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ABSTRACT

This guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a medical assisting program. The program guide is designed to relate primarily to the development of those skills needed by individuals in the medical assisting field, such as medical law and ethics, typing, medical terminology, pharmacology, medical administrative procedures, and medical assisting skills. The General Information section contains the following: an introduction giving an overview and defining purpose and objectives; a program description, including admissions requirements, typical job titles, and accreditation and certification statement; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections describe the courses under the following categories: (1) General Core Courses (English, basic mathematics, psychology); (2) Fundamental Occupational Courses (anatomy and physiology, medical terminology for allied health science, keyboarding/typewriting, office procedures, medical law and ethics, pharmacology); and (3) Specific Occupational Courses (medical administrative procedures I and II, medical assisting skills I and II, human diseases, maternal and child care, medical assisting externship, medical assisting seminar). Each course consists of the following elements: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

GEORGIA DEPARTMENT OF TECHNICAL
AND ADULT EDUCATION

MEDICAL ASSISTING
PROGRAM GUIDE

MEDICAL ASSISTING PROGRAM GUIDE

Developed and Produced
Under Contractual Agreement with

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MEDICAL ASSISTING PROGRAM GUIDE

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TABLE OF CONTENTS

HOW TO USE THIS MANUAL

Summary

This manual is divided into:

Tabs - major divisions, physically separated by numbered tab dividers

Sections - divisions within a tab

Subjects - divisions within a section

Numbering System

Each document (Subject) has a unique 6-digit number. This number is divided into 3 sets of 2 digits which are separated by dashes.

Example:	04	-	02	-	03
	TAB		SECTION		SUBJECT

Locating a Document

Document numbers appear on the upper right hand corner of each page (see top of this page). To locate a subject:

1. Refer to the Table of Contents.
2. Note the document number for the subject.

   Example: 04-02-03

3. Turn to the tab divider marked 04 and within this tab find Section 02 and Subject 03.

Table of Contents

The table of contents (00-00-01) is intended to give a cover-to-cover overview of the manual contents and organization. It lists contents of a Tab to the Section and Subject level.

Amendments

Registered manual holders are instructed to keep their manuals up-to-date.

Manuals Document Transmittal	All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.
Amendment Record	The registered holder of the manual records the receipt of all manual document transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

GENERAL INFORMATION

Introduction

Overview

Medical Assisting is a program of study which is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as occupational fundamentals. Program graduates are well trained in the underlying fundamentals of medical assisting and are well prepared for employment and subsequent upward mobility.

The Medical Assisting program is a specialized training program that provides the student with the knowledge and skills to become a competent medical assistant in the modern medical profession. Skills application plays a vital role in the comprehensive medical assistant program. Important attributes of successful program graduates are critical thinking, problem solving, human relations skills, and the ability to apply knowledge and skills to the work requirement. This field has presently experienced rapid expansion and the trend is expected to continue for the foreseeable future.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires extraordinary attention to current curriculum and up-to-date instructional equipment. The Medical Assisting program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in the medical assisting field.

GENERAL INFORMATION

Introduction

Standard Curriculum

The Medical Assisting program guide presents the standard medical assisting curriculum for technical institutes in Georgia. This curriculum addresses the minimum competencies for a Medical Assisting program. The competency areas included in a local Medical Assisting program may exceed what is contained in this program guide, but it must encompass the minimum competencies contained herein.

As changes occur in the Medical Assisting program, this guide will be revised to reflect those changes. Proposed changes are first evaluated and approved by the local program advisory committee and then forwarded to the State Technical Committee for approval and inclusion in the state standard program guide.

This program guide is designed to relate primarily to the development of those skills needed by individuals in the medical assisting field, such as medical law and ethics, typing, medical terminology, pharmacology, medical administrative procedures, and medical assisting skills.

GENERAL INFORMATION

Introduction

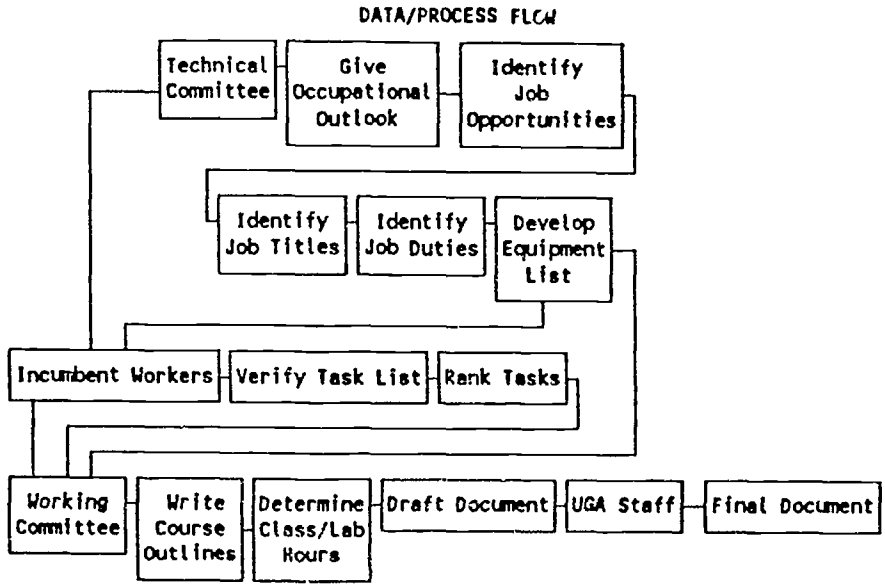
Developmental Process

The development of the Medical Assisting program guide was based on the premise that the people in the industry can best determine program needs. With this in mind, representatives from businesses which would employ program graduates were asked to serve on a State Technical Committee to help identify the technical content and to provide overall guidance to ensure that the resulting program would produce graduates qualified for entry-level occupational positions in the profession.

The State Technical Committee verified an occupational task list that had been compiled through extensive research. These representatives included workers who had actually performed the duties and tasks being verified.

Technical institutes which would implement the curriculum were also included in the developmental effort. Representatives from the technical institutes provided the expertise in teaching methodology unique to each discipline and developed the courses contained in this program guide.

The University of Georgia coordinated and directed the development of the curriculum and produced the final program guide. The role of each group in the developmental process is shown in the following diagram.



GENERAL INFORMATION

Introduction

Purpose and Objectives

Purpose

The purpose of the Medical Assisting program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of medical assisting.

The Medical Assisting program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Medical Assisting program is intended to produce graduates who are prepared for employment as medical assistants. Program graduates are to be competent in the general areas of communications, mathematics, and interpersonal relations.

Program graduates are to be competent in the technical areas of medical law and ethics, typing, medical terminology, pharmacology, medical administrative procedures, and medical assisting skills.

Objectives

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

GENERAL INFORMATION

Program Description

Program Defined

The Medical Assisting program prepares students for employment in a variety of positions in today's medical offices. The Medical Assisting program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to upgrade present knowledge and skills or to retrain in the area of medical assisting. Graduates of the program receive a Medical Assisting diploma.

GENERAL INFORMATION

Program Description

Admissions

Admissions Requirements

Admission of new students to the Medical Assisting program is contingent upon their meeting all of the following requirements:

a) attainment of 17 or more years of age;
b) documentation of high school graduation or High School Equivalency Certificate requirements;
c) achievement of the 7th grade level in math and the 10th grade level in reading and English as shown on a statistically validated test; and
d) completion of application and related procedures.

Admission of transfer students is contingent upon their meeting the following:

a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

Provisional Admission

A new student who does not meet the regular admission requirements of the program may be admitted on a provisional basis. The requirements for provisional admission are:

a) attainment of 17 or more years of age;
b) achievement of the 6th grade level in math and the 9th grade level in reading and English as shown on a statistically validated test or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

GENERAL INFORMATION

Program Description

Typical Job Titles

The Medical Assisting program is assigned a (PGM) CIP code of (PGM) 17.0503 and is consistent with all other programs throughout the state which have the same (PGM) CIP code. The related D.O.T. job titles follow.

079. 367-010	Medical Assistant
079. 367-014	Medical Record Technician (medical ser.) hospital record administrator, medical record administrator
205. 362-018	Hospital Admitting Clerk (medical ser.) admissions clerk, clinic clerk, hospital-receiving clerk, medical clerk
214. 482-018	Medical Voucher Clerk (insurance) examiner -- rating clerk, medical fee clerk
245. 362-010	Medical Record Clerk (medical ser.)

GENERAL INFORMATION

Program Description

Accreditation and Certification

This program must conform to the institutional accreditation requirements of the Southern Association of Colleges and Schools by meeting Commission on Colleges (COC) or Commission on Occupational Education Institutions (COEI) accreditation requirements and must not conflict with the accreditation criteria established by COC and COEI.

GENERAL INFORMATION

Curriculum Model

Standard Curriculum

The standard curriculum for the Medical Assisting program is set up on the quarter system. Three suggested sequences for the program are given below. Technical institutes may implement the Medical Assisting program using a sequence listed below or using a locally developed sequence designed to reflect course prerequisites and/or corequisites.

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
SUGGESTED SEQUENCE I					
FIRST QUARTER					
AHS 101	Anatomy and Physiology	5	0	5	5
AHS 109	Medical Terminology for Allied Health Science	3	0	3	3
BUS 101	Keyboarding/Typewriting	1	9	10	5
ENG 101	English	5	0	5	5
MAS 101	Medical Law and Ethics	2	0	2	2
MAT 100	Basic Mathematics	3	0	3	3
		19	9	28	23
SECOND QUARTER					
BUS 106	Office Procedures	1	4	5	3
MAS 103	Pharmacology	4	0	4	4
MAS 104	Medical Administrative Procedures I	1	4	5	2
MAS 108	Medical Assisting Skills I	2	8	10	5
MAS 112	Human Diseases	5	0	5	5
		13	16	29	19

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
THIRD QUARTER					
MAS 105	Medical Administrative Procedures II	2	8	10	5
MAS 109	Medical Assisting Skills II	2	8	10	5
MAS 113	Maternal and Child Care	5	0	5	5
PSY 101	Psychology	5	0	5	5
		14	16	30	20
FOURTH QUARTER					
MAS 117	Medical Assisting Externship	0	20	20	6
MAS 118	Medical Assisting Seminar	4	0	4	4
XXX xxx	Occupational or Occupationally Related Electives	-	-	-	5
		4	20	24	15

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
SUGGESTED SEQUENCE II					
FIRST QUARTER					
AHS 101	Anatomy and Physiology	5	0	5	5
AHS 109	Medical Terminology for Allied Health Science	3	0	3	3
BUS 101	Keyboarding/Typewriting	1	9	10	5
BUS 106	Office Procedures	1	4	5	3
MAS 101	Medical Law and Ethics	2	0	2	2
MAT 100	Basic Mathematics	3	0	3	3
		15	13	28	21
SECOND QUARTER					
ENG 101	English	5	0	5	5
MAS 103	Pharmacology	4	0	4	4
MAS 104	Medical Administrative Procedures I	1	4	5	2
MAS 108	Medical Assisting Skills I	2	8	10	5
MAS 112	Human Diseases	5	0	5	5
		17	12	29	21
THIRD QUARTER					
MAS 105	Medical Administrative Procedures II	2	8	10	5
MAS 109	Medical Assisting Skills II	2	8	10	5
MAS 113	Maternal and Child Care	5	0	5	5
PSY 101	Psychology	5	0	5	5
		14	16	30	20

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
FOURTH QUARTER					
MAS 117	Medical Assisting Externship	0	20	20	6
MAS 118	Medical Assisting Seminar	4	0	4	4
XXX xxx	Occupational or Occupationally Related Electives	-	-	-	5
		4	20	24	15

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
SUGGESTED SEQUENCE III					
FIRST QUARTER					
AHS 101	Anatomy and Physiology	5	0	5	5
AHS 109	Medical Terminology for Allied Health Science	3	0	3	3
BUS 101	Keyboarding/Typewriting	1	9	10	5
MAT 100	Basic Mathematics	3	0	3	3
		12	9	21	16
SECOND QUARTER					
BUS 106	Office Procedures	1	4	5	3
ENG 101	English	5	0	5	5
MAS 101	Medical Law and Ethics	2	0	2	2
MAS 103	Pharmacology	4	0	4	4
PSY 101	Psychology	5	0	5	5
		17	4	21	19
THIRD QUARTER					
MAS 104	Medical Administrative Procedures I	1	4	5	2
MAS 108	Medical Assisting Skills I	2	8	10	5
MAS 112	Human Diseases	5	0	5	5
XXX xxx	Occupational or Occupationally Related Electives	-	-	-	5
		8	12	20	17

Course		Class Hours	Lab Hours	Weekly Contact Hours	Credits
FOURTH QUARTER					
MAS 105	Medical Administrative Procedures II	2	8	10	5
MAS 109	Medical Assisting Skills II	2	8	10	5
MAS 113	Maternal and Child Care	5	0	5	5
		9	16	25	15
FIFTH QUARTER					
MAS 117	Medical Assisting Externship	0	20	20	6
MAS 118	Medical Assisting Seminar	4	0	4	4
		4	20	24	10

GENERAL INFORMATION

Curriculum Model

General Core Courses

The general core courses provide students with a foundation in the basic skills which enable them to empress themselves more clearly, both orally and in writing, and to perform the mathematical functions required in this occupation. The general core courses for the Medical Assisting program are listed below.

ENG 101	English	5 Credits
MAT 100	Basic Mathematics	3 Credits
PSY 101	Psychology	5 Credits

GENERAL INFORMATION

Curriculum Model

Fundamental Occupational Courses

The fundamental occupational courses provide students with a foundation in the area of medical assisting which is needed to progress to the more highly specialized courses in medical assisting. The fundamental occupational courses are listed below.

AHS 101	Anatomy and Physiology	5 Credits
AHS 109	Medical Terminology for Allied Health Science	3 Credits
BUS 101	Keyboarding/Typewriting	5 Credits
BUS 106	Office Procedures	3 Credits
MAS 101	Medical Law and Ethics	2 Credits
MAS 103	Pharmacology	4 Credits

GENERAL INFORMATION

Curriculum Model

Specific Occupational Courses

The specific occupational courses build upon the fundamental occupational courses to provide students with the basic knowledge and skill required to work as a medical assistant. The specific occupational courses offered in the medical assisting program are listed below.

MAS 104	Medical Administrative Procedures I	2 Credits
MAS 105	Medical Administrative Procedures II	5 Credits
MAS 108	Medical Assisting Skills I	5 Credits
MAS 109	Medical Assisting Skills II	5 Credits
MAS 112	Human Diseases	5 Credits
MAS 113	Maternal and Child Care	5 Credits
MAS 117	Medical Assisting Externship	6 Credits
MAS 118	Medical Assisting Seminar	4 Credits
	Occupational or Occupationally Related Electives	5 Credits

GENERAL INFORMATION

Curriculum Model

Electives

Elective courses are provided to allow for the different levels of prior knowledge and skills brought to the classroom by students with diverse backgrounds, educational attainment, and specialized interests.

Decisions regarding the selection and appropriateness of any elective are made by the student after consultation with the instructor. Courses from other departments may be taken as electives when considered appropriate for a student's academic circumstances and career goals.

GENERAL CORE

ENG 101 - English

Course Overview

Course Description

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

Competency Areas

Analysis of Writing Techniques
Used in Selected Readings
Writing Practice
Editing and Proofreading
Research Skills
Oral Presentation Skills

Prerequisite

Program admission level English and reading competency

Credit Hours

5

Contact Hours Per Week

Class - 5

Lab - 0

GENERAL CORE

ENG 101 - English

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
ANALYSIS OF WRITING TECHNIQUES USED IN SELECTED READINGS		**10**	**0**
Review and analysis of various writing techniques	Read and analyze writing to identify subject and focus. Read and analyze writing to identify supporting information. Read and analyze writing to identify patterns of development, such as time, space, climax, example, process, instructions, definition, comparison/ contrast, cause and effect, classification, and problem-solving.		
WRITING PRACTICE		**20**	**0**
Review of grammar fundamentals	Produce logically organized, grammatically acceptable writing.		
Review of composition fundamentals	Compose a variety of paragraphs, reports, memorandums, and business letters. Demonstrate listening skills by following directions for writing assignments.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
EDITING AND PROOFREADING		**10**	**0**
Review of editing fundamentals	Revise to improve ideas, style, organization, and format, preferably with word processing. Edit to improve grammar, mechanics, and spelling.		
RESEARCH SKILLS		**5**	**0**
Resource materials location and utilization	Utilize library resources to enhance writing.		
ORAL PRESENTATION SKILLS		**5**	**0**
Types of oral presentation participation	Participate in class discussion, small group discussion, and/or individual presentations.		
Role of the listener	Participate as an active listener.		

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GENERAL CORE

ENG 101 - English

Resources

Lewis, S. D., Smith, H., Baker, F., Ellegood, G., Kopay, C., & Tanzer, W. (1988). *Writing skills for technical students* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

VanAlstyne, J. S. (1986). *Professional and technical writing strategies*. Englewood Cliffs, NJ: Prentice Hall.

GENERAL CORE

MAT 100 - Basic Mathematics

Course Overview

Course Description

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio/proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas

Mathematical Operations
Fractions
Decimals
Percents
Ratio and Proportion
Measurement and Conversion

Prerequisite

Program admission level math competency

Credit Hours

3

Contact Hours Per Week

Class - 3

Lab - 0

GENERAL CORE

MAT 100 - Basic Mathematics

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
MATHEMATICAL OPERATIONS		**4**	**0**
Addition	Solve whole number problems using basic mathematical skills.		
Subtraction			
Multiplication			
Division			
Symbols	Recognize symbols and groupings and use them to solve hierarchy of operations problems with whole numbers.		
Order of operations			
Properties			
FRACTIONS		**11**	**0**
Definition of fractions	Define fractions.		
	Identify proper and improper fractions.		
Equivalent fractions			
Greatest common divisor (GCD)			

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
Basic operations using fractions	Solve fraction problems using basic multiplication, division, addition, and subtraction operations.		
DECIMALS		**3**	**0**
Definition of decimals and place value			
Basic operations of mathematics with decimals	Solve mathematical problems using decimals.		
Round-off procedures			
Conversion of fractions to decimals and decimals to fractions	Recognize the relationship between fractions and decimals.		
PERCENTS		**3**	**0**
Definition	Solve problems using percents.		
Fractions, decimals, and percents			
Base-rate-part problems	Demonstrate skill in solving base-rate-percent problems.		
RATIO AND PROPORTION		**6**	**0**
Definition of ratio, rates, and proportions	Construct and solve problems involving ratios and proportions.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
MEASUREMENT AND CONVERSION		**3**	**0**
Define base units of length, area, volume, weight, temperature, and time	Determine proper dimensions. Solve basic measurement problems. Convert units within basic systems. Convert between English and metric systems.		

GENERAL CORE

MAT 100 - Basic Mathematics

Resources

Harter, J. H., & Beitzel, W. D. (1988). *Mathematics applied to electronics* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Heywood, A. (1982). *Arithmetic: A programmed worktext.* Monterey, CA: Brooks/Cole.

Johnston, C. L., Willis, A. T., & Hughes, G. M. (1984). *Essential arithmetic* (4th ed.). Belmont, CA: Wadsworth.

Keedy, M. L., & Bittinger, M. L. (1983). *Introductory algebra* (4th ed.). Perdue, IN: Addison-Wesley.

Keedy, M. L., & Bittinger, M. L. (1985). *Essential mathematics* (4th ed.). Perdue, IN: Addison-Wesley.

Lewis, H. (1986). *Technical mathematics.* Albany, NY: Delmar.

Palmer, C. L., & Rachek, L. A. (1986). *Practical mathematics* (7th ed.). Minneapolis: McGraw-Hill.

Proga, R. (1987). *Basic mathematics* (2nd ed.). Boston: Prindle, Weber & Schmidt.

Washington, A. J., & Triola, M. F. (1984). *Technical mathematics* (3rd ed.). Poughkeepsie, NY: Benjamin/Cummings.

GENERAL CORE

PSY 101 - Psychology

Course Overview

Course Description

Emphasizes the basics of human psychology and individual and group behavior. Topics include: social environments, career development, communications and group processes, case problems, and typical relationships.

Competency Areas

Career Development
Social Environments
Communications and Group Processes
Personality
Emotions/Motives
Conflicts/Stress/Anxiety
Perception and Learning

Prerequisite

Provisional admission

Credit Hours

5

Contact Hours per Week

Class - 5

Lab - 0

GENERAL CORE

PSY 101 - Psychology

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
CAREER DEVELOPMENT		**7**	**0**
Career goals	Develop strategies for career goals.		
Self-knowledge	Identify personal strengths and weaknesses.		
Organizational environment/corporate culture	Identify potential catalysts and barriers to career enhancement.		
	Develop strategies for discerning corporate culture.		
SOCIAL ENVIRONMENTS		**12**	**0**
Primary relationships	Identify influences of primary relationships.		
Secondary relationships	Identify influences of secondary relationships.		
Rules	Explain/demonstrate rules for human interaction.		
Roles	Identify/explain societal roles and expectations.		
Affiliation	Explain/demonstrate principles of group inclusion.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
COMMUNICATIONS AND GROUP PROCESSES		**13**	**0**
Communications process	Identify/demonstrate the communication process.		
Communication components	Identify communication components.		
Nonverbal agenda	Identify/demonstrate nonverbal cues.		
Communication barriers	Develop strategies to overcome communication barriers.		
Listening	Demonstrate active listening skills.		
Member roles in groups	Determine/perform member roles in groups.		
Leader roles in groups	Determine/perform leader roles in groups.		
PERSONALITY		**3**	**0**
Personality theories	Describe/evaluate personality theories and disorders.		
Types and temperaments	Identify personality types and temperaments.		
	Assess own personality type and temperament.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
EMOTIONS/MOTIVES		**5**	**0**
Theories of emotions	Identify/evaluate theories of emotions.		
Classification for emotions	Illustrate/identify emotions by facial expression, vocal tone, nonverbal cues, etc.		
Physiological motives	Explain physiological motives.		
Psychological motives	Explain psychological motives.		
CONFLICTS/STRESS/ANXIETY		**6**	**0**
Conflict potential	Assess conflict potential in personal/professional relationships.		
Conflict management	Demonstrate strategies to handle conflict effectively.		
Stress causing factors	Cite stress causing factors.		
Stress tolerance/coping	Diagnose personal tolerance.		
	Plan stress coping techniques.		
State/trait anxiety	Identify/explain different anxiety dimensions.		
PERCEPTION AND LEARNING		**4**	**0**
Perception process	Identify/explain perception process.		
Perception and reality	Demonstrate perception-reality principles.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
Cognitive view of learning	Identify cognitive view of learning.		
Information processing	Explain information processing.		
Learning and reinforcement	Explain positive and negative reinforcement.		

GENERAL CORE

PSY 101 - Psychology

Resources

Baltus, R. K. (1983). *Personal psychology for life and work* (2nd ed.). New York: McGraw-Hill.

Beck, R. C. (1982). *Applying psychology: Understanding people.* Englewood Cliffs, NJ: Prentice Hall.

Bernstei , D. A., J oy, E. J., S russ, T. K., & Wilkens, C. D (1988). *Psychology.* Boston: Houghton Mifflin.

Dworetzky, J. P. (1988). *Psychology* (3rd ed.). St. Paul: West.

Houston, J. P., et al. (1981). *Essentials of psychology.* New York: Academic Press.

Kagan, J., & Segal, J. (1988). *Psychology -- An introduction* (6th ed.). San Diego: Harcourt Brace Jovanovich.

FUNDAMENTAL OCCUPATIONAL

AHS 101 - Anatomy and Physiology

Course Overview

Course Description

Focuses on basic normal structure and function of the human body. Topics include: an overview of each body system, how systems coordinate activities to maintain a balanced state, recognizing deviations from the normal, and medical terminology including basic word structure and terms related to body structure and function are taught as an integral part of the course.

Competency Areas

Medical Terms Describing the Human Body
Structure and Function of the Human Body

Prerequisite

Provisional admission

Credit Hours

5

Contact Hours Per Week

Class - 5

Lab - 0

FUNDAMENTAL OCCUPATIONAL

AHS 101 - Anatomy and Physiology

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
MEDICAL TERMS DESCRIBING THE HUMAN BODY		**10**	**0**
Patient information using a knowledge of anatomical terminology	Describe anatomical position.		
	Define and use the principle directional terms in human anatomy.		
	Identify on diagram, sagittal, transverse, and frontal sections of the body.		
	Define and locate the principle regions and cavities of the human body.		
Word elements and medical terminology	Give the definition of a selected group of prefixes, root combining forms, and suffixes.		
	Write the meaning of a selected list of medical terms.		
STRUCTURE AND FUNCTION OF THE HUMAN BODY		**40**	**0**
General plan and structure of the human body	Define anatomy and physiology.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Identify the structure of a cell, tissue, organ, and system, and explain the relationship among these structures as they constitute an organism.		
Chemical elements and the human body	Define the term homeostasis and metabolism.		
	Differentiate between inorganic and organic compounds and give examples of each.		
	Explain and distinguish among passive and active processes.		
	Contrast acids and use pH scale in describing acidity and alkalinity of a solution.		
	Identify the biologically significant elements from a given list by their chemical symbols and summarize the main functions of each in the body.		
Basic structure and function of systems for body integration and coordination: endocrine, nervous, and sensory systems	Locate the principle endocrine glands, and identify the principle hormone and functions.		
	Define the endocrine gland and hormone, and describe how the endocrine system works to maintain homeostasis.		
	Describe the negative feedback mechanism.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Describe the mechanism by which the hypothalamus links the nervous and endocrine systems.		
	Identify the general functions of the nervous system.		
	Explain the anatomical and functional classification of the nervous system.		
	Identify types of neurons and describe their functions.		
	Identify parts of a neuron.		
	Describe the physiology of a nerve impulse.		
	Describe structures that protect the brain and spinal cord.		
	Identify cranial nerves and give functions of each.		
	Compare and contrast the sympathetic with the parasympathetic nervous system.		
	Compare the effect of sympathetic with parasympathetic stimulation on a specific organ.		
	Identify spinal nerves and define plexus.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Name the principle areas and functions associated with the lobes of the cerebrum.		
	Identify parts of the brain.		
	Describe the structure and functions of the three major parts of the ear.		
	Describe the structure and functions of the eye.		
	Describe the physiology of vision.		
	Trace sound waves through the ear.		
	Differentiate special and general senses.		
	Describe tactile sensation and proprioception.		
Systems for maintenance of the body: cardiovascular, respiratory, gastrointestinal, and urinary systems	Describe the functions of the cardiovascular system.		
	Describe the major components of the cardiovascular system.		
	Describe the location of the heart in relation to other organs of the thoracic cavity and the associated serous membranes.		
	Label a heart identifying chambers, valves, and associated vessels of the heart.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Trace flow of blood through the heart, and distinguish between the pulmonary and systemic circulation.		
	Describe location of the parts of the conduction system of the heart, and trace the pathway of impulses initiation and conduction.		
	Describe the components of blood in reference to two main parts and the functions of each.		
	Explain the function of lymphatic systems as a subsystem to the circulatory system.		
	Describe parts of the upper and lower respiratory tract.		
	Trace the pathway of air into and out of the respiratory tract.		
	Explain the physiology of breathing.		
	Differentiate external and internal respirations.		
	Differentiate chemical and mechanical digestion.		
	Identify on diagram parts of the digestive system.		
	List primary and accessory digestive organs.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
	Briefly discuss physiology of all digestive organs.		
	Relate the role of the autonomic nervous system to functioning of the digestive system.		
	Associate location of the digestive organs with the front abdominal quadrants.		
	Differentiate visceral and parietal peritoneum.		
	Locate the parts of the urinary system on a diagram.		
	Explain general functions of the urinary system.		
	Explain the relationships of the urinary system to the endocrine and circulatory system.		
	Describe the structure and function of the nephron.		
	Compare the urinary system of the female with that of the male.		
	Identify the constituents of urine.		
	Differentiate among secretion, filtration, and reabsorption.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Body support and movement: musculoskeletal and integumentary systems	Identify functions of the integumentary system.		
	Describe parts of the integumentary system.		
	Explain two divisions of the skeletal system.		
	Identify bones of the two divisions.		
	Describe functions of the skeletal system.		
	Explain relationships of the endocrine system to the skeletal system.		
	Describe development of the skeletal system.		
	List functions of the skeletal muscles.		
	Identify three types of muscles.		
	Describe criteria used for naming muscles.		
	Name the muscles used for intramuscular injection sites.		
	Differentiate tenuous ligaments, fascia.		
	Explain functions of skeletal muscular system.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Explain physiology of a muscle contraction.		
	Describe kinds of movements possible as a result of skeletal muscle contraction and joint functioning.		
Systems for continuance of the species	Describe the anatomy and physiology of the female duct system.		
	Describe physiology of the ovary.		
	Identify three parts of the uterus.		
	Label diagram of the female reproductive system.		
	Explain the hormonal control of the menstrual cycle.		
	Describe the anatomy and physiology of the male duct system.		
	Describe physiology of the testes.		
	Relate the urinary system to the reproductive system of the males.		
	Explain the relationship of endocrine functioning to the male reproductive system.		

FUNDAMENTAL OCCUPATIONAL

AHS 101 - Anatomy and Physiology

Resources

Anthony, C. P., & Thibodeau, G. A. (1983). *Structure and function of the body, time mirror.* St. Louis: Mosby.

Anthony, C. P., & Thibodeau, G. A. (1983). *Textbook of anatomy and physiology.* St. Louis: Mosby.

Marieb, E. (1988). *Essentials of human anatomy and physiology.* Menlo Park, CA: Addison Wesley.

Marieb, E. (1988). *Essentials of human anatomy and physiology workbook.* Menlo Park, CA: Addison Wesley.

Memmler, R. L., & Wood, D. L. (1986). *Structure and function of the human body.* Philadelphia: J. B. Lippincott.

Rice, J. (1986). *Medical terminology with human anatomy.* East Norwalk, CT: Appleton & Lange.

Rice, J. (1986). *Answer key and test bank: Medical terminology with human anatomy.* East Norwalk, CT: Appleton & Lange.

Soloman, E. P., & Phillips, G. A. (1987). *Understanding human anatomy and physiology.* Philadelphia: J. B. Lippincott.

Thomas, C. L. (1985). *Taber's cyclopedia medical dictionary.* Philadelphia: F. A. Davis.

FUNDAMENTAL OCCUPATIONAL

AHS 109 - Medical Terminology for Allied Health Science

Course Overview

Course Description

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include: origins, word building, abbreviations and symbols, terminology related to the human anatomy, reading medical orders and reports, and terminology specific to the student's field of study.

Competency Areas

Word Origins (Roots, Prefixes, and Suffixes)
Word Building
Abbreviations and Symbols
Terminology Related to the Human Anatomy
Reading Medical Orders and Reports
Terminology Specific to the Student's Field of Study

Prerequisite

Provisional admission

Credit Hours

3

Contact Hours Per Week

Class - 3

Lab - 0

FUNDAMENTAL OCCUPATIONAL

AHS 109 - Medical Terminology for Allied Health Science

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
WORD ORIGINS (ROOTS, PREFIXES, AND SUFFIXES)		**5**	**0**
History of medical terminology	Explain derivation of medical terms.		
Fundamentals of terminology	Define word roots, prefixes, and suffixes.		
	Explain the conventions for combining morphemes and the formation of plurals.		
	Pronounce basic medical terms.		
Suffixes	Identify adjective endings.		
	Identify noun endings.		
Prefixes	Identify prefixes of position, color, number and measurement, negation, and direction.		
WORD BUILDING		**3**	**0**
Using morphemes	Form medical terms utilizing roots.		
	Form medical terms utilizing suffixes.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Form medical terms utilizing prefixes.		
Combining morphemes	Form medical terms combining roots, prefixes, and suffixes.		
ABBREVIATIONS AND SYMBOLS		**2**	**0**
Abbreviations	Interpret basic medical abbreviations.		
Symbols	Interpret basic medical symbols.		
TERMINOLOGY RELATED TO THE HUMAN ANATOMY		**7**	**0**
Integumentary system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the integumentary system.		
Musculoskeletal system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the musculoskeletal system.		
Respiratory system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the respiratory system.		
Cardiovascular system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the cardiovascular system.		
Gastrointestinal system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the gastrointestinal system.		
Urinary system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the urinary system.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Male reproductive system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the male reproductive system.		
Female reproductive system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the female reproductive system.		
Nervous system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the nervous system.		
Endocrine system	Utilize diagnostic, surgical, and procedural terms and abbreviations related to the endocrine system.		
READING MEDICAL ORDERS AND REPORTS		**3**	**0**
Medical orders	Interpret medical orders.		
Medical reports	Interpret medical reports.		
	Prepare medical reports.		
TERMINOLOGY SPECIFIC TO THE STUDENT'S FIELD OF STUDY		**10**	**0**
Occupationally specific medical terminology	Utilize diagnostic, surgical, and procedural terms and abbreviations related to a specific medical field.		

FUNDAMENTAL OCCUPATIONAL

AHS 109 - Medical Terminology for Allied Health Science

Resources

Glanze, W. D., Anderson, K. N., & Anderson, L. E. (1986). *Mosby's medical and nursing dictionary* (2nd ed.). St. Louis: C. V. Mosby.

Gylys, B. A., & Wedding, M. E. (1988). *Instructor's guide for medical terminology: A systems approach.* Philadelphia: F. A. Davis.

Gylys, B. A., & Wedding, M. E. (1988). *Medical terminology: A systems approach* (2nd ed.). Philadelphia: F. A. Davis.

LaFleur, M. W., & Starr, W. K. (1988). *Exploring medical language.* Philadelphia: W. B. Saunders.

Rice, E. P. (1985). *Phonetic dictionary of medical terminology: A spelling guide.* Owings Mills, MD: National Health.

Rice, J. (1986). *Medical terminology with human anatomy.* East Norwalk, CT: Appleton & Lange.

Rice, J. (1986). *Answer key and test bank: Medical terminology with human anatomy.* East Norwolk, CT: Appleton & Lange.

Smith, G. L., & Davis, P. E. (1988). *Medical terminology: A programmed test* (5th ed.). New York: John Wiley & Sons.

Squires, B. P. (1986). *Basic terms of anatomy and physiology* (2nd ed.). Philadelphia: W. B. Saunders.

Thomas, C. L. (1985). *Taber's cyclopedia medical dictionary.* Philadelphia: F. A. Davis.

FUNDAMENTAL OCCUPATIONAL

BUS 101 - Keyboarding/Typewriting

Course Overview

Course Description

Introduces the touch system of typewriting placing emphasis on correct techniques, mastery of the keyboard, and simple business correspondence. Students attain a minimum typing speed of 25 words per minute with a maximum of three errors on a three minute timed typewriting test. Topics include: alphabetic and numeric symbols, simple formatting, keyboarding speed and accuracy, care of equipment, and proofreading. Laboratory practice parallels class instruction.

Competency Areas

Equipment Care
Symbols
Keyboarding Skills
Formatting Correspondence
Proofreading

Prerequisite

Provisional admission

Credit Hours

5

Contact Hours Per Week

Class - 1

D.Lab - 9

FUNDAMENTAL OCCUPATIONAL

BUS 101 - Keyboarding/Typewriting

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
EQUIPMENT CARE		**1**	**2**
Nonprinting parts maintenance	Demonstrate control in the use and care of the nonprinting parts of the typewriter.		
SYMBOLS		**2**	**26**
Finger control	Demonstrate which fingers control each key on the keyboard and each part of the typewriter. Operate home key anchors to assist in developing location security.		
KEYBOARDING SKILLS		**1**	**28**
Speed and accuracy	Demonstrate keyboarding speed and accuracy on straight copy with a minimum rate of 25 words a minute for 3 minutes with 3 or fewer errors.		
FORMATTING CORRESPONDENCE		**5**	**30**
Centering	Demonstrate an ability to center vertically and horizontally.		
Outlines and notes	Demonstrate basic formatting skills on enumerations, outlines, and personal notes.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
Reports and tables	Demonstrate basic formatting skills on reports, correspondence, and tables for personal use.		
Word division and capitalization	Apply rules for correct use of word division and capitalization in written communications.		
Numbers	Apply rules for correct use of numbers and punctuation in written communications.		
PROOFREADING		1	4
Locating errors	Demonstrate an ability to locate and correct errors.		
Proofreader's marks	Demonstrate the ability to understand proofreader's marks by making appropriate corrections in text copy.		

Document Number:
03-03-03

FUNDAMENTAL OCCUPATIONAL

BUS 101 - Keyboarding/Typewriting

Resources

Hall, R. A., Lloyd, A. C., Johnson, J. E., Winger, F. E., & Morrison, P. C. (1987). *Gregg typing: Keyboarding and processing documents.* New York: McGraw-Hill.

Sabin, W. (Latest ed.). *The Gregg reference manual.* New York: McGraw-Hill.

Silverhorn, J. E., & Perry, D. J. (Latest ed.). *Word division manual* (2nd ed.). Cincinnati, OH: South-Western.

Document Number:
03-04-01

FUNDAMENTAL OCCUPATIONAL

BUS 106 - Office Procedures

Course Overview

Course Description

Emphasizes essential skills required for the typical business office. Topics include: office protocol, prioritizing, time management, telephone techniques, office equipment, mail services, reference materials, filing, correspondence, and travel and meeting arrangements.

Competency Areas

Office Protocol
Time Management
Telephone Techniques
Office Equipment
Mail Services
References
Filing
Correspondence
Travel and Meeting Arrangements

Prerequisite

Program admission

Credit Hours

3

Contact Hours Per Week

Class - 1

D.Lab - 4

FUNDAMENTAL OCCUPATIONAL

BUS 106 - Office Procedures

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
OFFICE PROTOCOL		**1**	**2**
Etiquette	Exhibit proficiency in office etiquette.		
	Apply appropriate procedures for receiving callers.		
Personal qualities	Recognize and identify desirable personal qualities required in an office.		
TIME MANAGEMENT		**1**	**4**
Time wasters	Define time management.		
	Recognize time wasters in the office.		
	List ways to eliminate time wasters.		
Organization	Develop good work organization habits.		
	Demonstrate how to set priorities based on the importance of the activity.		
	Plan a schedule and keep a written record of the schedule.		
	Explain the purposes of setting deadlines.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
	Organize the work station and understand the importance of keeping the work station clean and well organized.		
Appointments	Outline the procedure for setting up an appointment.		
	Set up appointments and maintain office calendars.		
TELEPHONE TECHNIQUES		**1**	**4**
Etiquette	Operate the telephone as a means of business communication.		
	Apply the use of proper telephone skills and etiquette.		
Special services	Follow appropriate techniques and procedures for making and receiving local and long distance calls.		
	Prepare telephone message forms.		
	Identify basic and special services provided by telephone companies.		
OFFICE EQUIPMENT		**1**	**4**
Types	List and describe the various copying and duplicating processes in use in offices today.		
Facsimile machine	Describe or use a facsimile (FAX) machine.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Copiers	Operate convenience copiers, fluid, and stencil duplicators.		
	Make an appropriate choice of duplicating or copy process.		
	Reproduce data using copiers.		
	Make transparencies.		
	Prepare graphic materials.		
MAIL SERVICES		**2**	**4**
Processing	Process outgoing mail.		
	Process incoming mail.		
	List and define special services offered by the mail system.		
Classifying	List and define the classes of mail.		
	Define international mail.		
	Define and explain the term "electronic mail."		
	Discuss the use of (or use) a postage meter.		
REFERENCES		**.5**	**2**
Resource materials	Identify a variety of reference materials.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
FILING		1	15
Systems	Describe the various filing systems used in the office.		
	Outline the steps to take when setting up a filing system.		
	Describe some common filing problems and ways to avoid them.		
	File business correspondence according to acceptable filing rules.		
Tickler file	Maintain and use a tickler file.		
Records manager	Describe the duties of a records manager.		
Supplies and equipment	Describe and use filing supplies and equipment.		
	Demonstrate the ability to use micrographic equipment and microfilms filing record control.		
	Describe new automated filing systems that utilize word processing and computer technology.		
CORRESPONDENCE		1	1
Types	Describe the basic types of written communication and explain their functions.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Prepare an interoffice memorandum.		
	Describe the steps in writing a written report.		
	Compose a telegram or cablegram.		
TRAVEL AND MEETING ARRANGEMENTS		**1.5**	**4**
Travel	Discuss sources of help in making travel arrangements.		
	Prepare appropriate travel forms.		
	Make transportation and accommodation reservations.		
	Discuss methods of travel: air, car, rail, or bus.		
Meetings	Describe the steps to follow when preparing for a business meeting.		
	Prepare information needed before and during the meeting.		
	Complete follow-up activities that should be done after a meeting has ended.		
	Describe alternatives to holding meetings, etc., conference calls, teleconferencing.		

FUNDAMENTAL OCCUPATIONAL

BUS 106 - Office Procedures

Resources

Fruehling, R. T., & Weaver, C. K. (1987). *Electronic office procedures.* New York: Gregg/McGraw-Hill.

Fulton, P. J., & Hanks, J. D. (1985). *Procedures for the professional secretary.* Cincinnati, OH: South-Western.

Goodman, D. G. (1987). *Office filing procedures -- Practice set.* Cincinnati, OH: South-Western.

Goodman, D. G., Fosegan, J. S., & Bassett, E. D. (1987). *Business records control* (6th ed.). Cincinnati, OH: South-Western.

Henne, A. R. (1986). *Intensive files management* (2nd ed.). Cincinnati, OH: South-Western.

Holmes. (1985). *Filing made easy* (2nd ed.). Boston, MA: Houghton Mifflin.

Kupsch, J., & Whitcomb, S. (1987). *The electronic office.* Encino, CA: Glencoe.

Luke, C. M., & Stiegler, C. B. (1985). *Office systems and procedures* (2nd ed.). Boston, MA: Houghton Mifflin.

Moody, P. (1987). *Skills for the electronic world -- Reach a little higher.* Cincinnati, OH: South-Western.

Moon, H. R., & Cox, R. (1986). *Office procedures and management* (5th ed.). New York: MPC Educational Publishers, A Division of John Wiley.

Oliverio, M. E., & Pasewark, W. R. (1988). *The office: Procedures and technology.* Cincinnati, OH: South-Western.

The professional secretary's handbook. (1984). Boston, MA: Houghton Mifflin.

Tilton, R. S., Jackson, H. J., & Popham, E. L. (1987). *Secretarial procedures and administrations.* Cincinnati, OH: South-Western.

FUNDAMENTAL OCCUPATIONAL

MAS 101 - Medical Law and Ethics

Course Overview

Course Description

Introduces the basic concept of medical assisting and its relationship to the other health fields. Emphasizes medical ethics, legal aspects of medicine, and the medical assistant's role as an agent of the physician. Provides the student with knowledge of medical jurisprudence and the essentials of professional behavior. Topics include: introduction to medical assisting, introduction to medical law, the physician-patient-assistant relationship, the medical office in litigation, and ethics.

Competency Areas

Introduction to Medical Assisting
Introduction to Medical Law
Physician-Patient-Assistant Relationship
Medical Office in Litigation
Ethics

Prerequisite

Provisional admission

Credit Hours

2

Contact Hours Per Week

Class - 2

Lab - 0

FUNDAMENTAL OCCUPATIONAL

MAS 101 - Medical Law and Ethics

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
INTRODUCTION TO MEDICAL ASSISTING		**3**	**0**
Role of the medical assistant	Identify clinical and administrative duties and various types of medical practices.		
Professional organizations	Identify professional affiliation within the medical assisting field.		
History of medicine	Identify historical men and women and their medical contribution.		
Future directions	Adhere to current government regulations.		
INTRODUCTION TO MEDICAL LAW		**2**	**0**
Legal vocabulary	Define selected legal terms.		
Criminal and civil law	Distinguish between criminal and civil causes of action.		
PHYSICIAN-PATIENT-ASSISTANT RELATIONSHIP		**4**	**0**
Types of contracts and consent	Distinguish between implied and expressed contracts and informed and uninformed consent.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Formation of a contract	Define the physician/patient/ assistant relationship initiation and termination.		
Elements of a contract	Describe the three elements that make a contract valid.		
Public duties	Identify duties of the physician to the public, and state the basic functions of the Medical Practice Acts.		
Confidentiality	State the importance of privacy and privileged communication.		
Medical records	State the ownership and apply the legal doctrine of privileged communication to the contents of the medical record.		
MEDICAL OFFICE IN LITIGATION		**7**	**0**
Legal vocabulary	Define selected legal terms.		
Negligence versus malpractice	Distinguish between negligence and malpractice.		
Elements of a civil malpractice suit	List the elements of a civil malpractice cause of action.		
Personal and professional liability	Identify liability as it applies to personal and professional actions.		
ETHICS		**4**	**0**
Codes of ethics	Identify selected codes of ethics.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Professional behavior	Describe the actions and dress that contribute to a professional image.		
Unethical conduct	List actions that indicate unethical conduct.		

FUNDAMENTAL OCCUPATIONAL

MAS 101 - Medical Law and Ethics

Resources

American Association of Medical Assistants. (1984). *Law for the medical office* Chicago: Author.

Flight, M. R. (1988). *Law, liability, and ethics for medical office personnel.* Albany, NY: Delmar.

Hardy, C., & Martin, N. (Latest ed.). *Your role as a medical assistant.* Oradell, NJ: Medical Economics.

Lewis, M. A., & Warden, C. D. (1988). *Law and ethics in the medical office* (2nd ed.). Philadelphia: F. A. Davis.

FUNDAMENTAL OCCUPATIONAL

MAS 103 - Pharmacology

Course Overview

Course Description

Introduces drug therapy with emphasis on safety, classification of drugs, their action, side effects, and/or adverse reactions. Also introduces the basic concept of mathematics used in the administration of drugs. Topics include: introduction to pharmacology, sources and forms of drugs, drug classification, commonly prescribed medications according to body systems, effects of drugs on the body systems, systems of measurement, and calculating adult and pediatric dosages.

Competency Areas

Introduction to Pharmacology
Calculation of Dosages
Sources and Forms of Drugs
Drug Classification
Drug Effects on the Body Systems

Prerequisites

AHS 101, AHS 109, MAT 100

Credit Hours

4

Contact Hours Per Week

Class - 4

Lab - 0

FUNDAMENTAL OCCUPATIONAL

MAS 103 - Pharmacology

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
INTRODUCTION TO PHARMACOLOGY		**2**	**0**
History	Identify evolution of pharmacology from primitive times to the present.		
CALCULATION OF DOSAGES		**3**	**0**
Equivalents	Calculate dosages using proportional method.		
	Name metric equivalents that are most frequently used in the medical field.		
Adult dosages	Calculate dosages using a formula method.		
Children's dosages	Calculate children's dosages by various rules.		
SOURCES AND FORMS OF DRUGS		**2**	**0**
Drug sources	List four main sources of drugs.		
Drug standards	State the importance of the Federal Food, Drug, and Cosmetic Act/Controlled Substance Act of 1970.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
	List two reasons for standardization of drugs.		
Drug dosages	List factors that determine the dosage of patient's medication.		
Drug forms	List forms in which drugs are prepared.		
Drug actions	Explain classified action of drugs.		
DRUG CLASSIFICATION		**15**	**0**
Administration of drugs by inhalation and local application	State three reasons for administering drugs by inhalation.		
	List drugs that can be administered by local application.		
Administration of radioactive substances	Describe three methods that are used in radiation therapy.		
	State the safety precautions to be observed when caring for a patient who is receiving radiation.		
	Explain the importance of government regulations with regard to radioactive substances.		
	List the side effects of radiation therapy.		
Drugs used to counteract infections: antiseptics and disinfectants, antibiotics and antimicrobials	List four factors that may determine the effectiveness of an antiseptic and/or disinfectant.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Classify antibiotics as broad-spectrum, narrow-spectrum, and/or extended-spectrum.		
	Describe three adverse effects that may occur with administration of an antibiotic.		
	State the actions, uses, contraindications, adverse reactions, dosages, routes, and implications of selected antibiotics.		
Antifungal, antiviral, and immunizing agents	Differentiate between active and passive immunization.		
	State the general recommendations of immunizations.		
	State the actions, uses, contraindications, adverse reactions, dosages, routes, and implications for patient care of selected antifungal and antiviral agents.		
Antineoplastic agents	State when chemotherapy is the treatment of choice for cancer.		
	Describe examples of adverse reactions associated with antineoplastic agents.		
	Describe guidelines for handling antineoplastic agents.		
	Describe the classifications of antineoplastic agents.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
Psychotropic agents	Describe four classifications of psychotropic agents. List foods/beverages that should be avoided when taking monoamine oxidase inhibitors. State the actions, uses, contraindications, adverse reactions, dosages, routes, and implications of selected anti-anxiety, antipsychotic, and antimanic drugs.		
DRUG EFFECTS ON THE BODY SYSTEMS		**18**	**0**
Medications used for circulatory system disorders	Describe ways that drugs may affect the heart. State the usual initial or digitalizing dose, the usual maintenance dose, and adverse reactions of selected digitalis products. State the usual dosage and adverse reactions of selected antiarrhythmic drugs, vasopressors, peripheral vasodilators, coronary vasodilators, and anticoagulants. State the action, usual dosage, and adverse reactions of selected antihypertensive agents. Define hyperlipidema, and list examples of agents used in its treatment.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Medications that affect the respiratory system	State the usual dosage and adverse reactions of selected antihistamines, decongestants, antitussives, expectorants and mucolytics, bronchodilators, and antituberculosis agents.		
Medications used for gastrointestinal system disorders	State the action, indications, usual dosage, and reactions to selected antiacids, antispasmodics, antidiarrheal agents, laxatives, anthelmintics, and antiprotozal agents.		
Medications used for urinary system disorders	State actions of diuretics.		
	Give the site and mechanism of action for thiazide, loop, potassium-sparing, osmotic, and carbonic anhydrase diuretics.		
	State the classification, usual dosage, and adverse reactions of selected diuretics.		
	State the usual dosage and adverse reactions of selected sulfon amides and urinary antiseptics.		
Medications used in treatment of endocrine disorders	State the usual dosage and adverse reactions of selected drugs used in thyroid disorders.		
	List types of insulin preparation according to rapid-acting, intermediate-acting, and long lasting.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	State the usual dosage, duration, and adverse reactions of selected oral hypoglycemic agents.		
	State the onset of action, peak action, and duration of action, and describe the appearance of selected insulin preparations.		
Medications used for musculoskeletal system disorders	Describe action of anti-inflammatory agents.		
	State the usual anti-inflammatory dose and adverse reactions of selected nonsteroidal, antirheumatic agents, muscle relaxants, and skeletal muscle stimulants.		
Medications that affect the nervous system	State the actions, usual dosage, and adverse reactions of selected analgesic antipyretics, anticonvulsants, and drugs used to treat glaucoma and Parkinson's Disease.		
	State action of sedatives and hypnotics.		
	Describe action of anesthetic drugs for local or general administration.		
Medications that affect the reproductive system	List conditions for which progesterone and/or estrogen preparations are prescribed.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	State the uses, usual dosage, and adverse reactions of uterine stimulants and relaxants.		
	State the usual dosage and adverse reactions of selected androgens, and list conditions for which the androgenic hormone preparations are given.		
	List the adverse reactions to oral contraceptives.		
	Describe how oral contraceptives prevent the occurence of pregnancy.		

FUNDAMENTAL OCCUPATIONAL

MAS 103 - Pharmacology

Resources

Dison, N. (1984). *Simplified drugs and solutions for nurses including mathematics.* St. Louis: Mosby.

Loebl, S., Spratto, G. R., & Woods, A. L. (1989). *The nurse's drug handbook.* New York: John Wiley.

Rice, J. (1989). *Principles of pharmacology for medical assisting.* Albany, NY: Delmar.

SPECIFIC OCCUPATIONAL

MAS 104 - Medical Administrative Procedures I

Course Overview

Course Description

Emphasizes essential skills required for the typical medical office. Topics include: accounting procedures and insurance preparation and coding.

Competency Areas

Accounting Procedures
Insurance Preparation and Coding

Prerequisites

Program admission, AHS 109, BUS 101

Credit Hours

2

Contact Hours Per Week

Class - 1

D.Lab - 1

P.Lab - 3

SPECIFIC OCCUPATIONAL

MAS 104 - Medical Administrative Procedures I

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
ACCOUNTING PROCEDURES		**5**	**5**	**15**
Financial arrangements	Make financial arrangements with a patient requesting credit.			
	Describe and explain a physician's fee schedule.			
Bookkeeping	Explain the three main bookkeeping systems and procedures for each (single-entry, double-entry, and pegboard).			
	Prepare a ledger account for a new patient.			
	Prepare a patient charge slip.			
	Post the entries from the daily journal to patient ledger cards.			
	Establish and maintain a petty cash fund.			
	Post service charges and payments using a pegboard.			
	Prepare a bank deposit.			
	Correctly write a check.			
	Pay office bills by check.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
	Reconcile a bank statement with the checkbook balance.			
	Prepare patient's monthly statements.			
	Initiate proceedings to collect delinquent accounts.			
Maintenance of office records	Demonstrate telephone collection techniques.			
	Maintain personnel and payroll records.			
	Maintain office inventory.			
INSURANCE PREPARATION AND CODING		**5**	**5**	**15**
Private versus group	Cite advantages of group over private health insurance.			
Major types of health coverage	Identify and complete appropriate insurance forms for patients covered by private, group, or government insurance plans.			
Diagnostic and procedural coding for insurance forms	Demonstrate usage of ICD coding books and CPT coding books.			
Claims rejections	List reasons for claims rejections and purpose solutions for rejections.			
Deductibles and coinsurance	Calculate the billing for patients whose insurance includes deductibles and coinsurance.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
Insurance payments	Post daily insurance payments and process overpayments.			

SPECIFIC OCCUPATIONAL

MAS 104 - Medical Administrative Procedures I

Resources

Duncan, Warner, Langford, & Van Huss. (1985). *College keyboarding/typewriting* (11th ed.). Cincinnati, OH: South-Western.

Fredrick, P. M., & Kinn, M. E. (1981). *The medical office assistant: Administrative and clinical.* Philadelphia: W. B. Saunders.

Frew, M. A., & Frew, D. R. (1982). *Medical office administrative procedures* (2nd ed.). Philadelphia: F. A. Davis.

Humphry, D. D. (1990). *Medical office procedures.* Cincinnati, OH: South-Western.

Kinn, M. E. (1988). *Administrative medical assisting.* Philadelphia: W. B. Saunders.

Metropolitan Medical Center. (1985). *Business administration for the medical assistant.* Cincinnati, OH: South-Western.

Rice, J. (1990). *Medspell.* East Norwall, CT: Appleton & Lange.

SPECIFIC OCCUPATIONAL

MAS 105 - Medical Administrative Procedures II

Course Overview

Course Description

Emphasizes essential skills required for the typical medical office in the areas of computers and medical transcription. Topics include: introduction to the computer and medical transcription.

Competency Areas

Introduction to the Computer
Medical Transcription

Prerequisite

MAS 103, MAS 104

Credit Hours

5

Contact Hours Per Week

Class - 2

D.Lab - 2

P.Lab - 6

SPECIFIC OCCUPATIONAL

MAS 105 - Medical Administrative Procedures II

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
INTRODUCTION TO THE COMPUTER		**10**	**15**	**30**
Computer terminology and fundamentals	Describe/demonstrate care and maintenance of lab and hardware.			
	Demonstrate proper procedures for turning system on and off.			
Computer applications	Demonstrate how to create, name, format, edit, store, retrieve, and print a document.			
	Perform word processing tasks in a specified period of time according to established word processing standards for mailability.			
MEDICAL TRANSCRIPTION		**10**	**5**	**30**
Introduction to transcription equipment	Operate the typewriter/computer and the transcriber using correct techniques.			
Theory application	Produce mailable copy by correcting all errors neatly and efficiently.			
	Identify correct spelling and meaning of words.			
	Define meaning of abbreviations.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
	Punctuate and paragraph medical material according to standard English rules of grammar.			
Production	Type from dictated medical tapes various medical reports (history and physical exams, x-ray reports, discharge summaries, etc.) in mailable form.			
	Utilize resources (medical dictionary, Physician's Desk Reference, Handbook for Medical Secretaries).			
	Identify correct pronunciation of words.			

SPECIFIC OCCUPATIONAL

MAS 105 - Medical Administrative Procedures II

Resources

Any good English dictionary, preferably unabridged.

Fordney, M. J., & Follis, J. J. *Administrative medical assisting* (2nd ed.). Boston: Wiley Medical, Harvard.

Frew, M. A., & Frew, D. R. (1982). *Medical office administrative procedures* (2nd ed.). F. A. Davis.

Frinsilli, F. J. (1985). *Metropolitan medical center* (Text and correlated tapes). Cincinnati, OH: South-Western.

Humphrey, D. (1990). *Contemporary medical office procedures.* Cincinnati, OH: South-Western.

Humphrey, D., & Sigler, K. (1986). *The modern medical office.* Cincinnati, OH: South-Western.

Kinn, M. E. (1988). *The administrative medical assistant* (2nd ed.). Boston: Wiley Medical, Harvard.

Kinn, M. E. (1988). *Administrative medical assisting.* Philadelphia: W. B. Saunders.

Mosley's medical speller. (1983). St. Louis: C. V. Mosby.

Physician's desk reference. (1988). Oradell, NJ: Medical Economics.

Rice, J. (1990). *Medspell.* East Norwalk, CT: Appleton & Lange.

Thomas, C. L. (1989). *Taber's cyclopedic medical dictionary.* Philadelphia: F. A. Davis.

SPECIFIC OCCUPATIONAL

MAS 108 - Medical Assisting Skills I

Course Overview

Course Description

Introduces the skills necessary for assisting the physician with a complete history and physical in all types of practices. The course includes skills necessary for sterilizing instruments and equipment and setting up sterile trays. The student also explores the theory and practice of electrocardiography. Topics include: infection control, prepare patients/assist physician with examinations and diagnostic procedures, vital signs/mensuration, minor office surgical procedures, and electrocardiograms.

Competency Areas

Infection Control
Prepare Patients/Assist Physician with
Examinations and Diagnostic Procedures
Vital Signs/Mensuration
Minor Office Surgical Procedures
Electrocardiograms

Prerequisites

Program admission, AHS 101, AHS 109

Credit Hours

5

Contact Hours Per Week

Class - 2

D.Lab - 2

P.Lab - 6

SPECIFIC OCCUPATIONAL

MAS 108 - Medical Assisting Skills I

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
INFECTION CONTROL		**5**	**4**	**12**
Medical asepsis	Maintain and use aseptic techniques.			
Definition and principles of medical asepsis	List the principles of medical asepsis.			
Handwashing procedures	Perform the aseptic handwash.			
Sanitizing procedures	Perform sanitizing procedures.			
Surgical asepsis	Set up for any procedure requiring knowledge of aseptic techniques and sterilization of instruments and equipment.			
Chemical sterilizing agents (disinfectants and antiseptics)	Identify chemical sterilizing agents.			
Gloving techniques	Perform gloving techniques.			
PREPARE PATIENTS/ASSIST PHYSICIAN WITH EXAMINATIONS AND DIAGNOSTIC PROCEDURES		**3**	**4**	**12**
History/questionnaire	Assist the physician in all aspects of a complete history.			
	Obtain and record patient data.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
Methods of examination 1. Percussion 2. Auscultation 3. Palpation 4. Inspection	Assist the physician in all aspects of a complete physical exam.			
	Position patient.			
	Prepare patient.			
	Prepare examining room.			
	Prepare exam table.			
Special exams	Prepare patients for special exams (e.g., proctoscope).			
VITAL SIGNS/MENSURATION		**0**	**2**	**12**
Taking and recording vital signs	Explain the importance of vital signs and know normal limits.			
	Measure vital signs.			
	Record vital signs.			
Measuring and recording height and weight	Measure height and weight.			
	Record height and weight.			
MINOR OFFICE SURGICAL PROCEDURES		**6**	**5**	**12**
Surgical instruments	Identify surgical instruments.			
Surgical setup	Prepare the basic surgical setup.			
Minor surgical procedures	Assist physician with minor surgical procedures.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
ELECTROCARDIOGRAMS		**6**	**5**	**12**
Conduction system of the heart	Explain the conduction system of the heart.			
Cardiac cycle	Describe the electrocardiograph cycle as related to heart function.			
Introduction to EKG machine (leads and artifacts)	Identify parts of the EKG machine.			
Preparation of patient	Prepare patient for EKG procedure.			
Obtain the EKG	Run an accurate EKG.			
Mounting	Mount EKG strips.			
Problem solving	Apply problem solving techniques associated with the EKG procedure.			

SPECIFIC OCCUPATIONAL

MAS 108 - Medical Assisting Skills I

Resources

Bonewit, K. (1989). *Clinical procedures for medical assistants.* Philadelphia: W. B. Saunders.

Frew, M. A., & Frew, D. R. (1988). *Comprehensive medical assisting: Administrative and clinical procedures.* Philadelphia: F. A. Davis.

Kinn, M. E. (1988). *The medical office assistant.* Philadelphia: W. B. Saunders.

Lippincott. (1978). *Lippincott learning system study guides: Asepsis, body mechanics, and management of environment.* Philadelphia: Author.

Zakus, S. M., & Shea, M. A. (1990). *Fundamentals of medical assisting.* St. Louis: C. V. Mosby.

SPECIFIC OCCUPATIONAL

MAS 109 - Medical Assisting Skills II

Course Overview

Course Description

Furthers the student's knowledge of the more complex activities in a physician's office. Topics include: collection/examination of specimens; venipuncture; urinalysis; administration of medications including oral, topical, subcutaneous, intramuscular, and intradermal medications; first aid and CPR; physical therapy procedures; and principles of radiology and safety.

Competency Areas

Collection/Examination of Specimens
Venipuncture
Urinalysis
Administration of Medications Including
Oral, Topical, Subcutaneous, Intramuscular,
and Intradermal Medications
First Aid and CPR
Physical Therapy Procedures
Principles of Radiology and Safety

Prerequisites

MAS 103, MAS 108

Credit Hours

5

Contact Hours Per Week

Class - 2

D.Lab - 2

P.Lab - 6

SPECIFIC OCCUPATIONAL

MAS 109 - Medical Assisting Skills II

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
COLLECTION/EXAMINATION OF SPECIMENS		**1**	**2**	**6**
Collection of specimens	Collect specimens for diagnostic testing.			
Labeling of specimens	Label specimens for diagnostic testing.			
Processing of specimens	Process specimens for diagnostic testing.			
VENIPUNCTURE		**2**	**2**	**9**
Sites	Identify sites for venipuncture.			
Techniques	Perform a single and double draw venipuncture with the vacutainer system.			
	Perform a venipuncture with a syringe.			
URINALYSIS		**4**	**5**	**11**
Routine	Perform routine biochemical tests under a supervisor's order using appropriate dipsticks, tapes, and/or tablets to test a urine specimen.			
	Test for specific gravity.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
Clean catch	Explain the clean catch procedure.			
Microscopic	Perform microscopic urinalysis.			
Diagnostic blood work	Perform various elements of a CBC as ordered.			
ADMINISTRATION OF MEDICATIONS INCLUDING ORAL, TOPICAL, SUBCUTANEOUS, INTRAMUSCULAR, AND INTRADERMAL MEDICATIONS		**6**	**7**	**15**
Syringes and needles	Identify the most commonly used syringes and needles and explain their basic use.			
Oral, topical, subcutaneous, intramuscular, and intradermal medications	Prepare the patient for each type of medication including oral, topical, subcutaneous, intramuscular, and intradermal.			
Safety precautions	Use proper precautions to protect the health and safety of both the patient and himself/herself when administering medications.			
Record procedures	Record the procedures of administering medications accurately.			
FIRST AID AND CPR		**3**	**3**	**12**
CPR/Heimlech maneuver	Perform adult, child, and infant CPR, including Heimlech maneuver.			
Bleeding	Control bleeding.			
Bandages/splints	Bandage and splint patient.			

Recommended Outline	After completing this section, the student will:	Hours Class	D.Lab	P.Lab
Burns	Manage treatment of burns.			
Poisoning	Identify first aid techniques for poisoning.			
PHYSICAL THERAPY PROCEDURES		**1**	**1**	**7**
Physical therapy equipment	Use appropriate equipment for musculoskeletal disorders.			
PRINCIPLES OF RADIOLOGY AND SAFETY		**3**	**0**	**0**
Medical assistant's role in x-ray procedures	Describe the medical assistant's role related to x-ray procedures.			
Patient preparation	List the components of patient preparation.			
	Explain the components of patient preparation.			
Basic x-ray procedures	List commonly used positions in basic x-ray procedures.			
Precautions	List precautions related to x-ray procedures.			

SPECIFIC OCCUPATIONAL

MAS 109 - Medical Assisting Skills II

Resources

Bonewit, K. (1984). *Clinical procedures for medical assistants.* Philadelphia: W. B. Saunders.

Diggs, L. (1985). *Morphology of human blood cells.* Abbott Park, IL: Abbott Lab.

Estridge, B., Walters, N., & Reynolds, A. (1986). *Basic medical lab techniques.* Auburn, AL: Delmar.

Frew, M. A., & Frew, D. R. (1988). *Comprehensive medical assisting: Administrative and clinical procedures.* Philadelphia: F. A. Davis.

Lippincott. (1978). *Lippincott learning system study guides: Asepsis, body mechanics, and management of environment.* Philadelphia: Author.

Zakus, S. M., & Shea, M. A. (1990). *Fundamentals of medical assisting.* St. Louis: C. V. Mosby.

SPECIFIC OCCUPATIONAL

MAS 112 - Human Diseases

Course Overview

Course Description

Provides clear, succinct, and basic information about common medical conditions. Taking each body system, the disease condition is highlighted following a logical formation consisting of: description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention. Topics include: introduction to disease and diseases of body systems including the nutritional and pharmacological implications.

Competency Areas

Introduction to Disease
Diseases of Body Systems

Prerequisites

AHS 101, AHS 109

Credit Hours

5

Contact Hours Per Week

Class - 5

Lab - 0

SPECIFIC OCCUPATIONAL

MAS 112 - Human Diseases

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
INTRODUCTION TO DISEASE		**2**	**0**
History	Identify important contributions in medicine.		
Causes of disease	List and explain at least seven causes of disease.		
Methods of treatment of disease	List treatment modalities.		
Death and dying	List five stages of dying.		
	Discuss the living will.		
DISEASES OF BODY SYSTEMS		**48**	**0**
Causes of neoplasms	Discuss etiology of cancer.		
	Compare benign and malignant tumors.		
Grading of neoplasms	Describe the three main classifications for cancer.		
Diagnosis of neoplasms	Identify the grading and staging of neoplasms and their use.		
Treatment of neoplasms	Discuss three major forms of cancer treatment and their advantages and disadvantages.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
Circulatory system	Identify and discuss common diseases of the blood, heart, and vessels and their treatment including nutritional and pharmacological implications of the treatment.		
Musculoskeletal system	Identify and discuss common diseases of the musculoskeletal system and their treatment including nutritional and pharmacological aspects.		
Integumentary system	Identify and discuss common diseases of the integumentary system and their treatment, to include the nutritional and pharmacological aspects.		
Digestive system	Identify and discuss the common diseases of the digestive system and their treatment, to include nutritional and pharmacological implications.		
Respiratory system	Identify and discuss the common diseases of the respiratory system and their treatment, to include the nutritional and pharmacological aspects.		
Urinary system	Identify and discuss the common diseases of the urinary system and their treatment, to include the nutritional and pharmacological implications.		
	Identify and discuss disorders of importance in fluids, electrolytes, and acid-base.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Endocrine system	Identify and discuss diseases of the endocrine system and their treatment, to include nutritional and pharmacological aspects.		
Nervous system	List the common disorders of the nervous system to include treatment, nutritional, and pharmacological implications.		
Sensory system	List the common disorders of the sensory system to include their treatment, pharmacological, and nutritional implications.		
Immune system	Discuss the care, prevention, and treatment for AIDS. Discuss vaccines and serums in the prevention of disease. Discuss the management of the allergy patient.		

SPECIFIC OCCUPATIONAL

MAS 112 - Human Diseases

Resources

Hood, G. H., & Pincher, J. R. (1988). *Total patient care.* St. Louis: C. V. Mosby.

Keane, C. B. (1987). *Essentials of medical-surgical nursing.* Philadelphia: W. B. Saunders.

Miller, B. F., & Keane, C. B. (1978). *Encyclopedia and dictionary of medicine.* Philadelphia: W. B. Saunders.

Warden-Tamparo, C., & Lewis, M. A. (1989). *Diseases of the human body.* Philadelphia: F. A. Davis.

SPECIFIC OCCUPATIONAL

MAS 113 - Maternal and Child Care

Course Overview

Course Description

Focuses on the reproductive system, care of the mother in all stages of pregnancy, the normal and emotional growth of the healthy child, and care of the sick child. Topics include: introduction to ostetrics, female and male reproductive systems, intrauterine development, prenatal care, labor and delivery, and stages of child development/newborn through adolescence.

Competency Areas

Introduction to Obstetrics
Female Reproductive System
Male Reproductive System
Intrauterine Development
Prenatal Care
Labor and Delivery
Child Development: Newborn through Adolescence

Prerequisites

AHS 101, AHS 109, MAS 103

Credit Hours

5

Contact Hours Per Week

Class - 5

Lab - 0

SPECIFIC OCCUPATIONAL

MAS 113 - Maternal and Child Care

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
INTRODUCTION TO OBSTETRICS		**1**	**0**
Definition	Define obstetrics. List factors that have changed trends in obstetrics.		
Current trends	Describe current trends in obstetrical nursing.		
FEMALE REPRODUCTIVE SYSTEM		**5**	**0**
Identification and functions	Identify each part of the female reproductive system. Explain the function of each part of the female reproductive system.		
Diseases of the female reproductive system	Identify diseases of the female reproductive system, their etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention.		
MALE REPRODUCTIVE SYSTEM		**5**	**0**
Identification and functions	Identify each part of the male reproductive system.		

Recommended Outline	After completing this section, the student will:	Hours Class	Lab
	Explain the function of each part of the male reproductive system.		
Diseases of the male reproductive system	Identify diseases of the male reproductive system, their etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention.		
INTRAUTERINE DEVELOPMENT		**8**	**0**
Conception	Describe the process of conception.		
	Trace the development of the zygote from the first through the tenth lunar month.		
Fetal circulation	Trace the flow of blood through fetal circulation.		
	State the functions of the placenta and how it is formed.		
	Identify factors detrimental to the development of the embryo and fetus.		
PRENATAL CARE		**8**	**0**
Signs of pregnancy	Distinguish between presumptive, probable, and positive signs of pregnancy.		
	Calculate expected date of confinement using Naegele's rule.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
Physiological changes	Identify the physiological changes of pregnancy and their effects on the body.		
	Identify normal discomforts of pregnancy, preventive measures, and treatment.		
Procedures in prenatal medical care	Explain reasons for procedures related to prenatal medical care.		
	List danger signals the patient should immediately report to the physician.		
	State dietary requirements of the pregnant woman.		
LABOR AND DELIVERY		**8**	**0**
Labor	Define the four stages of labor.		
	List signs and symptoms of each stage of labor.		
Birth process	Explain the birth process, mechanisms of labor and delivery.		
	List signs and symptoms that indicate fetal distress.		
	Distinguish between the types of anesthesias given during childbirth.		
Characteristics of infants	Differentiate between characteristics of a full-term newborn and a premature infant.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
	Describe care of the premature and newborn infant.		
Apgar score	Explain the apgar scoring system.		
	Explain the process of involution.		
	Identify possible complications during the puerperium.		
Postpartum	State measures of self-care for the postpartum patient.		
Bonding	List factors that influence the bonding process.		
Birth control	Explain the various methods of birth control.		
CHILD DEVELOPMENT: NEWBORN THROUGH ADOLESCENCE		**15**	**0**
	Explain the normal growth and development of the newborn, infant, toddler, preschooler, school age child, and adolescent.		
	List and describe conditions, diagnostic tests, and procedures that may affect the pediatric patient.		
	Describe the common communicable diseases of childhood, their treatment and prevention.		

SPECIFIC OCCUPATIONAL

MAS 113 - Maternal and Child Care

Resources

Anderson, B. G., & Shapiro, P. J. (1989). *Basic maternal - newborn nursing* (5th ed.). Albany, NY: Delmar.

Bethea, D. (1989). *Introductory maternity nursing.* Philadelphia: Lippincott.

Bethea, D. (1989). *Introductory maternity nursing workbook.* Philadelphia: Lippincott.

Thomson, E. D. (1987). *Pediatric nursing: An introductory text.* Philadelphia: W. B. Saunders.

SPECIFIC OCCUPATIONAL

MAS 117 - Medical Assisting Externship

Course Overview

Course Description

Provides students with an opportunity for in-depth application and reinforcement of principles and techniques in a medical office job setting. This clinical practicum allows the student to become involved in a work situation at a professional level of technical application and requires concentration, practice, and follow through. Topics include: application of classroom knowledge and skills, functioning in the work environment, listening, and following directions.

Competency Areas

Application of Classroom Knowledge and Skills
Functioning in the Work Environment
Listening
Following Directions

Prerequisite

Completion of all required courses except MAS 118

Corequisite

MAS 118

Credit Hours

6

Contact Hours Per Week

Class - 0

O.B.I. - 20

SPECIFIC OCCUPATIONAL

MAS 117 - Medical Assisting Externship

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours O.B.I.
APPLICATION OF CLASSROOM KNOWLEDGE AND SKILLS		**0**	**155**
Administrative skills	Schedule appointments.		
	Perform monthly billing procedures.		
	Transcribe records.		
	Use a computer if applicable.		
	Practice telephone skills.		
	Demonstrate use and care of office equipment.		
Clinical skills	Assist with history and physical exams.		
	Perform EKG.		
	Administer injections.		
	Perform venipuncture.		
	Perform simple laboratory procedures.		
	Demonstrate emergency skills.		

Recommended Outline	After completing this section, the student will:	Hours Class	Hours O.B.I.
FUNCTIONING IN THE WORK ENVIRONMENT		**0**	**15**
	Interrelate effectively with health team members and patients.		
LISTENING		**0**	**15**
	Listen and respond appropriately to health team members and patients.		
FOLLOWING DIRECTIONS		**0**	**15**
	Follow directions as given by supervisory staff.		

SPECIFIC OCCUPATIONAL

MAS 117 - Medical Assisting Externship

Resources

Anderson, B. G., & Shapiro, P. J. (1989). *Basic maternal - newborn nursing* (5th ed.). Albany, NY: Delmar.

Bonewit, K. (1984). *Clinical procedures for medical assistants.* Philadelphia: W. B. Saunders.

Fredrick, P. M., & Kinn, M. E. (1981). *The medical office assistant: Administrative and clinical.* Philadelphia: W. B. Saunders.

Frew, M. A., & Frew, D. R. (1982). *Medical office administrative procedures* (2nd ed.). Philadelphia: F. A. Davis.

Frew, M. A., & Frew, D. R. (1988). *Comprehensive medical assisting: Administrative and clinical procedures.* Philadelphia: F. A. Davis.

SPECIFIC OCCUPATIONAL

MAS 118 - Medical Assisting Seminar

Course Overview

Course Description

Seminar focuses on job preparation and maintenance skills and review for the certification examination. Topics include: letters of application, resumes, job interviews, letters of resignation, and review for the certification examination.

Competency Areas

Letters of Application
Resumes
Job Interviews
Letters of Resignation

Prerequisite

Completion of all required courses except MAS 117

Corequisite

MAS 117

Credit Hours

4

Contact Hours Per Week

Class - 4

Lab - 0

SPECIFIC OCCUPATIONAL

MAS 118 - Medical Assisting Seminar

Course Outline

Recommended Outline	After completing this section, the student will:	Hours Class	Hours Lab
LETTERS OF APPLICATION		**5**	**0**
Letter of application	Prepare a letter of application.		
RESUMES		**15**	**0**
Resume	Prepare a resume to be used when applying for a job.		
JOB INTERVIEWS		**15**	**0**
Job interview	Role play a job interview. Discuss questions commonly asked during a job interview. Dress appropriately for a job interview.		
LETTERS OF RESIGNATION		**5**	**0**
Letter of resignation	Prepare a letter of resignation. Discuss the importance of a letter of resignation giving notice and working out a notice.		

SPECIFIC OCCUPATIONAL

MAS 118 - Medical Assisting Seminar

Resources

American Association of Medical Assistants. (1984). *A candidate's guide to the AAMA certification examination.* Chicago: Author.

Dreizen, L., & Audet, T. (1989). *Medical assistant examination review* (4th ed.). New York: Medical Examination Publishing.

APPENDIX A

EQUIPMENT LIST

APPENDIX A

Medical Assisting

Equipment List

Accu-Stat
Adding machine
Appointment book
Audiometer
Automatic cell counter
Automatic processing machine
Balance
Bark -Parker pans
Beakers
Bennet machine
Biopsy equipment
Bunsen burners
Camera equipment
Cassettes (X-Ray)
Cassettes--high speed, X-Ray
Cast spreader
Cast saws
Centrifuge, large test tube
Chair - blood drawing
Circular file (telephone numbers)
Cleaning equipment
Coagulator
Colorimeter
Conical tubes
Copy machine
Cystoscope
Dark room tanks
Desk
Diathermic machine
Dictaphone
Dip sticks
Drugs
EKG machine
Ear syringe
Equipment to remove cast
Equipment to assist to apply cast

Equipment to remove stitches
Examination table
Eyetone - dextroslix reader
Fetoscope
File cabinets
Films
Flasks
Fulgurator
Glass slides
Gooseneck lamp
Gram stain
Hand tally
Harrington flock
Hemocytometer
Hemoglobinometer
Hemolet
Incubator (bacteriology)
Instrument & dressing jars
Instruments for minor surgery
Intercom system (office)
K wire and hand drill
Kott, wet mount
Laboratory table or bench
Laboratory timer or clock
Ledger
Lensometer
Lifting forceps and container
Linen hamper
Log sheets
Mail machine
Mechanical inserter for nailing
Medical dictionary
Medication cabinet
Microhematocrit reader
Microscope with oil immersion lens
Moist and dry-heat sterilizer
Money
Nail clipper
Otoscope - ophthalmoscope set
Pans for disinfectant solutions
Pap smear equipment
Peg board

Physician's Desk Reference
Pipette shaker
Pipettes
Portable oxygen
Postage scales
Prepared reagents
Procto table
Proctoscope
Refractometer
Refrigerator
Remocrit reader
Remocrit centrifuge
Rubber gloves
Scales - infant and adult
Sedimentation tubes
Set of examination instruments
Slide files
Snelling chart
Sphygmomanometer
Staining rack & tray
Standards - (prepared for quality control)
Stethoscope
Suction machine
Suture sets
Syringes and needles
Tape recorder
Tape measure
Taugent
Telephone
Test rets
Test tubes
Thermometer
Timer
Tonometer
Tourniquet
Transilluminator
Treatment cabinet
Typewriter
Ultrasound muscle stimulator
Ultraviolet - light box
Ultraviolet - light machine
Unimeter

Urinalysis equipment
Urinometer
Vac cast cutter
Vacutainer syringe and needles
Vagina speculum
View box
View box for blood typing
Waste receptacle
Watch with second hand
Water bath
Welch Allyn head light
Wheelchair
Work with contact lens
Wrapper & sterilizing tape
Wright's stain
X-Ray unit