda
- D. Attitudes
 - 1. Nature and measurement of attitudes
 - 2. Forming our beliefs and attitudes
 - 3. Factors maintaining attitude
 - 4. Factors causing attitude change
 - 5. Prejudice

XII. Personal Adjustment Problems

- A. Marriage problems
- B. Problems of illegal behavior

XIII. Psychology and Work

- A. The employee's search for the right job
- B. The employer's search for the right employee
- C. Understanding and control of human relations

XIV. Evaluation and Appraisal

- A. Ordinary observation and appraisal of others
- B. Psychological tests
- C. Rating methods
- D. The interview in appraisal

XV. Methods of Treating the Maladjusted

- A. Treatment of major or serious maladjustments
- B. Counseling

SUGGESTED TEXT:

Ruch, Floyd L. Psychology and Life. Scott, Foresman and Company, New York.

SUGGESTED REFERENCES:

Cole, Luella. Psychology of Adolescence. Holt, Rinehart and Winston, New York, 1965.

Hepner, Harry W. Psychology Applied to Life and Work. Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1957.

Kendler, Howard H. Basic Psychology. Appleton-Century-Crofts, New York, 1963.

Sartain, Aaron Q., et al. Psychology--Understanding Human Behavior. McGraw-Hill Book Company, Inc., 1962.

Fourth Quarter

COURSE OUTLINE

T-ENG 204 ORAL COMMUNICATION

COURSE DESCRIPTION:

A study of basic concepts and principles of oral communications to enable the student to communicate with others. Emphasis is placed on the speaker's attitude, improving diction, voice, and the application of particular techniques of theory to correct speaking habits and to produce effective oral presentation. Particular attention is given to conducting meetings, conferences and interviews.

OBJECTIVES: The student will be able to:

- (1) Understand basic concepts and principles of oral communication.
- (2) Develop ability to communicate with others.
- (3) Improve diction, voice, and speaking habits.
- (4) Develop the ability to speak at meetings and conferences and to present a formal speech.

COURSE HOURS PER WEEK: Class 3; Laboratory 0.

QUARTER HOURS CREDIT: 3

PREREQUISITE: T-ENG 101

OUTLINE OF INSTRUCTION:

I. Effective Oral Communication

- A. Introduction
 1. Definition
 2. Purpose and use
 3. Significance
- B. Forms of oral communications
 1. Face-to-face conversation
 2. Telephone conversations
 3. Conversation via interoffice communication devices
 4. Dictation and recording

5. Radio and television appearances
 6. Formal speeches
 7. Leadership or participation in group discussions or meetings
 8. Instruction
- C. Guides to effective oral communication
1. Adjusting to your listeners
 - a. Specific facts of the occasion
 - b. Listener's knowledge of the subject
 - c. Listener's attitude toward the subject
 - d. Listener's attitude toward the speaker
 - e. Background and experience of the listeners
 - f. Mood of the listeners
 2. Cultivating a persuasive voice
 - a. Efficient articulation and pronunciation
 - b. Flexibility
 - c. Naturalness
 - d. Good voice control
 3. Learning to communicate ideas effectively
 - a. Systematic order of ideas
 - b. Effective use of language
 4. Developing an effective speech personality
 - a. Emotional maturity
 - b. Intellectual ability
 - c. Audience adaptation
 - d. Ethical responsibility
- D. Developing listening skills for effective communication
1. Need
 2. Active versus passive listening
 3. Steps to improve listening skills
 - a. Developing proper attitude toward listening
 - b. Preparing yourself physically
 - c. Preparing yourself mentally
 - d. Developing habits that contribute to listening
 - (1) Ability to concentrate
 - (2) Alertness in grasping ideas
 - (3) Ability to coordinate ideas
 - (4) Ability to take notes

II. Organization of Oral Communication

- A. Importance of organization
1. To assure an effective control of specific purpose
 2. To assure coverage of necessary points
 3. To assure conciseness
 4. To assure using best approach

- B. Advantages of organization
 - 1. To assure quick and easy comprehension
 - 2. To assure retention
- C. Organization of a speech
 - 1. Introduction
 - a. Arousing interest of listener
 - b. Establishing essential background
 - 2. Statement of specific purpose
 - a. To entertain
 - b. To inform
 - c. To convince
 - 3. Body of speech
 - 4. Conclusion

III. Ways of Making Speech Convincing

- A. How to make interesting
 - 1. Illustration
 - 2. Concreteness
 - 3. Familiarity
 - 4. Immediacy
 - 5. Curiosity
 - 6. Humor
 - 7. Activity
- B. How to prove a point
 - 1. Ethical proof
 - 2. Logical proof
 - a. Examples
 - b. Illustrations
 - c. Statistics
 - d. Analogy
 - e. Authority
 - f. Explanation
 - 3. Emotional appeals
 - a. Self-preservation
 - b. Acquisition of money or goods
 - c. Desire for power
 - d. Reputation
 - e. Affection for loved ones
 - f. Sense of justice and right
- C. How to use visual aids
 - 1. Purpose
 - a. Explaining a complicated idea or procedure
 - b. Assisting in gaining and holding attention
 - c. Assisting in remembering
 - 2. Types
 - a. Blackboards
 - b. Cardboards

- c. Models
- d. Handouts
- e. Slides
- f. Motion pictures

IV. Physical and Vocal Delivery

- A. Control of stage fright
 - 1. Thorough preparation
 - 2. Adequate practice
 - 3. Some successful experience
 - 4. Self-Confidence
- B. Physical Behavior
 - 1. Posture
 - 2. Movement of hands and arms
 - 3. Facial expression
- C. Voice quality
 - 1. Mechanics of speaking
 - a. Motor
 - b. Vibrator
 - c. Resonator
 - d. Modifiers
 - 2. Physical requirements for a good speaking voice
 - a. Control of breathing
 - b. Relaxation of the throat and neck
 - c. Flexible and energetic use of the modifiers
 - 3. Vocal quality
 - a. Unpleasant vocal qualities
 - b. Types of vocal qualities
 - c. Effect of emotion on vocal quality
 - 4. Use of the voice
 - a. Appropriate pitch
 - b. Appropriate tone and volume

V. Developing Skills in Different Speech Situations

- A. Public speaking
 - 1. Determining purpose
 - 2. Gathering and organizing data
 - 3. Outlining the speech
 - a. Title
 - b. Introduction: arousing interest and preparing for thesis
 - c. Thesis or purpose
 - d. Body
 - (1) Division into mainheads and subheads
 - (2) Supporting information and material
 - e. Concluding the speech

4. Practicing the speech
5. Delivering the speech
- B. Individual communication
 1. General rules
 - a. Being a good listener
 - b. Sharing conversation time
 - c. Looking at speaker
 - d. Getting on same level
 - e. Knowing when conversation should end
 2. General rules for receiving visitors
 - a. Giving prompt attention to visitors
 - b. Greeting visitors pleasantly
 - c. Being courteous
 - d. Finding out the purpose of visit
 - e. Being discreet and tactful
- C. The interview
 1. Planning for the interview
 - a. Knowing what you have to offer
 - b. Finding out all you can about the company
 - c. Planning how you will look
 - d. Planning what you will say
 2. Five steps in an interview
 - a. Establishing rapport
 - b. Establishing the purpose
 - c. Questioning and giving answers
 - d. Making a decision
 - e. Following up the interview
- D. Group Communication
 1. Basic rules
 - a. Being prepared
 - b. Expressing opinions tactfully
 - c. Being positive
 - d. Showing courtesy to others
 - e. Keeping remarks short and pertinent
 - f. Making notes
 2. Leading group discussion
- E. The conference
 1. Introduction
 - a. Definition
 - b. Purpose and use
 - c. Nature
 2. Types
 - a. Problem solving
 - b. Informational
 3. Planning the conference
 - a. Material
 - b. Physical arrangements

4. Conducting the conference
 - a. Duties of the leader
 - b. Keeping the conference on the subject
 - c. Handling all participants properly
 5. Participating in a conference
 - a. Role in the conference
 - b. Duties
 6. Procedure during conference
 - a. Definition of terms
 - b. Limitation of matters to be considered
 - c. Causes of the problems or needs to be considered
 - d. Standards or criteria on which the solution is based
 - e. Solutions and policy to follow
 7. Closing the conference
- F. Conducting a meeting
1. Steps in the procedure
 - a. Call to order
 - b. Reading the minutes of previous meetings
 - c. Receiving reports of officers and standing committees
 - d. Receiving reports of special committees
 - e. Old business
 - f. New business
 - g. Anything for the good of the order
 - h. Adjournment
 2. Handling main motions and amendments
 3. Types of motions
 - a. Privileged
 - b. Subsidiary
 - c. Main
 - d. Renewal
 - e. Incidental

SUGGESTED TEXTS: (Choose one)

Dietrich, John E., and Brooks, Keith. Practical Speaking for the Technical Man. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Henning, James H. Improving Oral Communications. New York: McGraw-Hill Book Company, Inc., 1966.

Phillips, David C. Oral Communications in Business. New York: McGraw-Hill Book Company, Inc., 1955.

Sandford, William P. and Yeager, Willard H. Effective Business Speech; Fourth Edition. New York: McGraw-Hill Book Company, Inc., 1960.

Soper, Paul A. Basic Public Speaking; Third Edition. New York:
Oxford University Press, 1963.

Weiss, Harold and McGrath, James B. Technically Speaking. New
York: McGraw-Hill Book Company, Inc., 1963.

COURSE OUTLINE

T-MOA 204 MEDICAL OFFICE ASSISTING I

COURSE DESCRIPTION:

Designed to teach the basic techniques and skills needed by the medical office assistant in assisting the physician in the examination room. Course includes: care of instruments and supplies, sterile techniques, physical and psychological preparation of the patient for the physician's examination.

OBJECTIVES: The student will be able to:

- (1) Demonstrate knowledge of housekeeping in the physician's office, the principles and procedures involved in housekeeping functions.
- (2) Use good body mechanics.
- (3) List principles and perform procedures involved in medical asepsis.
- (4) Take vital signs of a patient.
- (5) Assist with a physical examination of a patient.
- (6) Prepare for and assist with medical and surgical procedures.
- (7) Prepare for and assist with emergency and first aid functions.

COURSE HOURS PER WEEK: Class 2; Laboratory 6.

QUARTER HOURS CREDIT: 4

PREREQUISITE: First three quarters

OUTLINE OF INSTRUCTION:

- I. Protection of the Patient
 - A. Orientation to Course
 1. Grading
 2. Absenteeism
 3. Tour of department
 - B. Housekeeping

1. General environment
 - a. Light
 - b. Temperature
 - c. Air movement
 - d. Cleanliness of all surfaces and furnishings
 - e. Freedom from odors and noise
 - f. Harmony of color
 - g. Opportunity for privacy
 - h. Safety
2. Housekeeping functions
 - a. Removal of dust and pathogens
 - b. Care of brushes and mops
 - c. Removal of organic and fatty substances
 - d. Care of cabinets
 - e. Care of reception room
 - f. Care of examining rooms
 - g. Care of physician's consultation room
 - h. Care of laboratory
 - i. Ordering of supplies
 - (1) Inventory
 - (2) Drugs and solutions
 - (a) Stocking
 - (b) Labeling
 - (c) Storage--dated medications
 - (d) Medical samples
 - j. Care of physician's bag
 - k. Care of linens
 - (1) Storage
 - (2) Removal of stains
 - l. Care of sterilizers and autoclaves
 - (1) Solutions used
 - (2) Cleaning methods
 - m. Care of instruments
 - (1) General
 - (2) Electro-surgical
 - n. Care of needles
 - (1) Types
 - (2) Cleaning, care, expendability
 - o. Care of syringes
 - (1) Types
 - (2) Cleaning, care, expendability
 - p. Disposables
 - (1) Advantages
 - (2) Disadvantages
 - q. Care of machines
 - (1) Physical therapy
 - (2) Microscopes
 - (3) Electrocardiographs

- C. Body Mechanics
 - 1. Definition
 - 2. Terms and concepts
 - a. Tonus
 - b. Contracture
 - c. Hypotonia or atony
 - d. Atrophy
 - e. Posture
 - f. The center of gravity
 - g. The line of gravity
 - 3. Need for body activity
 - 4. How to use muscles effectively
 - 5. Principles of physics guiding body mechanics
 - 6. Summary of actions guided by body mechanics
- D. Medical and surgical asepsis
 - 1. Definitions
 - a. Asepsis
 - b. Medical asepsis
 - Basic terminology
 - c. Surgical asepsis
 - Basic terminology
 - d. Other basic terminology
 - 2. Measures used in practice of asepsis
 - a. Handwashing
 - (1) Types of bacteria on hands
 - (2) Soaps and detergents
 - b. Factors to consider before choosing sterilization or disinfection methods
 - (1) Nature of organism
 - (2) Number of organisms present
 - (3) Types of equipment
 - (4) Intended use of equipment and supplies
 - (5) Available means for sterilization
 - c. Methods of sterilization and disinfections
 - (1) Physical
 - Radiation
 - (1) Ultraviolet rays
 - (2) X rays
 - (2) Ultrasonics
 - (3) Refrigeration
 - (4) Filtration
 - (5) Desiccation
 - (6) Heat
 - (a) Dry heat
 - (1) Incineration
 - (2) Air oven
 - (b) Steam under pressure
 - Limitations
 - (c) Boiling water
 - Limitations

- (d) Free-flowing steam
 - (e) Pasteurization
 - 3. Chemical sterilization
 - a. Phenol derivatives
 - b. Chlorine compounds
 - c. Quarternary ammonia compounds
 - d. Alcohol
 - e. Formaldehyde
 - f. Iodine
 - g. Combinations
 - h. Limitations
 - 4. Cleaning equipment and supplies
 - a. Importance of proper cleaning
 - b. Contaminated articles
 - c. Soakings
 - d. Use of rubber gloves
 - e. Use of brush
 - f. Rinsing of article
 - g. Drying of article
 - h. Examine for good working order
 - i. Disposition of disposable articles
 - 5. Sterilization of items used in the office
 - a. Types of wrappers and packaging
 - (1) Muslin
 - (2) Disposable
 - b. Packaging office items
 - (1) Rubber goods
 - (a) Gloves
 - (b) Sheets, aprons
 - (c) Water bottles
 - (d) Polyethylene tubing
 - (2) Dressings
 - (3) Linens
 - (4) Jars, bottles, trays
 - (5) Ointments, powders, solutions
 - (6) Instruments
 - (a) Sharp
 - (b) Dull
 - (c) Syringes
 - (d) Needles
 - (e) Jointed
 - (7) Aseptic technique
 - (a) Principles
 - (b) Maintaining sterile field
 - (c) Antiseptics
- E. Equipment and instruments used in a physician's office
 - 1. Care of instruments
 - a. Receiving contaminated instruments
 - b. Rinsing instruments after use
 - c. Segregating various types of instruments
 - d. Checking conditions of instruments
 - e. Definite storage place

2. Types of instruments (Demonstration)
 - a. Identifying parts of instruments
 1. Ring handle
 2. Spring handle
 3. Serrations
 4. Mouse toothed
 5. Ratchets
 - b. Basic surgical instruments (regular and disposable)
 1. Scissors
 2. Scapels
 3. Forceps
 4. Towel clamps
 5. Hemostats
 6. Needle holders
 7. Sterilizer forceps
 - c. Miscellaneous instruments
 1. Percussion hammer
 2. Tuning fork
 3. Forceps.
 4. All purpose scissors
 - d. Specialty instruments
 1. Gynecological and obstetrical
 2. Eye, ear, nose and throat
 3. Protological
 4. Diagnostic
3. Sterilization of instruments (demonstrations)
 - a. Sanitization
 - b. Disinfection
 - c. Sterilization of instruments
 - (1) Methods
 - (a) Sanitization
 - (b) Disinfection
 - (c) Sterilization (chemical, physical)
 - (2) Handling sterile instrument
 - (a) Sterile forceps
 - (b) Storage
 - (3) Sterilization in an emergency
 - (4) Loading the sterilizer
 - (a) Trays
 - (b) Packaging
4. Syringes and needles (demonstrations)
 - a. Types of syringes
 - (1) Tubex
 - (2) Multi-ring control
 - (3) Leur-lock
 - (4) Insulin
 - (5) Tuberculin
 - b. Care of syringes
 - Removing substances from syringes
 - (a) Stuck syringes
 - (b) Sterilization of syringes

- (1) Boiling
- (2) Autoclaving
- (3) Dry heat
- c. Care of hypodermic needles
 - (1) Cleaning of needle
 - (2) Removing stuck needle
 - (3) Sharpening needles
- d. Types of hypodermic needles
 - (1) Regular steel
 - (2) Disposable
 - (3) Construction
- e. Sterilization of needles
 - (1) Boiling
 - (2) Autoclaving
 - (3) Chemical

II. Observations and Recordings Assisting the Physician

- A. Vital signs
 - 1. Definition of vital signs
 - 2. Critical requirements for taking vital signs
 - 3. Temperature
 - a. Types of thermometers
 - b. Methods of taking temperatures
 - (1) Oral temperatures
 - (a) Normal
 - (b) Procedure (student participation)
 - (c) Contraindications
 - (2) Rectal temperatures
 - (a) Normal
 - (b) Procedure
 - (c) Indications for use
 - (3) Auxillary temperature
 - (a) Normal
 - (b) Procedure
 - (c) Indication and contraindications
 - (4) Care and handling of clinic thermometers
 - (a) Cleansing
 - (b) Sterilization
 - (c) Types of containers
 - (5) Recording temperature
 - 4. Pulse
 - a. Varieties of pulse
 - b. Arteries used and their location
 - c. Procedure for taking pulse
 - d. Demonstration and student participation
 - e. Recording pulse

5. Respiration
 - a. Varieties of respiration
 - b. Qualities that describe respiration
 - c. Procedure
 - d. Demonstration and student participation
 - e. Recording respiration
6. Blood pressure
 - a. Physiology of blood pressure
 - (1) Diastole
 - (2) Systole
 - (3) Pulse pressure
 - b. Blood pressure averages
 - (1) Normal average
 - (2) Causes of hypotension
 - (3) Causes of hypertension
 - c. Types of blood pressure apparatus
 - (1) Mercurial
 - (2) Aneroid
 - (3) Transitorized meter
 - (4) Stethoscope
 - (a) Bowles
 - (b) Ford
 - (5) Types of blood pressure cuffs
 - d. Demonstration of blood pressure technique
 - e. Student participation
 - f. Recording of blood pressure
- B. Assisting with physical examination
 1. Duties of MOA
 - a. Assisting physician
 - b. Reassuring patient
 - c. Explaining procedure to patient
 - d. Actual patient preparation
 - e. Prepare instruments
 2. Rules to be followed by MOA
 - a. Accurate and rapid preparation
 - b. Record findings
 - c. Protect patient and doctor
 - d. Learn doctor's habits and methods
 3. Methods of medical examination
 - a. Inspection
 - b. Palpation
 - c. Percussion
 - d. Observation and recording
 4. Positions and draping of patient for examination (demonstrations)
 - a. Lateral or Sims position
 - b. Lithotomy
 - c. Knee-chest
 - d. Trendelenburg
 - e. Jackknife

5. Use of examining tables
 - a. General
 - b. Pediatrics
 - c. Proctology
6. Procedures for various examinations
 - a. Complete physical examination
 - (1) Explanation of procedure to patient
 - (2) Height, weight
 - (3) Laboratory test
 - (4) Vital signs
 - (5) Preparation of instruments
 - (6) Draping of patient
 - (7) Assisting the physician
 - b. Chest examination
 - (1) Explanation of procedure to patient
 - (2) Draping of patient
 - (3) Instruments
 - (4) Assisting physician
 - c. Abdominal examination
 - (1) Preparation of patient
 - (2) Instruments
 - (3) Assisting the physician
 - d. Pelvic examinations
 - (1) Explanation of procedure to patient
 - (2) Draping
 - (3) Instruments
 - (4) Procedure for pap smear
 - (5) Procedure for trichomoniasis, moniliasis, gonorrhoea
 - (6) Special gynecological tests
 - (a) Tubal insufflation
 - (b) Hysterosalpinogography
 - e. Rectal examination
 - (1) Preparation of patient
 - (2) Instruments used
 - (3) Assisting the physician
 - f. Proctosigmoidoscopic examination
 - (1) Preparation of patient
 - (2) Diagnostic instruments used
 - g. Eye, ear, nose and throat examination
 - (1) Preparation of patient
 - (2) Instruments used
 - (3) Hearing acuity determination
 - (a) Tuning fork
 - (b) Audiometer
 - (4) Vision tests
 - (a) Snellen chart
 - (b) Color blindness test
 - (c) Tonometer
 - h. Examination of children
 - (1) Height and weight
 - (2) Temperature

- (3) Preparation of patients
 - Restraining
 - (4) Immunizations and records
- i. Pre-natal care
 - (1) History (use of hospital forms)
 - (2) Laboratory tests
 - (a) CBC
 - (b) Blood type
 - (c) Rh factor
 - (d) Urinalysis
 - (e) Others
 - (3) Height, weight
 - (4) Vital signs
 - (5) Pelvimetry
 - (6) Hospitalization
 - (7) Signs and symptoms of labor
 - (8) Abnormal signs to watch for
- C. Medical and surgical procedures
 - 1. Digestive system procedures
 - a. Enema
 - (1) Cleansing
 - (a) N./saline
 - (b) Soapsuds
 - (c) Disposable
 - (d) Cariminative
 - (e) Oil
 - (2) Retention
 - (3) Procedure for giving
 - (4) Patient preparation
 - (5) Giving enema (demonstration---Mary Chase)
 - b. Rectal tube (Flatus)
 - c. Anoscopy, protoscopy, and sigmoidoscopy
 - (1) Preparation of patient
 - (2) Position of patient
 - (3) Cleaning equipment
 - d. Colostomy irrigation
 - (1) Reasons
 - (2) Equipment
 - (3) Procedure
 - e. Gastric lavage
 - (1) Purpose
 - Poisoning
 - (2) Equipment used
 - (3) Procedure
 - (4) Cleaning of equipment
 - f. Esophagoscopy and gastroscopy
 - (1) Preparation of patient
 - (2) Care of equipment
 - 2. Urinary bladder treatments
 - a. Catherization
 - (1) Female
 - (2) Male

- (3) Equipment
 - (a) Sterile
 - (b) Non-sterile
 - (4) Important steps
 - b. Cystoscopic examination
 - (1) Care of equipment
 - (2) Preparation of patient
 - c. Bladder irrigations
 - d. Bladder instillations
- 3. E.E.N.T. procedures
 - a. Eye irrigations
 - (1) Equipment used
 - (2) Procedure
 - (3) Care of equipment
 - b. Ear irrigations
 - (1) Equipment used
 - (2) Procedure
 - (3) Care of equipment
 - c. Throat irrigation and gargles
 - (1) Equipment
 - (2) Procedure
 - d. Nasal irrigation
 - e. Epistaxis
 - (1) Emergency treatment
 - (2) Preparation of patient
 - (3) Equipment
 - f. Foreign bodies in eye
 - Eye tray
 - g. Tonometer
 - (1) Use
 - (2) Care of tonometer
- 4. Aspiration of fluid from body cavities
 - a. Abdominal paracentesis
 - b. Thoracentesis
 - c. Therapeutic thoracentesis
 - d. Lumbar puncture
 - e. Myringotomy
- 5. Preparation for OB-GYN problems
 - a. Infertility
 - b. Pelvimetry exam
 - c. Cervical biopsy and cautery
 - d. Pessary
 - e. Tampon insertion
 - f. Vaginal irrigations
- 6. Orthopedic preparations
 - a. Physical therapy
 - b. Procedure for application of cast
 - (1) Equipment needed
 - (2) Instructions to patient
 - c. Cast removal
 - d. Splints

- e. Crutches
- f. Shoulder, knee or joint aspiration
 - (1) Preparation of patient
 - (2) Equipment
- g. Knee or joint injection
- 7. Anesthesia in doctor's office
 - a. Local anesthesia
 - (1) Topical
 - Preparation
 - (2) Infiltration
 - (3) Blocking
 - b. General anesthesia
 - (1) Definition
 - (2) Types
 - (a) Intravenous
 - (b) Inhalents
- 8. Minor surgery
 - a. Sterile technique
 - (1) Hand scrub
 - (2) Use of sterile transfer forceps
 - (3) Disposal of contaminated articles
 - (4) Application of sterile gloves
 - (5) Preparation of skin
 - (a) Basic set-up
 - (b) Procedure
 - (6) Sterile set-ups
 - (a) Drapes and towels
 - (b) Wrapped sets
 - b. Wound care
 - (1) Types of wounds
 - (2) Preliminary care
 - (3) Sterile set-up
 - c. Incision and drainage (I & D)
 - (1) Purpose
 - (2) Sterile tray
 - (3) Preparation of skin
 - (4) After care of equipment
 - d. Wart removal
 - Procedure
 - Hyfreccation
 - e. Cyst removal
 - (1) Preparation of patient
 - (2) Sterile tray
 - Types of equipment
 - (3) Disposal of tissue
 - Pathology lab
 - f. I & D of subungual hematoma
 - Preparation of equipment
 - g. Removal of infected toenail
 - (1) Preparation of patient
 - (2) Sterile tray
 - (3) After-care of equipment

- h. Emergency tray
 - (1) Equipment
 - (2) Medication
 - (3) Storage
 - i. Suture removal
 - Sterile equipment
 - j. Dressings
 - (1) Equipment
 - (2) Procedure
 - (3) Disposal of dressing
 - (4) Types of dressings
 - (a) Sterile strips
 - (b) Band-aids
 - (c) Non-sensitive tapes
 - (d) Micro-tape
 - (e) Self-adhering dressings
 - (f) Butterfly closures
 - k. Bandaging
 - (1) Purpose of bandaging
 - (2) Types of bandages
 - (a) Gauze rollers
 - (b) Muslin rollers
 - (c) Ace bandage
 - (d) Tube-gauze
 - (3) Methods of bandaging
 - (a) Positioning of patient
 - (b) Figure of 8
 - (c) Reverse
 - (d) Use of triangular bandages
- D. Emergencies and first aid measures
- 1. Advanced planning
 - a. Knowledge of procedure to follow
 - b. Telephone listings of emergency numbers
 - (1) Ambulance service
 - (2) Poison control center
 - (3) Fire department
 - (4) Rescue squad
 - (5) Coroner and/or medical examiner
 - 2. Recognizing an emergency
 - a. Basic rules
 - b. Basic procedures
 - c. Examples of emergencies
 - d. Procedures to follow for specific emergencies
 - 3. Use of office O₂ and resuscitation equipment
 - a. Function of O₂
 - b. Procedure for application

BEHAVIORAL OBJECTIVES

T-MOA 204 MEDICAL OFFICE ASSISTING I

UNIT I

SECTION I

HOUSEKEEPING OBJECTIVES

GENERAL PERFORMANCE OBJECTIVE

The student will demonstrate a knowledge of housekeeping in the physician's office, the principles and procedures involved in housekeeping functions and use these principles to solve housekeeping problems.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Describe how the MOA may help provide a good general environment.
- (2) Describe office housekeeping details.
- (3) State how office housekeeping should be done.
- (4) Identify how the MOA should care for the reception room.
- (5) Identify how the MOA should care for the office laboratory.
- (6) Identify how the MOA should care for the physician's office.
- (7) Identify how the MOA should care for the examining and treatment rooms.
- (8) State how to keep supplies and housekeeping concurrent.
- (9) State why and what supplies are ordered.
- (10) State how the MOA should care for the physician's bag.
- (11) Demonstrate a knowledge of how to take inventory by preparing a sample inventory of supplies in the MOA lab.
- (12) Demonstrate how to remove stains commonly found in the physician's office.

UNIT I

SECTION II

BODY MECHANICS OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will describe the use of body mechanic principles and procedures for the physician's office, tell why they are used, and demonstrate how they can be applied.

INTERMEDIATE PERFORMANCE OBJECTIVES

The student will, without the aid of references and with a 70% proficiency:

- (1) Explain and demonstrate body mechanics, their principles, and how these may be applied to housekeeping functions.
- (2) State the principles involved in body mechanics.
- (3) Discuss the techniques of body mechanics.

UNIT I

SECTIONS III, IV, V

MEDICAL ASEPSIS

INSTRUMENTS AND EQUIPMENT USED IN PHYSICIAN'S OFFICE

SURGICAL ASEPSIS

GENERAL PERFORMANCE OBJECTIVES

The student will list the principles and procedures involved in medical asepsis and solve work problems using these principles and procedures.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.,) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Define asepsis.
- (2) Describe the use of medical asepsis.
- (3) Describe immunity.
- (4) State the general practices to follow in medical asepsis.
- (5) State the importance of cleaning.
- (6) Describe how to control flies, rodents, and pediculi and why it is important to do this.
- (7) Describe methods of sterilization and disinfection.
- (8) Demonstrate proper handwashing technique.
- (9) Define surgical asepsis.
- (10) Define medical asepsis.
- (11) State the factor to be considered before choosing a disinfectant or sterilization method.
- (12) Define sterilization.

- (13) Explain and demonstrate preparation and processing of supplies for sterilization.
- (14) Explain and demonstrate the use of the autoclave.
- (15) Explain and demonstrate the use of boiling H₂O under pressure.
- (16) Explain and demonstrate dry heat for sterilization.
- (17) Describe chemical disinfections used in the medical office.
- (18) Describe and demonstrate the handling of sterile equipment (sterile technique).
- (19) Describe and demonstrate sterile fields.
- (20) Identify medical-surgical instruments and equipment.
- (21) Indicate the use of medical-surgical instruments.
- (22) Select from a display instruments and equipment according to their name.

UNIT II

SECTION I

VITAL SIGNS OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will describe her functions in the taking of the vital signs and perform these functions by solving work problems.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.,) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Define vital signs.
- (2) Explain what vital signs consist of.
- (3) Discuss orally normal body temperature and how this is obtained.
- (4) Discuss and write the terminology and meanings of the words that are used in connection with temperature.
- (5) Write the definition of hypothermia.
- (6) Define lethal temperature.
- (7) Explain the construction of the thermometer.
- (8) Demonstrate how a temperature is taken and tell the results.
- (9) Demonstrate how a thermometer is cleaned and tell why it is necessary.
- (10) State the uses of disinfectants, antiseptics for thermometers.
- (11) Write the definitions of the terminology used in taking the pulse.
- (12) Describe a normal pulse rate for men and women.
- (13) Indicate what changes a pulse rate.
- (14) Describe how a pulse should feel when it is being taken--the characteristics of a pulse.
- (15) Demonstrate how the pulse is taken.

- (16) Indicate where the pulse is taken.
- (17) Define an apical pulse rate.
- (18) Define apical radial pulse rate.
- (19) Demonstrate how apical pulse rate and apical radial pulse rate are taken.
- (20) Define respiration.
- (21) State normal respiration range.
- (22) Define tidal air and respiration range.
- (23) Discuss the character of the respiration.
- (24) Give orally three types of respiration.
- (25) State two observations that can be observed when a patient is oxygen poor and how this affects the patient.
- (26) List four factors affecting respiration.
- (27) Demonstrate how respiration is taken and give the results.
- (28) Define blood pressure.
- (29) Explain the difference between systolic and diastolic blood pressure.
- (30) List five (5) factors that help to maintain normal arterial pressure and tell how they do this.
- (31) Explain what the normal B.P. is.
- (32) Define hypertension.
- (33) Define hypotension.
- (34) Demonstrate how a blood pressure is taken and tell the results and if they were indicative of any illness.

UNIT II

SECTION II

ASSISTING WITH A PHYSICAL EXAMINATION OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will describe her functions in assisting with a physical examination of a patient and perform these functions by solving work problems.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.,) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) List the four methods used in a physical examination.
- (2) State the steps to follow in assisting with a physical examination.
- (3) Describe the various positions and drapings for physical examinations.
- (4) Demonstrate the positions and drapings for physicals.
- (5) Demonstrate restraining a child and tell why it is important.
- (6) Demonstrate how to take the weight of an adult and a baby and tell why this is important in a physical examination.
- (7) Demonstrate how to take the height of a patient and record her results.
- (8) State why taking the height of a patient is important.
- (9) Describe the procedure for getting a urine specimen and tell why this is important.
- (10) Name the three (3) ways of obtaining a urine specimen.
- (11) Explain the importance of accuracy and cleanliness in the collection of specimens.

UNIT II

SECTION III

MEDICAL AND SURGICAL PROCEDURES OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will prepare for and assist with medical and surgical procedures used in a physician's office by solving work problems and then act as an assistant to the physician.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Describe procedures of the digestive tract.
- (2) Describe bladder treatment procedures.
- (3) Describe and demonstrate irrigations.
- (4) Discuss aspiration of fluid from body cavities.
- (5) Describe and demonstrate preparations for OB-Gyn problems.
- (6) Describe preparations for bronchoscopy.
- (7) Describe preparations for esophagoscopy.
- (8) Describe and demonstrate setups for gastric lavage.
- (9) Describe and demonstrate setups for nasal problems.
- (10) Describe and demonstrate setups for ophthalmology problems.
- (11) Describe anesthesia in reference to a physician's office.
- (12) Describe orthopedic treatments and preparation for these treatments.
- (13) Describe preparation of patient for minor surgery.
- (14) Set up equipment for the procedures of minor surgery.
- (15) Describe and demonstrate dressing procedures.

UNIT II

SECTION IV

EMERGENCIES AND FIRST AID MEASURES OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will prepare for, know why, what and how emergency and first aid functions are performed by solving work problems.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, true-false, etc.,) on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Discuss first aid theory and skills.
- (2) Define first aid.
- (3) Describe and demonstrate first aid of wounds.
- (4) Describe and demonstrate first aid of special wounds.
- (5) Describe and demonstrate first aid used for shock patients.
- (6) Describe and demonstrate artificial respiration.
- (7) Describe and demonstrate first aid of injuries to bones, joints and muscles.
- (8) Describe and demonstrate first aid of burns, heat and cold.
- (9) Describe and demonstrate first aid of heart attacks.
- (10) Describe and demonstrate first aid of patients with cardiovascular accidents.
- (11) Describe and demonstrate first aid for person who faints.
- (12) Describe and demonstrate first aid for person with convulsions.
- (13) Describe and demonstrate first aid for person with foreign bodies in eye.
- (14) Describe and demonstrate first aid for patient with foreign bodies in nasal passage.
- (15) Describe and demonstrate first aid of unconscious patient.

- (16) Describe and demonstrate first aid of patient with foreign body in food passage.
- (17) Describe and demonstrate first aid of patient with appendicitis.
- (18) Describe and demonstrate first aid of patient with boils, styes, and blisters.
- (19) Describe and demonstrate first aid of patient with hernia.
- (20) Describe and demonstrate first aid of patient with plant poisoning.
- (21) Describe and demonstrate first aid of patient who is mentally disturbed.
- (22) Describe and demonstrate first aid of patient intoxicated.
- (23) Describe and demonstrate first aid of patient with insulin reaction.
- (24) Describe and demonstrate first aid of injuries to the eye.
- (25) Describe and demonstrate methods of first aid and transportation.
- (26) Describe and demonstrate emergencies and first aid measures as related to a physician's office.

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York, McGraw-Hill Book Company.

Bredow, Miriam and G. Cooper. Workbook to Accompany The Medical Assistant, 1970.

Fredrick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia: W. B. Saunders Company.

Lawton, M. Murray, M. D. and Donald F. Foy, B.S., M.S. A Textbook for Medical Assistants. St. Louis: The C. V. Mosby Company.

Schwarzrock, Shirley Pratt and Donovan Ward, M.D. Effective Medical Assistant. Wm. C. Brown Company, 1969.

SUPPLEMENTARY READING:

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology. St. Louis: Catholic Hospital Association, 4th Ed.

Goodale, R. Clinical Interpretation of Laboratory Tests. Philadelphia, F.A. Davis Co.

Young, C. G. and Barger, J. D. Introduction to Medical Science, St. Louis, 1969, The C. V. Mosby Company.

Prior, J. A. and Silberstein, J. S.: Physical Diagnosis, 3rd Ed. St. Louis, 1969, The C. V. Mosby Company.

Hart, L. K. The Arithmetic of Dosages and Solutions. St. Louis, The C. V. Mosby Company.

Burdick, EKG Manual. The Burdick Company.

American Medical Association. First Aid Manual.

American National Red Cross. First Aid Manual.

Hamer and Henderson. Textbook of Principles and Practices of Nursing.

Miller - Medical Secretary's and Assistant's Handbook.

Brown. Medical Nursing.

Henderson. Emergency Medical Guide.

Barbata, Jenson, Patterson. A Textbook of Medical Surgical Nursing.

McClain and Gregg. Scientific Principles in Nursing.

Perkins, John J. Principles and Methods of Sterilization.

Fuerst and Wolf. Fundamental's of Nursing

Sutton. Bedside Nursing Techniques.

COURSE OUTLINE

T-MOA 206 LABORATORY ORIENTATION I

COURSE DESCRIPTION:

This course is designed to introduce to the medical assistant the various laboratory procedures necessary to aid the physician in diagnosing the patient's illness. Emphasis is on preparation of the patient for various procedures which may be ordered, their purposes and the expected norms of results. Special attention is on urinalysis, hematology, bacteriology, and immunology.

OBJECTIVES: The student will be able to:

- (1) Site the laboratory rules of safety.
- (2) Handle the equipment and reagents in a safe responsible manner.
- (3) Identify the equipment, glassware, and supplies by sight and use.
- (4) Collect and handle urine properly.
- (5) Describe the general physical characteristics of urine.
- (6) Test urine chemically and microscopically.
- (7) Describe the blood producing organs.
- (8) Describe the diseases that affect the blood supply.
- (9) Describe the different methods of collecting and handling blood.
- (10) Collect blood by way of venipunctures.
- (11) Collect blood by way of fingersticks.
- (12) Identify equipment used for performing Hgb.
- (13) Perform the test to measure Hgb. by the following methods:
 - Haden-Houser
 - Sahli
 - Photo-Electric Colorimeter
- (14) Site normal Hgb. values for men, women and children.

- (15) Describe what increases and decreases the Hgb.
- (16) Identify and use equipment needed to perform test.
- (17) Discuss the value of hematocrit as diagnostic test.
- (18) State the normal ranges for hematocrit.
- (19) List the possible sources of error.
- (20) Perform the test for Hematocrit using the microscopic method.
- (21) Perform RBC accurately.
- (22) Site normal values, ranges, means.
- (23) Discuss sources of error in technique.
- (24) Perform W.B.C. accurately.
- (25) Site normal ranges, values, means
- (26) Discuss sources of error in technique.

COURSE HOURS PER WEEK: Class 2; Laboratory 6.

QUARTER HOURS CREDIT: 4

PREREQUISITE: First three quarters

OUTLINE OF INSTRUCTION:

I. Urinalysis

A. Physical examination

1. Quantity
 - a. Daily average
 - b. Pathological conditions
2. Color
3. Transparency
4. Odor
5. Reaction, pH
6. Specific gravity
 - Factors of influence

- B. Methods of collecting
 - 1. Preservatives
 - 2. Causes of decomposition
- C. Pregnancy tests
 - 1. Level of UCG
 - 2. Sources of error
 - 3. Storage of reagents
- D. Chemical examination
 - 1. Normal and abnormal constituents
 - 2. Normal composition
 - 3. Reagents used
- E. Microscopic, proper identification
 - 1. Crystals
 - 2. Casts
 - Method of finding
 - 3. Organized structures
 - 4. Proper magnification

II. Hematology and Bacteriology

- A. Use and care of the microscope
 - 1. Method of cleaning
 - 2. Adjustments
 - 3. Choice of magnification
 - 4. Names of parts and lenses
- B. Correct use of colorimeter
 - 1. Reflection
 - 2. Calibration
 - 3. Optical density vs. optical transmission
 - 4. Definition of photometry
- C. Methods used in obtaining blood
 - Skin puncture - intravenous
 - a. Preferred sites
 - b. Method of cleansing
 - c. Application of tourniquet
 - d. Technique
- D. Blood cell counting
 - Methods
 - a. Reagents
 - b. Sources of error
 - c. Calculations
 - d. Preparation of slides
 - e. Reporting results
 - f. Normal values
- E. Blood chemistry
 - 1. Tests requiring whole blood
 - a. Usual amounts
 - b. Method of handling
 - c. Anticoagulants

2. Tests requiring clotted blood
 - a. Technique of handling
 - b. Storage
- F. Preparation of blood for Public Health Laboratory
 1. General precautions
 2. Proper label and information
- G. Preparation of cultures

Throat, abscess, wounds, transudates, exudates, etc.

 - a. Method of collecting
 - b. Application to slide or tube
 - c. Stains
 - d. Proper disposal
- H. Micro-organisms
 1. Bacteria
 - a. Cocci
 - b. Bacilli
 - c. Spirilla
 2. Rickettsiae
 - a. Description
 - b. Habitat
 3. Viruses

Diagnostic tests
 4. Fungi
 5. Animal parasites
- I. Smears, general preparation
 1. Wet
 2. Dry
 3. Stains, technique

III. Immunology

- A. Definition and description
- B. Types of immunity
 1. Natural
 2. Acquired
- C. Agents in immunization
 1. Antigens
 2. Antibodies
- D. Serum reactions
- E. Skin tests
 1. Immunologic
 2. Allergic

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York. McGraw-Hill Co.

Bredow, Miriam and G. Cooper. Workbook to accompany The Medical Assistant, 1970.

Frederick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia, W. B. Saunders Company.

Lawton, M. Murray, M. D. and Donald F. Foy, B.S., M.S. A Textbook for Medical Assistants. St. Louis: The C. V. Mosby Company.

Schwarzrock, S. P. and Donovan Ward M.D., Effective Medical Assistant. Wm. C. Brown Company, 1969.

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Oppenheim, Irwin A., M.D. Textbook for Laboratory Assistants, 1972. C. V. Mosby Company.

Terris, Elvira B. Microbiology for the Nurse. Albany, N. Y.: Delmar Publishers, Inc.

Goodale, R. Clinical Interpretation of Laboratory Tests. Philadelphia, F. A. Davis Company.

Young, C. G. and Barger, J. D. Introduction to Medical Science. St. Louis, 1969. The C. V. Mosby Company.

Prior, J. A. and Silberstein, J. S. Physical Diagnosis. 3rd Ed. St. Louis, 1969. The C. V. Mosby Company.

Fifth Quarter

COURSE OUTLINE

T-MOA 205 MEDICAL OFFICE ASSISTING II

COURSE DESCRIPTION:

Continuation of T-MOA 204 with greater emphasis on skill and the more complicated medical procedures performed in the physician's office.

OBJECTIVES: The student will be able to:

- (1) Discuss with understanding the basics of good nutrition.
- (2) Assist patients in understanding therapeutic diets and their preparations.
- (3) List and describe the uses, actions and side effects of commonly used medications.
- (4) Use the metric, apothecary, and household systems of measure and convert from one to another.
- (5) Prepare and give injections with 100% accuracy.
- (6) Prepare and give medications by all methods commonly used in the medical office.

COURSE HOURS PER WEEK: Class 3; Laboratory 6

QUARTER HOURS CREDIT: 5

PREREQUISITE: T-MOA 204

OUTLINE OF INSTRUCTION:

Unit I - Diet and Nutrition

- I. Orientation to Course
 - A. Course requirement
 - B. Grading
 - C. Absenteeism

II. Diet and Nutrition

- A. Nutrition defined
- B. Dietetics
- C. The Basic Four
 - 1. Meat group
 - 2. Vegetable and fruit group
 - 3. Milk group
 - 4. Bread and cereal group
- D. Constituents of food
 - 1. Proteins
 - a. Amino acids
 - b. Essential for
 - 2. Carbohydrates
 - a. Classification
 - b. Functions
 - 3. Fats
 - a. Saturated
 - b. Unsaturated
 - c. Functions
 - 4. Minerals
 - a. Functions
 - b. Calcium
 - c. Phosphorus
 - d. Iron
 - e. Iodine
 - f. Flourine
 - g. Sodium
 - 5. Vitamins
 - a. Functions
 - b. Six essential vitamins
 - 1. Vitamin A
 - 2. Vitamin D
 - 3. Vitamin K
 - 4. Vitamin E
 - 5. Vitamin C
 - 6. B complex
- E. Water
 - Functions
- F. Digestion
 - Factors affecting digestion
- G. Indigestion
 - Factors affecting indigestion
- H. Nutrition for various ages and conditions
 - 1. Infant
 - 2. Adult
 - 3. Pregnancy and diet
 - 4. Lactation
 - 5. Geriatric patient
 - Factors in geriatric nutrition

- I. Legislation and food
 - 1. Federal acts
 - 2. State acts
- J. Food borne diseases and chemical poisoning
 - 1. Bacterial contamination
 - 2. Botulism
 - 3. Trichinosis
 - 4. Insecticides
- K. Diet therapy
 - 1. Objectives of dietary treatment
 - 2. Regular diets
 - 3. Soft diets
 - 4. Protein restricted diets
 - 5. Bland diet
 - 6. Sodium restricted diet
 - 7. Low residue diet
 - 8. Minimum residue diet
 - 9. High carbohydrate diet
 - 10. Carbohydrate restricted diet
 - 11. Diabetic diet
 - 12. Ulcer diet
 - 13. High protein diet
 - 14. Low fat diet
 - 15. Reducing diet
- L. Prescription of diet
- M. Discussing diet with the patient

Unit II - Pharmacology

- I. Medications and Their Uses
 - A. Drug industry
 - 1. Sources of drug
 - a. Natural sources
 - 1. Animal
 - 2. Vegetable
 - 3. Mineral
 - b. Synthetic source
 - 2. Drug names
 - a. Chemical name
 - b. Generic name
 - c. Trade name
 - 3. Drug standards
 - a. U.S. Pharmacopeia
 - b. National Formulary
 - c. Physician's Desk Reference
 - 4. Uses of drugs
 - a. Therapeutic
 - b. Prophylactic
 - c. Diagnostic

5. Drug legislation
 - a. Federal Food, Drug and Cosmetic Act
 - b. Durham-Humphrey Amendment
 - c. Kefauver-Harris Amendment
 - d. Narcotic regulations
 1. Harrison Narcotic Act
 2. Narcotic Stamp Tax
 3. Federal Narcotic Order Form
 4. Prescriptions for narcotics
 5. Narcotic records
6. Forms of drugs
 - a. Solids
 - b. Liquids
- B. Effects of drugs
 1. Local effect
 2. General effect
 3. Cumulative effect
 4. Side effect
 5. Untoward effect
 6. Idiosyncrasy
 7. Hypersensitivity
 8. Tolerance
 9. Habituation
 10. Addiction
- C. Stimulants and depressants
 1. Stimulants
 - a. Definition
 - b. Action
 - c. Examples
 1. Caffeine
 2. Adrenalin
 3. CO₂ and O₂
 4. Atropine
 2. Depressants
 - a. Definition
 - b. Action
 - c. Examples
 - (1) Opium
 - (2) Aspirin
 - (3) Bromides
 - (4) Amul nitrate
 - (5) Nitroglycerin
- D. Anti-Infectives
 1. Antibiotics
 - a. Resistance
 - b. Superinfections
 - c. Penicillin
 - (1) Types
 - (2) Uses
 - (3) Contraindications and side effects

- d. Streptomycin
- e. Tetracyclines
- f. Chloromycetin
- g. Erythromycin
- h. Antifungal antibiotic
 - (1) Nystatin (mycostatin)
 - (2) Fulvicin
- i. Psychomotor stimulants
 - (1) Monamine oxidase inhibitors
 - (2) Tofranil
 - (3) Elavil
- 2. Depressants
 - a. Analgesics
 - (1) Narcotic analgesics
 - (a) Opium and its derivatives
 - (b) Demerol
 - (2) Synthetic non-narcotic analgesics
 - (a) Darvon
 - (b) Zactane
 - (3) Antipyretic non-narcotic analgesics
 - Salicylates
 - b. Hypnotics and sedatives
 - (1) Barbiturates
 - (2) Nonbarbiturates
 - (a) Placidyl
 - (b) Doriden
 - c. Anesthetics
 - (1) General
 - (2) Local
 - d. Alcohols
 - e. Tranquilizers
 - (1) Serpasil
 - (2) Thorazine
 - (3) Compazine
 - (4) Phenergan
 - (5) Stelazine
 - (6) Meproamate
 - (7) Librium
 - (8) Valium
 - f. Anticonvulsant
 - (1) Dilantin
 - (2) Phenobarbital
 - (3) Mysoline
- F. Drugs that affect the autonomic nervous system
 - Classification of autonomic drug
 - a. Adrenergic drugs
 - (1) Epinephrine
 - (2) Norepinephrine
 - (3) Ephedrine
 - (4) Neo-Synephrine

- b. Parasympatholytics
 - Bellodonna group
 - Atropine
 - c. Parasympathomimetics
 - (1) Urecholine chloride
 - (2) Pilocarpine
 - (3) Stigonene (Benzyprinium)
 - (4) Neostigmine
 - (5) Ilopan
- G. Muscle relaxants
 - 1. Robaxin
 - 2. Skelaxin
 - 3. Robaxisal PH
- H. Antihistamines and drugs for motion sickness
 - 1. Chlortrimeton maleate
 - 2. Benadryl HCL
 - 3. Phenergan HCL
 - 4. Pyribenzamine HCL
 - 5. Dramamine
 - 6. Bonine HCL
 - 7. Tigan
- I. Drugs that affect the G.I. organs
 - 1. Antacids
 - 2. Emetics
 - 3. Antiemetics
 - 4. Diagnostic drugs
 - 5. Cathartics
 - 6. Antidiarrheics
- J. Drugs that affect the circulatory system
 - 1. Cardiac stimulants
 - 2. Cardiac depressants
 - 3. Vasodilators
 - 4. Antihypertensives
 - 5. Vasoconstrictors
 - 6. Diuretics
 - 7. Coagulants
 - 8. Anticoagulants
 - 9. Antianemics
- K. Drugs that affect the respiratory system
 - 1. Antitussives
 - 2. Others
- L. Drugs that affect the skin and mucous membranes
 - 1. Antiseptics
 - 2. Antifungal
 - 3. Antipruritics
- M. Drugs that affect the urinary system
 - 1. Diuretics
 - 2. Acidifiers and alkalinizers
 - 3. Antiseptics and antiinfective drugs

- N. Ophthalmic drugs
- O. Drugs that act on organs of reproduction
 - 1. Oxytocics
 - 2. Sex hormones
- P. Minerals, vitamins and hormones used as drugs
 - 1. Minerals and vitamins
 - 2. Hormones
 - a. Pituitary
 - b. Thyroid
 - c. Adrenal gland
 - d. Pancreas
- Q. Vaccines and serums
- R. Poisons
- S. Self medication

II. Drugs and Solutions used in Preparation Medications

- A. Systems of measurement
 - 1. Metric system
 - 2. Apothecary system
 - 3. Household
 - 4. Equivalents
- B. Review of simple arithmetic
- C. Conversion problems
- D. Abbreviations
- E. Solutions
 - 1. Definitions
 - 2. Composition of solution
 - a. Solvent-dispersing fluid
 - b. Solute-substance dissolved
 - 3. Preparation of solutions (formula)
- F. Practical problems in medication preparation
 - 1. Giving fraction of a drop
 - 2. Giving fraction of a tablet (hypo)
- G. Computation of insulin dosages
- H. Duties of medical assistant in handling medications
 - 1. Ordering
 - 2. Storing
 - 3. Dispensing
 - 4. Administering
 - 5. Preparing

III. Administration of Medications

- A. Prescription of drugs
 - 1. Definition
 - 2. Composition of prescription
 - 3. Duties of medical assistant
 - 4. Prescription abbreviations

- B. Methods of administration
 - Major channels for administration
 - a. For local effect
 - 1. Skin
 - 2. Mucous membranes
 - b. For systemic effects
 - 1. Oral
 - 2. Sublingual
 - 3. Rectal
 - 4. Inhalation
 - 5. Parenteral
 - a. Intradermal
 - b. Subcutaneous
 - c. Intramuscular
 - d. Intravenous
- C. Precautions in administering drugs
 - 1. The five rights
 - 2. Label checks
 - 3. Expiration date
 - 4. Deterioration
 - 5. Rules to follow in giving medication
 - 6. Knowledge of drug

SPECIFIC BEHAVIORAL OBJECTIVES

T-MOA 205 MEDICAL OFFICE ASSISTING II

UNIT I

DIET AND NUTRITION OBJECTIVES

BEHAVIORALLY SPECIFIED LEARNING OBJECTIVES

Given questions (essay, multiple choice, completion, true-false, etc.,) on unit quizzes and final examination the student, without the aid of references and with a 70% proficiency, will:

(1) Define:

- a. Nutrition
- b. Nutrient
- c. Energy
- d. Energy metabolism
- e. Basal metabolism
- f. Calorie
- g. Carbohydrate
- h. Fat
- i. Protein
- j. Monosaccharide
- k. Disaccharide
- l. Polysaccharide
- m. Cellulose
- n. Glucose
- o. Glycogen
- p. Amino acid

(2) List the three functions of food.

(3) Name the nutrients which produce energy.

- (4) Name the nutrients which regulate the body processes.
- (5) Name the nutrients which repair tissues.
- (6) Name the forms in which the following are absorbed in the body:
 - a. Carbohydrates
 - b. Proteins
 - c. Fats
- (7) List three (3) important functions of proteins.
- (8) List five (5) reasons why proteins are essential.
- (9) Give the classifications of carbohydrates.
- (10) List the functions of:
 - a. Carbohydrates
 - b. Fats
- (11) Define acidosis.
- (12) List six purposes of fats.
- (13) Explain how fats differ from carbohydrates.
- (14) List five (5) functions of minerals.
- (15) List three (3) functions of calcium.
- (16) List the five reasons why phosphorus is essential.
- (17) Describe why the following are essential:
 - a. Iron
 - b. Iodine
 - c. Flourine
 - d. Sodium
- (18) Describe the uses of vitamins.
- (19) Name the vitamins that are fat-soluble.
- (20) List the vitamins that can be stored and give their storage location.

- (21) Describe the functions of Vitamin A, C, D, B₁₂, Thiamine, Riboflavin, Niacin and Folic acid.
- (22) Describe why H₂O is essential to the body.
- (23) List four (4) causes of indigestion.
- (24) Describe the objectives of diet therapy.
- (25) List the two (2) factors to be considered in dietary treatment.
- (26) Give the caloric value for one gram of:
- a. Protein
 - b. Fat
 - c. Carbohydrate
- (27) Describe the contents of the following diets:
- a. Normal diet
 - b. Soft
 - c. Protein restricted
 - d. Bland
 - e. Sodium restricted
 - f. Low residue
- (28) Give the diet or diets used in the following diseases:
- a. Colitis
 - b. Acute enteritis
 - c. Gastritis
 - d. Constipation
 - e. Spastic constipation
 - f. Diverticulitis
 - g. Peptic ulcer
 - h. Infectious hepatitis

- i. Cirrhosis
- j. Glomerulonephritis
- k. Anemia
- l. Diabetes
- m. Obesity
- n. Allergy
- o. Arteriosclerosis
- p. Underweight

- (28) List the causes of constipation.
- (29) List three (3) food-borne diseases.
- (30) Explain why energy metabolism is necessary.
- (31) Define cholesterol and give its relationship to arteriosclerosis.
- (32) Describe a well-balanced diet.

MEDICATIONS AND THEIR USES

OBJECTIVES

GENERAL PERFORMANCE OBJECTIVES

The student will list the uses, describe the actions and side effects of commonly used medications, and explain how medications are administered.

INTERMEDIATE PERFORMANCE OBJECTIVES

Given questions (multiple choice, essay, matching, true-false, etc.,) on written examination the student, without the aid of references and with at least a 70% proficiency, will:

- (1) Define the terms that describe the effects of drugs.
- (2) Distinguish between the names of a drug:
 - a. Chemical name
 - b. Generic name
 - c. Trade name
- (3) Name four (4) factors that could influence the action of drugs.
- (4) Define:
 - a. Minimal dose
 - b. Maximal dose
 - c. Toxic dose
 - d. Lethal dose
- (5) List and describe the sites of drug action.
- (6) State the purpose of the Federal Food, Drug and Cosmetic Act.
- (7) List the drugs included in the federal narcotic laws.
- (8) List and describe the three (3) general uses of drugs.

- (9) Describe the uses, actions and side effects of depressant drugs.
- (10) Describe the uses, action and side effects of:
- a. Stimulant drugs
 - b. Antibiotic drugs
 1. Penicillin
 2. Tetracyclines
 3. Streptomycin
 4. Erythromycin
 5. Chloromycetin
 - c. Mycostatin
 - d. Fulvicin
 - e. Bacitracin
 - f. Sulfonamides
 - g. Systemic anti-infective drugs
 - h. C.N.S. drugs
 - i. Local anesthesia
 - j. Selective depressant drug
 - k. Drugs affecting the autonomic nervous system
 - l. Skeletal muscle relaxant drugs and their antagonists
 - m. Antihistamine drugs
 - n. Drugs for relief of motion sickness
 - o. Drugs that affect the G.I. organs
 - p. Drugs that affect the circulatory systems
 - q. Drugs that affect the respiratory system
 - r. Drugs that affect the skin and mucous membranes

- s. Drugs that affect the organs of the urinary tract
 - t. Drugs used to treat eyes
 - u. Drugs that affect the reproductive systems
 - v. Hormones
 - w. Enzymes
 - x. Serums and vaccines
- (11) Identify the vitamins necessary for the body.
 - (12) State the uses of the above vitamins.
 - (13) Define toxicology.
 - (14) List the common antidotes.
 - (15) Describe the psychological aspects of drugs to the patient.
 - (16) Describe the MOA's role in handling drugs.
 - (17) Identify the dangers of self medication.
 - (18) State the MOA's role in discouraging self medication.
 - (19) Identify and give examples of the main sources of drugs.
 - (20) Identify and describe the factors which modify drug actions.
 - (21) State the rules for handling medication.
 - (22) State the procedure involved in preparing medications.
 - (23) Define and/or give an example of any of the terms used, the most important ones being:
 - a. Therapeutic
 - b. Prophylactic
 - c. Diagnostic
 - d. Generic
 - e. Harrison Narcotic Act
 - f. Durham-Humphrey Amendment
 - g. Federal Food, Drug and Cosmetic Act

- h. U.S. Pharmacopeia
- i. National Formulary
- j. Idiosyncrasy
- k. Addiction
- l. Hypersensitivity
- m. Tolerance
- n. Untoward effect
- o. Cumulative effect
- p. Habituation
- q. Stimulant
- r. Depressant
- s. Antibiotic
- t. Superinfections
- u. Resistance
- v. Antifungal
- w. Antipyretic
- x. Emetics
- y. Antitussives
- z. Anticoagulants
- aa. Vasodilators
- bb. Antihypertensive
- cc. Antipruritics

DOSAGES AND SOLUTIONS USED IN PREPARATION OF MEDICATION

OBJECTIVES

GENERAL OBJECTIVES

The student will apply the metric system, apothecary system and household measures by converting from one to another and by solving work medication problems.

INTERMEDIATE OBJECTIVES

Given questions (multiple choice, essay, matching, true-false, etc.,) on written examinations the student, without the aid of references and with at least a 70% proficiency will:

- (1) State what the metric system is.
- (2) Describe how it is used in relation to medications.
- (3) State what the systems of weights and measures are in the Apothecary System.
- (4) Convert dosages of drugs from the metric system to the Apothecary System and vice versa.
- (5) Demonstrate a knowledge of household measures and how they relate to the Apothecary and Metric Systems.
- (6) Calculate fractional dosages of drugs and stock solutions.
- (7) Identify the abbreviations used with drug measurements.
- (8) Demonstrate how to prepare a fraction of a drop.
- (9) Demonstrate how to prepare a fraction of a tablet.
- (10) Demonstrate how to compute insulin dosage.
- (11) State the duties of the MOA in handling medications.
- (12) List the five rights of the patient.
- (13) List and describe the precautions for administering drugs.

- (14) Demonstrate and describe the procedure in giving:
- a. Intradermal injections
 - b. Subcutaneous injections
 - c. Intramuscular injections
- (15) Identify prescription abbreviations.
- (16) Define:
- a. Systemic
 - b. Sublingual
 - c. Intradermal
 - d. Subcutaneous
 - e. Intramuscular
 - f. Intravenous
 - g. Local effect
 - h. Systemic effect
 - i. Parenteral
 - j. Anaphylaxis

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York.
McGraw-Hill Company.

Bredow, Miriam and G. Cooper. Workbook to accompany The Medical Assistant, 1970.

Fredrick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia. W. B. Saunders Company.

Lawton, M. Murray. M. D. and Donald F. Foy, B.S., M.S.
A Textbook for Medical Assistants. St. Louis: The C. V.
Mosby Company.

Schwarzrock, S. P. and Donovan Ward, M.D., Effective Medical Assistant. Wm. C. Brown Company, 1969.

SUPPLEMENTARY READING:

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology. St. Louis: Catholic Hospital Association, 4th ed.

Jenson, Moses, Poindexter: Nursing Fundamentals of Nutrition I and II. Programmed Unit. Syntext Modular Program, Education Systems Development.

Krueger. The Hypodermic Injection, A Programmed Unit. Lippincott
Physician's Desk Reference.

Bergerson and Krug. Pharmacology in Nursing.

Falconer, Patterson and Gustafson, Current Drug Handbook.

Squire, Basic Pharmacology for Nurses.

Hart, L. K. The Arithmetic of Dosages and Solutions. St. Louis,
The C. V. Mosby Company.

COURSE OUTLINE

T-MOA 207 LABORATORY ORIENTATION II

COURSE DESCRIPTION:

Continuation of T-MOA 206 with special emphasis in X rays, physical therapy procedures, electrocardiography and basal metabolism.

OBJECTIVES: The student will be able to:

- (1) Discuss and apply the principles involved in the use of therapeutic agents.
- (2) Demonstrate a general knowledge of radiography and the safety precautions taken in its use.
- (3) Prepare patients for specific radiological tests.
- (4) Record an electrocardiogram accurately and mount recording for physician to read.
- (5) Prepare patient for and assist with the Basal Metabolism Rate test.

COURSE HOURS PER WEEK: Class 3; Laboratory 6

QUARTER HOURS CREDIT: 5

PREREQUISITE: T-MOA 206

OUTLINE OF INSTRUCTION:

I. Physical Agents

A. General

1. Principles governing use of heat, cold and counterirritants
 - a. Body's reaction to temperature stimulation
 - b. Temperature receptors in the skin
 - c. Tolerance of skin temperature
2. General considerations concerning heat and cold
 - a. Definition of heat and cold
 - b. Transfer of heat

- B. Application of heat, cold, and counterirritants
 - 1. Effects of local application of heat
 - a. Effect of very hot applications
 - b. Dietary
 - 2. Local application of heat
 - a. Heating pad
 - b. Sitz baths
 - c. Soaks
 - d. Hot moist pack and compresses
 - e. Hot water bags
 - 3. Principles and procedures in application of hot moist applications
 - 4. Effects of local application of cold
 - 5. Local application of cold
 - Ice bag
 - 6. Alcohol or cold sponge baths
 - 7. Irritants and counterirritants
 - 8. Local application of counterirritants
 - Mustard plasters

II. Oxygen

- A. Indication for O₂ therapy
- B. Use of office oxygen equipment
 - 1. Methods of administration
 - a. Mask
 - b. Nasal catheter
 - c. Tent
 - 2. Technique used in O₂ administration
 - a. Prescribe "dosage"
 - b. Preparing the patient
 - c. Care of equipment

III. Radiation Therapy

- A. Infrared therapy
 - 1. Definition and purpose
 - 2. Technique and equipment used
 - a. Position of lamp and timing
 - b. Preparation of patient
 - 3. Precautions
 - 4. Indication
- B. Ultraviolet radiation
 - 1. Definition and purpose
 - 2. Uses
 - 3. Technique and equipment used
 - a. Types of lamps
 - b. Positions and timing
 - c. Preparation of patient

4. Precautions
5. Protecting the patient and the operator

IV. Ultra-sonic Therapy

- A. Definition and purpose
- B. The ultrasonic machine and treatment
 1. Direct application
 2. Indirect application under water
 3. Precautions
 4. Determining dosage
 5. Paravertebral approach
 6. Number of treatments
 7. Disinfection of transducer
- C. Local reaction within living tissue
- D. Indications for ultrasonics
- E. Contraindications for ultrasonics

V. Diathermy

- A. Purpose of diathermy treatment
 1. Relaxes tissues
 2. Improves blood circulation
 3. Reduces swelling or edema
- B. Preparation of the patient
 1. Explanation of treatment
 2. Removal of any metal objects
- C. Technique of diathermy
 1. Placement of electrodes
 2. Close observation of patient
 3. Protection of area treated
 4. Exposure time

VI. Massage--Oldest Form of Physical Therapy

- A. Purpose of massage
- B. Contraindications
- C. Types of massage
 1. Effleurage
 2. Friction
 3. Petrissage
 4. Tapotement
 5. Vibration
- D. Rules for giving massage

VII. Hydrotherapy

- A. Types of hydrotherapy
 1. Whirlpool baths
 2. Wetpacks
 3. Baths
 4. Hot or cold showers

VIII. Low Voltage Therapy

- A. Alternating currents
 - Sinusoidal and faradic
- B. Direct current
 - Galvanic
 - a. Uses
 - b. Procedure and equipment

IX. Electrosurgery

- A. Purpose
- B. Types of electrosurgery
 - 1. Cutting currents
 - 2. Fulguration
 - 3. Dessication
- C. Instrument used in electrosurgery
 - 1. Knife, wire loops, needles
 - 2. The Hyfrecator
 - 3. Maintenance of equipment

UNIT IV

I. Medical Procedures

- A. The medical office X-ray procedures
 - 1. Qualities and basic requirements of a good X-ray assistant
 - a. Thorough knowledge of anatomy
 - b. Proper attitude toward patient
 - c. Generous measure of technical education and experience
 - 2. X rays, and their production
 - a. Electrical terms used in X-ray technique
 - b. Types of X-ray tubes
 - Crookes tube
 - Coolidge tube
 - Machlect tube
 - c. Technical factors in X-ray terminology
 - Kilovolt peak (KVP)
 - MAS (milliamperere seconds)
 - d. Positions used in X-ray photography
 - e. X-ray protection
 - Complete blood count periodically
 - Lead apron and gloves
 - Lead screen
 - f. Darkroom technique and processing
 - Physical features
 - Cleanliness
 - Developing solution
 - Rinsing process and fixing the film
 - Film before exposure

- (6) Loading the film
- (7) After exposure of film
- (8) Screen care
- 3. Preparation of the patient
 - a. Removal of clothing
 - b. Examination gowns
 - c. Removal of all metal parts
 - d. Patience
 - e. Instructions to patient
 - f. Concern for patient's comfort
- 4. Special X-ray examinations
 - a. Gastrointestinal series
 - b. Cholecystography
 - c. Pyelography
 - d. Hysterosalpinogography
- 5. Administrative routine
 - a. Recording date and results of X ray or medical history form
 - b. Marking and filing of films
 - c. Cleanliness of room
 - d. Ordering film
- B. Electrocardiography
 - 1. Equipment and supplies
 - a. Identification
 - b. Use
 - 2. Preparation of machine
 - a. Standardization
 - b. Recording paper
 - 3. Preparation of patient physically and mentally
 - a. Prior to test
 - b. At time of test
 - 4. Application of electrodes
 - a. Positions
 - b. Conductive agents
 - 5. Coding
 - 6. Recording
 - 7. Mounting recording
 - 8. Artifacts
 - 9. Diagnostic use of E.K.G.
- C. Basal Metabolism Rate
 - 1. Diagnostic value
 - 2. Preparation of patient physically and mentally
 - 3. Administrative routine

SUGGESTED TEXTS: (Choose one)

Bredow, Miriam. The Medical Assistant. New York: McGraw-Hill Co.

Bredow, Miriam and G. Cooper. Workbook to accompany The Medical Assistant, 1970.

Fredrick, Portia M. and Kinn. The Office Assistant in Medical Practice. Philadelphia, W. B. Saunders Company.

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SUPPLEMENTARY READING:

Sister Mary Agnes Clare Frenay. Understanding Medical Terminology. St. Louis: Catholic Hospital Association. 4th Ed.

Oppenheim, Irwin A., M.D. Textbook for Laboratory Assistants, 1972, C. V. Mosby Co.

Terris, Elvira B. Microbiology for the Nurse, Albany, N. Y.: Delmar Publishers, Inc.

Goodale, R. Clinical Interpretation of Laboratory Tests. Philadelphia, F. A. Davis Co.

Young, C. G. and Barger, J. D. Introduction to Medical Science., St. Louis, 1969, the C. V. Mosby Co.

Prior, J. A. and Silberstein, J. S. Physical Diagnosis, 3rd Ed., St. Louis, 1969, The C. V. Mosby Co.

Burdick, EKG Manual. The Burdick Company.

Beard-Wood. Massage Principles and Techniques.

Bloom, Hollenback and Morgan. Medical Radiographic Technique.

Rirsk. Rehabilitation Medicine.

SPECIFIC BEHAVIORAL OBJECTIVES

T-MOA 207 LABORATORY ORIENTATION II

THERAPEUTIC AGENTS OBJECTIVES

GENERAL OBJECTIVES

The student will discuss and apply the principles involved in the use of therapeutic agents.

INTERMEDIATE OBJECTIVES

Given questions (multiple choice, essay, matching, true-false, etc.,) on written examinations the student without the aid of references and with at least a 70% proficiency, will:

- (1) Describe the uses of physical therapy.
- (2) List and explain the modalities used in physical therapy (9).
- (3) Describe the use of local applications of:
 - a. Heat
 - b. Cold
 - c. Counter irritants
 - d. Irritants
- (4) Describe the use of therapeutic baths.
- (5) Describe oxygen and CO₂ treatments.
- (6) Describe the different types of radiation therapy.
- (7) Describe the effects produced by infrared treatments.
- (8) Explain how diathermy works.
- (9) Differentiate between diathermy and microwave diathermy.
- (10) List and explain the precautions to be taken when using diathermy.
- (11) Explain how to give a diathermy treatment, include preparation of the patient.
- (12) Describe the action of the ultraviolet light machine.

- (13) List and explain the precaution to be taken when using ultraviolet light.
- (14) Define M.E.D.
- (15) Explain how to give an ultraviolet light treatment.
- (16) Describe the general effects of hydrotherapy.
- (17) Describe the use of the whirlpool.
- (18) Describe the principle of ultrasound.
- (19) Explain why a medium must be used to transmit the energy of ultrasound.
- (20) Explain how the strength of the application of ultrasound is governed.
- (21) Describe ultrasound treatment on bony areas.
- (22) Explain how to give an ultrasonic treatment, include:
 - a. Preparation of the patient
 - b. Precautions
 - c. Use of a medium
 - d. Care of machine
- (23) List the purposes of massage.
- (24) List the contraindications for massage.
- (25) List the types of massage.
- (26) List the rules for giving massage.
- (27) State the principle on which a muscle stimulator machine is based.
- (28) List the three (3) modalities used for muscle stimulation.
- (29) List the three (3) principles used of muscle stimulating currents.
- (30) Explain why moderation in any physical therapy technique is a must.
- (31) Explain how to give a low voltage therapy.

- (32) Give the rule the assistant must observe when patients are receiving any type of physical therapy.
- (33) List the two (2) classes of electrosurgery commonly used in a physician's office.
- (34) Explain how to care for electrosurgical instruments.
- (35) Define and/or give an example of any of the terms used. The most important ones being:
- a. Counterirritants
 - b. Radiation
 - c. Infrared
 - d. Ultraviolet
 - e. Therapeutic
 - f. Diathermy
 - g. Ultrasound therapy
 - h. Hydrotherapy
 - i. Microwave
 - j. Massage
 - k. Faradic current
 - l. Galvanic current
 - m. Electrotherapy
 - n. Effleurage
 - o. Friction
 - p. Petrissage
 - q. Tapotement
 - r. Passive exercise
 - s. Active exercise
 - t. Active resistant exercise
 - u. Active assistant exercise

- v. Polarity
- w. Physiotherapy
- x. Thermotherapy
- y. Erythema
- z. Heliotherapy
- aa. Tetany
- bb. Physical medicine
- cc. Physical therapist
- dd. Radiation therapy
- ee. Sinusoidal current
- ff. Myotonia
- gg. Transducer
- hh. Whirlpool bath
- ii. Electromyography
- jj. Physiatrist
- kk. Physical therapy

MEDICAL OFFICE X-RAY PROCEDURES

OBJECTIVES

GENERAL OBJECTIVE

The student will demonstrate a general knowledge of radiography.

INTERMEDIATE OBJECTIVES

Given questions on written examinations, the student, without the aid of references and with at least a 70% proficiency, will:

- (1) List the qualities and basic requirements of a good X-ray assistant.
- (2) List the three (3) sciences that radiography embodies.
- (3) List the three (3) interrelated matters that must be studied if one is to make use of radiology.
- (4) List the fundamental steps that must be taken to insure a good radiograph.
- (5) Describe two (2) types of patients who have X rays taken.
- (6) Describe how to handle a sick person who is getting X rays.
- (7) Give three (3) examples of electromagnetic waves.
- (8) State the distinguishing factor of X rays.
- (9) Name three (3) types of X-ray tubes.
- (10) Explain what is meant by a rotating anode.
- (11) Explain how the X-ray tube operates.
- (12) Distinguish between hard rays and soft rays.
- (13) Explain what determines the amount of KVP used.
- (14) Explain how the Bucky grid works.
- (15) Differentiate between the Bucky technique and the regular technique.
- (16) Discuss procedure in operating the central panel on any X-ray machine.

- (17) List the composition of the control panel.
- (18) Explain how the operator protects herself against X ray over exposure.
- (19) List the operations for processing X-ray film.
- (20) List the three (3) important steps for loading film.
- (21) State the recommended temperature and timing for developing solution.
- (22) Describe the proper procedure for processing film.
- (23) Explain how the developing solution works.
- (24) Explain why the rinsing of film is essential.
- (25) Explain why fixation of film is essential.
- (26) List and explain the common causes of unsatisfactory radiographs.
- (27) Describe the placement of the darkroom safety light and tell why this placement is essential.
- (28) Describe the X-ray assistant's responsibility for record-keeping.
- (29) Explain who owns the radiographs.
- (30) Describe the preliminary patients preparation for the following:
 - a. Cholecystogram
 - b. Pyelogram
 - c. G.F. series
- (31) Describe the preparation of the patient immediately before X ray.
- (32) Define or make and indentify statements about any of the terms used. The most important ones are:
 - a. Radiography
 - b. Radiologist

- c. Radiograph
- d. Roentgenogram
- e. Roentgenologist
- f. Ampere
- g. Anode
- h. Bucky diaphragm
- i. Fluoroscopy
- j. Kilo-
- k. Milliamperage
- l. Volt
- m. Watt
- n. Kilovolt
- o. Kilowatt
- p. Cassette
- q. Currie
- r. Diodrast
- s. Flat film
- t. Iopax
- u. Irradiation
- v. Radiopaque
- w. Ray
- x. X ray
- y. Gamma rays
- z. Cathode
- aa. Anode
- bb. Target
- cc. Stationary anode tube

dd. Rotating anode tube
ee. K.V.P.
ff. M.A.
gg. M.a.s.
hh. A.P.
ii. P.A.
jj. Lateral
kk. R.L.
ll. L.L.
mm. Supine
nn. Prone
oo. Oblique
pp. G.I. Series
qq. I.V.P.
rr. Cholecystography
ss. Hypo solution
tt. Overexposure
uu. Underexposure
vv. Underdevelopment
ww. Overdevelopment
yy. Darkroom

ELECTROCARDIOGRAPHY

OBJECTIVES

GENERAL OBJECTIVE

The student will be able to demonstrate knowledge of the Electrocardiograph by discussion and application.

INTERMEDIATE OBJECTIVES

The student will be able to:

- (1) Describe the classifications of diagnostic procedures.
- (2) List those diagnostic procedures services found in our hospitals.
- (3) List those commonly performed in the office.
- (4) Site the diagnostic value of electrocardiography.
- (5) Name and describe the function of all parts of the EKG machine.
- (6) Prepare the EKG machine to produce a perfect record.
- (7) Discuss the precautions taken to insure an accurate recording.
- (8) Prepare the patient both physically and mentally for an EKG.
- (9) Give a step-by-step summary of the operation of the EKG machine.
- (10) List the steps for taking the limb leads.
- (11) List the steps for taking the chest leads.
- (12) Mount the recordings properly for the physician to read and for the patient's record.

APPENDIX A

EQUIPMENT LIST: 206 MEDICAL OFFICE ASSISTANT
 Code No. Name of List

\$33,815.00

Cost

20 students

Supporting Base

THIS EQUIPMENT LIST SHOULD BE REVIEWED WITHIN TWO YEARS
AFTER ITS EFFECTIVE DATE.

NEW LIST. Please destroy List _____ dated _____.

ADDENDUM. Please destroy cover and pages _____ dated _____.

Replace with cover and pages attached.

NOTE: This cannot be considered an all inclusive equipment list. Instructors will vary in their approach to achieving the objectives of their particular program. Some equipment listed may already exist at established schools or on already existing equipment lists.

DEPARTMENT OF COMMUNITY COLLEGES

INSTRUCTIONAL LABORATORY

Date: September, 1973.

(271)

EQUIPMENT LIST: 206 MEDICAL OFFICE ASSISTANT
Code No. Name of List

ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
<u>CLASSROOM</u>				
*1	20	Tablet arm chair	20.00	400.00
*2	1	Instructor's desk with over-head projector	225.00	225.00
*3	1	Wall screen 60" x 600"	40.00	40.00
*4	1	Chair	20.00	20.00
*5	1	Wastebasket	10.00	10.00
*6	1	16 mm projector w/sound	500.00	500.00
*7	1	Slide projector	110.00	110.00
*8	1	Record player	50.00	50.00
*9	1	FM transmitter	475.00	475.00
*10	20	FM wireless receivers	70.00	1,400.00
*11	20	Earphones	15.00	300.00
*12	4	Dictation and transcription machine	315.00	1,250.00
*13	4	Foot controls	23.00	92.00
*14	4	Typewriters	250.00	1,000.00
*15	1	Microphone	23.00	23.00
*16	1	350 ft. antenna loop	35.00	35.00
*17	1	Five-drawer file cabinet w/lock	75.00	75.00

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266

Code No.

Name of List

ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
<u>EXAMINATION ROOM</u>				
*18	1	Demonstration doll	350.00	350.00
*19	1	Urinary apparatus, unbreakable plastic	90.00	90.00
*20	1 set	Anatomical charts, 10, size 42" x 64", with Mylar overlays	285.00	285.00
*21	1	Human torso and head, 28 separate parts	565.00	565.00
*22	1	Heart model, vinyl	75.00	75.00
*23	1	Spinal cord and nerves, plastic model	35.00	35.00
*24	1	Venipuncture training arm	75.00	75.00
*25	1 set	Physiology charts, 30, on base w/rollers	100.00	100.00
*26	1	Physician's examination suite to consist of: Examination table, stool, waste receptacle, instrument cabinet and treatment cabinet	2,000.00	2,000.00
*27	2	Instrument stand w/tray	65.00	130.00
*28	5	Baumanometer	60.00	300.00
*29	5	Stethoscopes, bell and diaphragm	15.00	150.00
*30	1	Utility cart	60.00	60.00
*31	2	Folding panel screen	75.00	150.00
*32	1	Autoclave, 15 x 12 x 16, w/door for dry sterilization	600.00	600.00
*33	2	B-P transfer forceps and jar	50.00	50.00

(273)

267

Code No.	Name of List			
ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
*34	2	Instrument tray, 9 x 5 x 2	12.50	25.00
*35	2	Instrument tray, 9 x 3 x 1 1/2	12.50	25.00
*36	2	Sterilizer forceps, straight	7.50	15.00
*37	2	Breath-of-life oxygen	50.00	100.00
*38	1	Infant scale	25.00	25.00
*39	1	Ophthalmoscope-Otoscope set	100.00	100.00
*40	1 doz.	Thermometers, oral	15.00	15.00
	1 doz.	Thermometers, rectal	15.00	15.00
*41	2	Thermometer jars	5.00	10.00
*42	2	Scissors: straight	10.00	20.00
	2	Scissors: curved	10.00	20.00
	2	Scissors: bandage	10.00	20.00
*43	Assortment	Knife handles and blades	45.00	45.00
*44	2	Forceps: Allis	10.00	20.00
	2	Mosquito, straight	10.00	20.00
	2	Mosquito, curved	10.00	20.00
	2	Kelly Hemostatic, straight	10.00	20.00
	2	Dressing	7.00	14.00
	2	Tissue	7.00	14.00
	2	Splinter	7.00	14.00
	2	Spinge, straight	10.00	20.00
*45	2	Needle holder, Mayo	15.00	30.00
*46	2	Empire syringe set	15.00	30.00
*47	2	Ear dressing forceps: Angular	7.50	15.00
		Bayonet	7.50	15.00
*48	2	Nasal Speculum, bi-value	20.00	40.00
*49	2	Anoscope	40.00	80.00
*50	2	Vaginal Speculum	15.00	30.00

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Code No.

Name of List

ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
*51	8	Towel clamps	15.00	120.00
*52	6	Glass syringes: 2 cc	7.00	42.00
	4	5 cc	7.00	28.00
	2	10 cc	7.00	14.00
	2	20 cc	7.00	14.00
	2	50 cc	7.00	14.00
*53	2	Sharpening stones	7.00	14.00
*54	2	Urine specimen bottles	1.00	2.00
*55	2 sets	Sundry jars	10.00	20.00
*56	2	Forceps jars	10.00	20.00
*57	2	Needle jars	5.00	10.00
*58	2	Dressing jar, stainless	10.00	20.00
*59	2	Graduated measuring cups	5.00	10.00
*60	2	Emesis basin, 8"	5.00	10.00
*61	2	Bed pan, stainless	20.00	40.00
*62	1	Ear model	65.00	65.00
*63	1	Table mounted diathermy Birtcher machine	775.00	775.00
*64	1	Megason ultrasonic unit with excessories	500.00	500.00
*65	1	Electrocardiograph machine	1,000.00	1,000.00
*66	1	Ambu bag-type resuscitator	75.00	75.00
*67	1	Air shield combination compressor and aspirator	250.00	250.00
*68	1	Burton ultra-violet lamp	100.00	100.00
*69	1	Rectal diagnostic set	125.00	125.00

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Code No.	Name of List			
ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
*70	1	Pelvimeter	35.00	35.00
<u>LABORATORY</u>				
*71	1	Hemacytometer kit	50.00	50.00
*72	1	Centrifuge	100.00	100.00
*73	1	Hematocrit machine	350.00	350.00
*74	2	H-B Meter, American Optical Co.	100.00	200.00
*75	1	Shaker Burton pipette (single-cradle)	65.00	65.00
*76	1	Washer, Adams pipette	14.00	14.00
*77	2	Aspirator, Clay Adams (four pipette washers)	12.00	24.00
*78	10	Burner-Bunson, standard	15.00	150.00
*79	8	Holder, test tubes (stainless wire)	7.00	56.00
*80	8	Staining tray and rack	7.00	56.00
*81	5	Test tube rack, polyethylene	5.00	25.00
*82	8	Hemacytometer, A-0 bright line	22.00	176.00
*83	10	Washer bottles, polyethylene, 8 ounces, 250 cc.	1.00	10.00
*84	8	Urinometer squib	8.00	64.00
*85	2	Goggles, ultraviolet	5.00	10.00
*86	2	Spectrophotometer Jr., Coleman II or Equiv.	650.00	1,300.00
*87	10	Microscopes, Micro Star NIOBU-QW, American Optical or equiv.	867.00	8,670.00

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Code No.

Name of List

ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
*88	10	Student tables (laboratory) formica	250.00	2,500.00
*89	20	Sponge bowls, 64 oz. 29oz., 40 oz., one for each student (60 bowls)	5.00	100.00
*90	1	Van Buran Urethral Sound, No. 8	14.00	14.00
*91	1	Van Buran Urethral Sound, No. 16	14.00	14.00
*92	1	Van Buran Urethral Sound, No. 30	14.00	14.00
*93	5	Baskets, wire 4" x 4" x 4"	7.00	35.00
*94	1	Hank Uterine dialator, size 11/12	12.00	12.00
*95	1	Sims uterine curette, sharp	12.00	12.00
*96	10	Bozemen uterine dressing forceps, 10 inch	14.00	140.00
*97	1	Nasal snare, Krause	17.00	17.00
*98	1	Schroder uterine tenaculum	12.00	12.00
*99	1	Foreign body spud, La Force	14.00	14.00
*100	1	Curette, ear, Sharp	7.00	7.00
*101	1	Catheter, Eustachian, Hartman, No. 2	7.00	7.00
*102	1 doz.	Berman airway	12.00	12.00
*103	1	Fingernail drill with chuck	14.00	14.00
*104	1	Extractor, double end comodone	16.00	16.00
*105	1	Control-o-fax peg board	15.00	15.00
*106	1	Account card file tray (desk tray)	10.00	10.00

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ITEM NO.	QUANTITY	DESCRIPTION	COST OF ITEM	TOTAL
*107	1	Anderson intramuscular trainer	60.00	60.00
*108	1	Uterine biopsy forceps	45.00	45.00
*109	1	Adult scales (Health - o - Meter)	75.00	75.00
*110	1	General Electric X-ray unit	1,500.00	1,500.00
*111	1	X-ray equipment	1,100.00	1,100.00
*112	1	Proctological examination table	1,000.00	1,000.00
*113	1	Pediatric examination table	500.00	500.00
*114	1	Obstetrical manikin	45.00	45.00
*115	1	Skin model	65.00	65.00

*Indicates the minimum items required for this list to furnish basic austere support.

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APPENDIX B

PURPOSES OF THE CERTIFICATION PROGRAM:

- (1) To establish professional standards and goals for medical assistants.
- (2) To help physicians identify competent medical assistants, administrative and/or clinical.
- (3) To prepare and distribute complete information concerning certification.
- (4) To prepare and administer an annual examination.
- (5) To certify those who successfully complete the examination.

MAKING APPLICATION:

It is the responsibility of each candidate (either new, retake or repeat) to obtain an application and supply all information requested thereon. Request certification packet from AAMA's Executive Office:

Chairman, Certifying Board
American Association of Medical Assistants
One East Wacker Drive, Suite 1510
Chicago, Illinois 60601

One certification packet which includes a study outline and reference book list is provided free upon request. Additional copies of the study outline are available at 50¢ each. Applications must be received before February 1 to be considered for the current year.

*Facts about AAMA Certification Examination
American Association of Medical Assistants, Inc.

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APPENDIX C

ACCREDITATION - APPROVAL PROCESS:

Standards: The Essentials are the minimum educational standards developed by the American Association of Medical Assistants in collaboration with the Council on Medical Education of the American Medical Association. The Essentials were formally adopted by the governing body of the American Association of Medical Assistants and the House of Delegates of the American Medical Association. Each new program is assessed in accordance with these Essentials, and established programs are reviewed periodically to determine whether they continue to meet the established standards.

With the approval of the chief administrator of the sponsoring institution, the program director should write to John J. Fauser, Ph.D., Assistant Director, Department of Allied Medical Professions and Services, American Medical Association,* for application forms and accompanying material.

Self Evaluation: The applicant will be sent the application forms and a copy of the Essentials. The application forms serve as an excellent means for self-evaluation of the program. By completing the questionnaire, the applicant conducts a survey of the structure and content of the program and can identify areas of strengths and weaknesses, making sure that the program contains those elements considered essential. The completed forms are used by the survey team in preparation for and during their on-site visit.

Review: The completed forms should be returned to Dr. Fauser for staff review and forwarding to the Curriculum Review Committee of the American Association of Medical Assistants. Although initial approval status may be determined on the basis of the information provided by the sponsoring institution, a subsequent on-site evaluation will be arranged by the chairman of the AAMA Curriculum Review Committee, Mrs. Marion Cooper. The survey team consists of representatives of the AAMA Curriculum Review Committee and the AMA Council on Medical Education. The survey team's report is reviewed by the Curriculum Review Committee and a recommendation concerning approval status is reached.

Approval: The Curriculum Review Committee's recommendation is transmitted to the AMA Council on Medical Education through its Advisory Committee on Education for the Allied Health Professions and Services. The Council on Medical Education receives and reviews the Advisory Committee recommendation and grants approval to qualified programs.

The appropriate organizations and institutions will be informed by letter of the action taken by the Council on Medical Education.

* American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

APPENDIX D

SAMPLE FORMS

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SAMPLE EVALUATION FORM

REPORT ON MEDICAL ASSISTING STUDENT

Confidential information and opinion concerning:

Miss _____ while externing in office of: _____
Mrs. _____
From _____ 19 _____, to _____ 19 _____, Date _____ 19 _____

NOTE: Please grade the following sections as accurately, impartially, and fairly as possible: A+ - exceptional or outstanding; A--very good; B--good; C--satisfactory; D--unsatisfactory or poor.

I PERSONAL

II PROFESSIONAL

<p>1. <u>INTEGRITY</u> Honesty, truthfulness, reliability, character, loyalty.</p>	<p>1. <u>PROFESSIONAL CHARACTER</u> Professional honesty, attitude toward medicine, consideration of associates, medical ideals.</p>
<p>2. <u>INTELLIGENCE</u> Mental acuity, understanding, capacity.</p>	<p>2. <u>ATTITUDE TOWARDS PATIENTS</u> Courtesy and kindness, consideration for their feelings, cheerfulness.</p>
<p>3. <u>INITIATIVE</u> Energy, promptness in response, interest. Desire to learn, willingness to seek advice and help.</p>	<p>3. <u>TECHNICAL AND MANUAL SKILL</u> Cleverness in use of hands, laboratory procedures, office procedures, knowledge of technical skills.</p>
<p>4. <u>JUDGMENT AND COMMON SENSE</u> Ability to draw sound conclusions, straight thinking.</p>	<p>4. <u>ACCURACY AND THOROUGHNESS</u> Quality of work, system, carefulness, neatness.</p>
<p>5. <u>APPEARANCE</u> Personal impressiveness, care in dress, make-up, hair.</p>	
<p>6. <u>DEMEANOR, DIGNITY</u> Reserve in manner, bearing.</p>	

7. DISPOSITION

Cheerfulness, good temper, willingness to cooperate, sense of humor, kindness, willingness to accept suggestions and criticism.

8. CULTURE

Refinement, polish, manners.

REMARKS:

Recommendations for improving performance:

Please give a brief, general evaluation of this student.

Signature

PERFORMANCE RATING

STUDENT'S NAME: _____ SCHOOL: _____

DEPARTMENT: _____ DATES: from _____ to _____

DIRECTIONS: Encircle the appropriate numerical grade, 1 through 30, in each major category.

I. QUALITY OF WORK: Is student accurate and thorough? Is work of good quality? Neat? (disregard volume in this evaluation)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Poor quality. Work frequently done carelessly and lacking in neatness.					Fair quality. Handles work with some difficulty. Produces quality below standard.					Normal quality. Can "get by" under close supervision.				
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
Above normal quality. Usually accurate and neat.					Good quality of work. Can be depended upon. Makes but few errors.					Excellent quality. Very accurate and thorough.				

II. APPLICATION TO WORK: Is student a "hard worker"? Is he steady, industrious, interested, willing, prompt, and on the job all the time? How well does he stick to his job?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Poor worker, lazy, stalls, often absent.					Fair, "Day Dreamer," forgetful, often late. Little sense of responsibility.					Normal, "gets by" only, no real working spirit, wastes some time. Doesn't work hard.				
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
Above normal. Satisfactory worker. Slightly better than average.					Good worker, plans well, works well, works hard, is always willing and steady.					Excellent, hard worker, outstanding, energetic and enthusiastic.				

III. ABILITY TO UNDERSTAND AND FOLLOW INSTRUCTION: Does he understand instructions easily? Can he remember orders well? Does he follow instructions readily?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Poor, requires repeated and constant instruction.					Fair, requires considerable instruction. Must be reminded often.					Normal, requires some follow-up.				

<u>16</u> <u>17</u> <u>18</u> <u>19</u> <u>20</u>	<u>21</u> <u>22</u> <u>23</u> <u>24</u> <u>25</u>	<u>26</u> <u>27</u> <u>28</u> <u>29</u> <u>30</u>
Above normal, only rarely do instructions have to be repeated.	Good, requires minimum instructions. Takes orders well.	Excellent, only has to be told once. Sometimes foresees instructions needed.

IV. COOPERATION AND PERSONALITY: How well does he get along and work others? Does he accept suggestions readily and willingly? Do employees like and respect him? What kind of impression does he make?

<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u>	<u>11</u> <u>12</u> <u>13</u> <u>14</u> <u>15</u>
Poor cooperation. Unwilling to cooperate, causes friction and trouble. Argumentative.	Fair, grumbles some. Causes occasional friction and trouble. Somewhat indifferent.	Acceptable, but not dynamic. Cooperation reasonably well. Makes a fair impression.
<u>16</u> <u>17</u> <u>18</u> <u>19</u> <u>20</u>	<u>21</u> <u>22</u> <u>23</u> <u>24</u> <u>25</u>	<u>26</u> <u>27</u> <u>28</u> <u>29</u> <u>30</u>
Above average. Accepts assignments readily, willingly, takes jobs assigned. Welcomes criticism.	Gets along well. Almost everyone likes him. Has leadership qualities.	Extremely cooperative. Everyone likes him very well. Goes out of his way to help others. Inspires confidence.

V. KNOWLEDGE OF JOB: Does he know his job well? Does he understand details and requirements of work? Does he know relation of his job to others? Does he ask good questions if he does not understand?

<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u>	<u>11</u> <u>12</u> <u>13</u> <u>14</u> <u>15</u>
Poor, learner or comparatively new man. Inadequate knowledge.	Fair, limited knowledge.	Normal knowledge of job.
<u>16</u> <u>17</u> <u>18</u> <u>19</u> <u>20</u>	<u>21</u> <u>22</u> <u>23</u> <u>24</u> <u>25</u>	<u>26</u> <u>27</u> <u>28</u> <u>29</u> <u>30</u>
Acceptable, above normal knowledge. Understands details of job and use of equipment.	Good understanding of all requirements and working knowledge.	Knows job thoroughly. Grasps essentials and details well. Suggests improvements.

VI. INITIATIVE: Is he self-reliant and resourceful in thinking, planning and carrying out job?

<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u>	<u>11</u> <u>12</u> <u>13</u> <u>14</u> <u>15</u>
Waits to be shown and told what to do. Poor ability to plan her work.	Will seldom proceed without fairly explicit instruction. Relies heavily on others.	Normal ingenuity. Fairly aggressive, but needs some prodding.

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Has better than average ability for independent action. Needs few explicit instructions.					Has a constructive imagination and good follow through. Minimum direction needed.					Has superior ability to proceed without specific instructions. Real ambition to advance. Very progressive.				

VII. JUDGEMENT AND ANALYTICAL ABILITY: Does he impress you as a person whose judgment would be dependable even under stress? Or is he hasty, erratic, biased, swayed by feelings? Consider the intelligence, logic, and thought used in arriving at decisions.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cannot understand essential elements. Notably lacking in balance and strength.					Shows some tendency to react impulsively and without restraint.					Normal, exercises faulty judgment only occasionally.				
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Above normal. Acts judiciously in ordinary circumstances.					Is logical in his thinking. Gives good evidence of a habit of thinking things out carefully.					Inspires unusual confidence in probable soundness of judgment. Makes exceptionally sound and sensible decisions.				

Date of Evaluation: _____

Signature of Student

Signature and Title of Evaluator

I. SENSE OF RESPONSIBILITY

1. Alibis out of situations
2. Can be depended upon to do a good job
3. Hesitates to assume new duties

J. TIME SENSE

1. Adjusts pace to be consistent with program
2. Budgets own time
3. Fusses over minor details
4. Punctual for scheduled appointments

YES	SOME-TIMES	NO

PART II - SUPPLEMENTARY DATA

A. This student has exhibited growth in: (check appropriate boxes)

Traits	No Growth	Average Growth	Above Aver. Growth
Judgment			
Maturity			
Responsibility			
Professional Behavior			

B. Student works MOST effectively under which of the following conditions:

1. Workload: Light _____ Average _____ Heavy _____
2. Supervision: Constant _____ Decreasing Amounts _____
Minimal _____

C. Absences: Number of days _____ Excused _____ Unexcused _____
Reasons _____

REMARKS: (Other information which may be of value to school director on progress shown during this period of training - i.e., outstanding attributes, particular weaknesses, extent of application, potentialities for working in a particular area of medical records. If you have rated student previously, is there any marked improvement from last evaluation report?)

Signature and Title of Rater _____

REVIEW OF EVALUATION SHEET BY SCHOOL DIRECTOR, AND CONFERENCE WITH STUDENT:

REMARKS: _____

Date of Conference _____

Signature of School Director

Signature of Student

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