

**MODESTO JUNIOR COLLEGE
MEDICAL ASSISTING PROGRAM
Syllabus**

Course Number: MDAST 320

Course Title: Introduction to Medical Assisting

Course Description: Orientation to the medical office and the role of the medical assistant. Professional medical relations and communications, ethics, and legal responsibilities; history of medicine and community health care facilities.

Credit: 3 units

Instructor: Amy Duffy email: duffya@mjic.edu
Office: Glacier Hall 124 Phone: (209) 575-6380
Office Hours: Tuesday and Wednesday 9:30 am – 12:00 pm
Students are welcome to email or call for an appointment

Teaching Methods: This online course will be taught by lecture, collaborative learning experience, discussion, audio-visual materials, case studies, and computer assignments.

Texts: Niedzwiecki, Pepper, & Weaver (2020). The Medical Assistant (14th ed.). St. Louis, Missouri: Elsevier

Niedzwiecki, Pepper, & Weaver (2020). Student Study Guide and Procedure Checklist Manual for the Medical Assistant (14th ed.). St. Louis, Missouri: Elsevier

Lewis, M., Tamparo, C. et al. (2012). Medical Law, Ethics and Bioethics for the Health Professions (7th ed.). Philadelphia: F.A. Davis

**Minimum
Performance
Standards:**

The student will receive one grade from this course. The requirements for satisfactory completion and minimum performance in this course will be evaluated by the instructor based on the student's:

I. Tests, quizzes, computer assignments and written assignments, discussions and case studies.

Failure to clearly demonstrate any of the Minimum Performance Standards will result in failure of the course.

If the student's performance falls below a "C", the instructor will require a counseling session with the student and complete a Student Contact Sheet.

If improvement does not take place, the instructor will initiate another meeting with the student and complete a Probation Notice.

If the student's performance remains unsatisfactory, the student will need to repeat the entire course.

Any student required to repeat a medical assisting course will be required to withdraw from the program and reapply to repeat the course the following year.

Grading:

The grading policy requires a grade of "C" or better to progress in the Medical Assisting Program.

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% and below

"Achievement of the competencies" means that each student has successfully achieved 100% of the MAERB Core Curriculum psychomotor (skills) and affective (behavior) competencies taught with that course. The student must successfully complete all of the psychomotor (skills) and affective (behavior) competencies in the course.

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Discuss and implement the following topics: law, ethics, bioethics, cultural differences and occupational scope of practice as they relate to health care.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

Required Learning Goals

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

- a. Define the role of a Medical Assistant and professional organizations.
- b. Demonstrate professional appearance, grooming, and good health.
- c. Develop skills necessary to have effective communication with the physician, coworkers, patients, and the medical community.
- d. List and describe the different types of medical practices.
- e. Explain the principles of medical ethics as they relate to the practice of medicine.
- f. Explain the medical assistants and the physician's responsibilities as they apply to the Medical Practice Acts.
- g. Identify medical reports that are required by law.
- h. Explain the functions of health care facilities in the community.

COURSE LEARNING OUTCOMES

Upon satisfactory completion of this course, the student should be prepared to:

1. Differentiate between laws, ethics, morals, and protocols; and explain how each relates to the individual, the medical office, and society as a whole.
2. Identify elements of lawsuits, medical malpractice claims, and explain how such actions can be prevented or defended.
3. Apply privacy laws and confidentiality to all forms of communication in the medical office.

CHAPTER 1 Introduction to Law and Ethics

PREPARATION:

Read Chapter 1

CONTENT:

History and importance of law and ethics for the health care practitioner. Key terminology and how it relates to law, ethics and etiquette. Bioethical issues facing the health care practitioner. Consequences of illegal and unethical behavior for the health care practitioner.

LEARNING OBJECTIVES:

1. Define key terms.
2. Compare medical law, ethics and bioethics.
3. Discuss some bioethical issues in medicine.
4. Explain the importance of medical law, ethics, and bioethics in the practice of medicine.
5. List and discuss at least three ethical codes.
6. Describe the American Association of Medical Assistants (AAMA) Code of Ethics.
7. Interpret the AAMA Creed.
8. Compare/contrast the AAMA and the American Medical Association (AMA) codes of ethics.
9. Describe the Patient Bill of Rights.
10. Explain the Ethics Check questions.
11. Describe characteristics that are important for a professional health care employee.

COMPETENCIES:

Cognitive Knowledge:

- XI.C.1. Define:
 - a. ethics
 - b. morals
- XI.C.2. Differentiate between personal and professional ethics
- XI.C.3. Identify the effect of personal morals on professional performance

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.P.2. Demonstrate appropriate response(s) to ethical issues

Affective Behaviors:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

CHAPTER 1 The Professional Medical Assistant and the Healthcare Team

PREPARATION:

Read Kinn's Chapter 1

CONTENT:

What an exciting and challenging career you have chosen! Medical assistants are multiskilled healthcare workers who function under the direction of a licensed provider and are primarily employed in outpatient or ambulatory facilities, such as medical offices and clinics.

LEARNING OBJECTIVES:

1. Discuss the typical responsibilities of a medical assistant and describe the role of the medical assistant as a patient navigator.
2. Discuss the attributes of a professional medical assistant, project a professional image in the ambulatory care setting, and describe how to show respect for individual diversity.
3. Differentiate between scope of practice and standards of care for a medical assistant.
4. List and discuss professional medical assisting organizations.
5. Examine your learning preferences and interpret how your learning style affects your success as a student.
6. Integrate effective study skills into your daily activities, design test-taking strategies that help you take charge of your success, and incorporate critical thinking skills and reflection to help you make mental connections as you learn material.
7. Summarize the history of medicine and its significance to the medical assisting profession.
8. Summarize the various types of medical professionals, allied health professionals, and healthcare facilities.
9. Define a patient-centered medical Home (PCMH) and discuss its five care functions and attributes.

10. Explain the reasons professionalism is important in the medical field, describe work ethics, and stress the importance of cooperation.
11. Apply time management strategies to prioritize the medical assistant's responsibilities as a member of the healthcare team.
12. Respond to criticism, problem-solve, identify obstacles to professional behaviors, and define the principles of self-boundaries.

COMPETENCIES:

Cognitive Knowledge:

- V.C.11. Define the principles of self-boundaries
- V.C.12. Define patient navigator
- V.C.13. Describe the role of the medical assistant as a patient navigator
- VIII.C.4. Define a patient-centered medical home (PCMH)
- X.C.1. Differentiate between scope of practice and standard of care for medical assistants
- X.C.5. Discuss licensure and certification as they apply to healthcare providers

CHAPTER 5 Healthcare Ethics

PREPARATION:

Read Kinn's Chapter 5

CONTENT:

This chapter examines ethics. As you move into healthcare, you may be faced with situations in which you do not agree with the person's decisions. As a healthcare professional, you need to respect a patient's decisions whether or not you agree with it.

LEARNING OBJECTIVES:

1. Do the following related to ethics:
 - Define ethics and morals.
 - Differentiate between personal and professional ethics.
 - Identify the effect of personal morals on professional performance.
 - Develop a plan for separation of personal and professional ethics.
 - Recognize the impact personal ethics and morals have on the delivery of healthcare.
2. List and describe the four ethical principles in health care.
3. Demonstrate appropriate responses to ethical issues involving genetics.
4. Demonstrate appropriate responses to ethical issues involving reproductive issues.
5. Demonstrate appropriate responses to ethical issues involving childhood issues.
6. Demonstrate appropriate responses to ethical issues involving medical research trials.
7. Demonstrate appropriate responses to ethical issues involving end-of-life issues and discuss the theory of Elizabeth Kubler-Ross.
8. Demonstrate appropriate responses to ethical issues involving organ donation issues; discuss the Patient Self-Determination Act and the Uniform Anatomical Gift Act, and define terms related to organ donation issues (advance directives, living will, medical durable power of attorney, and healthcare proxy).

COMPETENCIES:

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.P.2. Demonstrate appropriate response(s) to ethical issues

Affective Behaviors:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

CHAPTER 2 Medical Practice Management

PREPARATION:

Read Chapter 2

CONTENT:

Compare various types of medical practices and the advantages and disadvantages to each. Medical practice management systems. Managed health care plans.

LEARNING OBJECTIVES:

1. Define key terms.
2. Compare and contrast types of medical practice management.
3. List two advantages and two disadvantages of each of the types of practice management for both provider and the employee.
4. Compare personnel needs in each of the types of practice management.
5. Discuss the role of managed care.
6. Describe health maintenance organizations (HMOs).
7. Discuss joint ventures and preferred provider organizations (PPOs).
8. Define the concept of general liability for providers.
9. Identify providers' responsibilities to employees in medical practice management.

COMPETENCIES:

Cognitive Knowledge:

- X.C.8. Describe the following types of insurance:
- a. liability

CHAPTER 3: The Healthcare Team in the Ambulatory Setting

PREPARATION:

Read Chapter 3

CONTENT:

Licensure, certification and requirements for various health care professions; scope of practice for ambulatory health care personnel.

LEARNING OBJECTIVES:

1. Define key terms.
2. Discuss licensure, certification and registration of health care professionals.
3. Identify the role of the medical assistant (administrative and/or clinical) in ambulatory care.
4. Provide at least three examples of nonlicensed personnel in the health care setting.
5. List and define the three categories of nurses found in health-care settings and compare their education and their scope of practice.
6. List two similarities and dissimilarities between a physician assistant and a nurse practitioner.
7. Describe scope of practice for ambulatory health care personnel.

COMPETENCIES:

Cognitive Knowledge:

- | | |
|-----------|--|
| V.C.11. | Define the principles of self-boundaries |
| VIII.C.4. | Define a patient-centered medical home (PCMH) |
| X.C.1. | Differentiate between scope of practice and standards of care for medical assistants |
| X.C.5. | Discuss licensure and certification as they apply to healthcare providers |

CHAPTER 1 The Professional Medical Assistant and the Healthcare Team

PREPARATION:

Read Kinn's Chapter 1

CONTENT:

What an exciting and challenging career you have chosen! Medical assistants are multiskilled healthcare workers who function under the direction of a licensed provider and are primarily employed in outpatient or ambulatory facilities, such as medical offices and clinics.

LEARNING OBJECTIVES:

1. Discuss the typical responsibilities of a medical assistant and describe the role of the medical assistant as a patient navigator.
2. Discuss the attributes of a professional medical assistant, project a professional image in the ambulatory care setting, and describe how to show respect for individual diversity.
3. Differentiate between scope of practice and standards of care for medical assistant.
4. List and discuss professional medical assisting organizations.
5. Examine your learning preferences and interpret how your learning style affects your success as a student.
6. Integrate effective study skills into your daily activities, design test-taking strategies that help you take charge of your success and incorporate critical thinking skills and reflection to help you make mental connections as you learn material.
7. Summarize the history of medicine and its significance to the medical assisting profession.
8. Summarize the various types of medical professionals, allied health professionals, and healthcare facilities.
9. Define a patient-centered medical Home (PCMH) and discuss its five care functions and attributes.

10. Explain the reasons professionalism is important in the medical field, describe work ethics, and stress the importance of cooperation.
11. Apply time management strategies to prioritize the medical assistant's responsibilities as a member of the healthcare team.
12. Respond to criticism, problem-solve, identify obstacle to professional behaviors, and define the principles of self-boundaries.

COMPETENCIES:

Cognitive Knowledge:

- V.C.11. Define the principles of self-boundaries
- V.C.12. Define patient navigator
- V.C.13. Describe the role of the medical assistant as a patient navigator
- VIII.C.4. Define a patient-centered medical home (PCMH)
- X.C.1. Differentiate between scope of practice and standard of care for medical assistants
- X.C.5. Discuss licensure and certification as they apply to healthcare providers

CHAPTER 4: State and Federal Regulations

PREPARATION:

Read Chapter 4

CONTENT:

Medical Practice Acts, licensing requirements for the physician, the role of health care practitioners concerning privacy, confidentiality, and privileged communication.

LEARNING OBJECTIVES:

1. Define key terms.
2. Identify four common requirements for a physician to be licensed.
3. Identify three conditions under which a physician's license may be revoked.
4. Explain the purpose of the DEA and its regulations.
5. Identify the five controlled substances drug schedules, giving an example of each.
6. Discuss the role of the health professional in preventing and treating substance abuse.
7. Summarize the key points of HIPAA related to health care.
8. Explain the key points that should be provided in a clinic's Notice of Privacy Practices.
9. Explain the main points of the Healthcare Reform Act of 2010.

COMPETENCIES:

Cognitive Knowledge:

- X.C.3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
- X.C.7. Define:
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - h. Patient Self Determination Act (PSDA)
 - i. risk management
- X.C.11. Describe the process in compliance reporting:
 - a. unsafe activities

Psychomotor Skills:

- X.P.1. Locate a state's legal scope of practice for medical assistants
- X.P.2. Apply HIPAA rules in regard to:
 - a. privacy
 - b. release of information
- X.P.4. Apply the Patient's Bill Rights as it relates to:
 - a. choice of treatment
 - b. consent for treatment
- X.C.8. Describe the following types of insurance:
 - a. liability
 - b. professional (malpractice)
 - c. personal injury

Affective Behaviors:

- X.A.1. Demonstrate sensitivity to patient rights

CHAPTER 5 Professional Liability

PREPARATION:

Read Chapter 5

CONTENT:

Impact of medical malpractice within the health care system. Guidelines for a contract to be valid, standard of care vs. duty of care, negligence and professional liability, risk management.

LEARNING OBJECTIVES:

1. Define key terms.
2. List three elements necessary for a contract to be valid.
3. Describe how a contract may be breached.
4. Discuss meaning of standard of care.
5. Explain professional liability for providers.
6. Identify the four Ds of medical negligence.
7. Compare and contrast intentional and unintentional torts.
8. Restate, in your own words, the importance of professional liability (malpractice) insurance.
9. Name two alternative methods to litigation.
10. Recall 10 guidelines for risk management.

COMPETENCIES:

Cognitive Knowledge:

- X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant
- X.C.7. Define:
 - a. negligence
 - b. malpractice
 - i. risk management
- X.C.8. Describe the following types of insurance:
 - a. liability
 - b. professional (malpractice)
 - c. personal injury
- X.C.11. Describe the process in compliance reporting:
 - b. errors in patient care
- X.C.13. Define the following medical legal terms:
 - h. respondent superior
 - i. res ipsa loquitor
 - j. locum tenens
 - m. arbitration-mediation

CHAPTER 3: Legal Principles

PREPARATION:

Read Kinn's Chapter 3

CONTENT:

In the United States, the number of lawsuits has increased over the years. Working in a litigious society requires that we know how to protect ourselves against lawsuits. This is the reason that medical assistants need to learn about the law. To avoid the risk of lawsuits, medical assistants need to practice within the guidelines of the law.

LEARNING OBJECTIVES:

1. Discuss the balance of power in the United States and name the four types of laws.
2. Compare criminal and civil law as they apply to the practicing medical assistant.
3. Differentiate between intentional torts and negligent (unintentional) torts.
4. Differentiate between standard of care and scope of practice for a medical assistant, define terms related to a civil lawsuit, and explain the 4 Ds of negligence.
5. Describe types of professional liability insurance.
6. Explain the five elements required for a contract to be legally binding.
7. Describe the reasons, and the steps for terminating the provider-patient relationship.
8. Differentiate between implied consent, expressed consent, and informed consent.
9. List who can give consent and who cannot give consent.
10. Summarize the Patient Bill of Rights.
11. Describe licensure, certification, registration, and accreditation.

COMPETENCIES:

Cognitive Knowledge:

- X.C.4. Summarize the Patient Bill of Rights
- X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant
- X.C.7. Define:
 - a. negligence
 - b. malpractice
- X.C.8. Describe the following types of insurance:
 - a. liability
 - b. professional (malpractice)
 - c. personal injury
- X.C.11. Describe the process in compliance reporting:
 - a. unsafe activities
- X.C.13. Define the following medical legal terms:
 - a. informed consent
 - b. implied consent
 - c. expressed consent
 - d. patient incompetence
 - e. emancipated minor
 - f. mature minor
 - h. respondeat superior
 - i. res ipsa loquitur
 - j. locum tenens
 - m. arbitration-mediation

Psychomotor Skills:

- X.P.1. Locate a state's legal scope of practice for medical assistants
- X.P.4. Apply the Patient Bill of Rights as it relates to:
 - a. choice of treatment
 - b. consent of treatment
 - c. refusal of treatment

Affective Behaviors:

- X.A.1. Demonstrate sensitivity to patient rights

CHAPTER 6 Law for Health Professionals

PREPARATION:

Read Chapter 6

CONTENT:

Importance of knowledge of law as it relates to health care professionals, three branches of government, court systems and the trial process. Entries required for legal protection.

LEARNING OBJECTIVES:

1. Define key terms.
2. Explain in a brief paragraph why knowledge of the law is necessary for health professionals.
3. Describe the source of law.
4. List the three branches of government in the United States.
5. Give an example of each of the following terms (a) constitutional law, (b) common law, (c) statutory law, (d) administrative law, (e) plaintiff, (f) defendant, (g) felony, and (h) misdemeanor.
6. List two similarities and two dissimilarities between criminal and civil law.
7. Review, in diagram form, the process for a (a) civil case, (b) misdemeanor case, and (c) felony case.
8. Diagram the federal court system and state court system.
9. List two factors that determine in which court a case is heard.
10. Discuss the use of probate and small claims courts.
11. List two similarities and two dissimilarities among a subpoena, subpoena duces tecum, and court order.
12. Explain, in your own words, the trial process.
13. Name two circumstances that might require the services of an expert witness.

COMPETENCIES:

Cognitive Knowledge:

- III.C.7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices settings
- X.C.7. Define:
 - c. statute of limitations
- X.C.13. Define the following medical legal terms:
 - g. subpoena duces tecum
 - k. defendant-plaintiff
 - l. deposition

CHAPTER 7 Public Duties

PREPARATION:

Read Chapter 7

CONTENT:

Public duties of physicians and other health care practitioners, the role of medical examiner, recording of births and deaths, reporting of communicable diseases, protocol for vaccine adverse events.

LEARNING OBJECTIVES:

1. Define key terms.
2. List at least five areas of public duties for physicians and providers.
3. Discuss importance of completing birth and death certificates.
4. Identify three circumstances in which a county coroner or medical examiner would be called to investigate a death.
5. Discuss the importance of prompt reporting of the death of a client.
6. Describe process necessary for reporting communicable and notifiable diseases.
7. Restate the protocol to use for reporting adverse events of vaccines and toxoids.
8. List four injuries that are reportable.
9. Discuss elder and child abuse laws.
10. Identify professionals who are required to report suspected child abuse.
11. Summarize the five main types of intimate partner violence.
12. Describe the process used in gathering and securing evidence in the health care setting.
13. Discuss Good Samaritan laws.

COMPETENCIES:

Cognitive Knowledge:

- X.C.7. Define:
 - d. Good Samaritan Act(s)
- X.C.11. Describe the process in compliance reporting:
 - c. conflicts of interest
 - d. incident reports
- X.C.12. Describe compliance with public health statutes:
 - a. communicable diseases
 - b. abuse, neglect, and exploitation
 - c. wounds of violence
- X.C.13. Define the following medical legal terms:
 - n. Good Samaritan laws

Psychomotor Skills:

- X.P.5. Perform compliance reporting based on public health statutes
- X.P.6. Report an illegal activity in the healthcare setting following proper protocol
- X.P.7. Complete an incident report related to an error in patient care

Affective Behavior:

- III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

CHAPTER 8 Consent

PREPARATION:

Read Chapter 8

CONTENT:

Implied and informed consent, rights of minors, process of emancipation.

LEARNING OBJECTIVES:

1. Define key terms.
2. Explain legalities of consent.
3. Give examples of verbal consent, nonverbal consent and written consent.
4. Compare informed and uninformed consent.
5. List the four elements of the doctrine of informed consent.
6. Identify the following special situations in consent: minors, spouses, and domestic partners, language barriers, clinical research and when consent is not necessary.
7. Discuss role of the health care employee in the consent process.

COMPETENCIES:

Cognitive Knowledge:

- X.C.2. Compare and contrast provider and medical assistant roles in terms of standard of care
- X.C.4. Summarize the Patient Bill of Rights

- X.C.13. Define the following medical legal terms:
- a. informed consent
 - b. implied consent
 - c. expressed consent
 - d. patient incompetence
 - e. emancipated minor
 - f. mature minor

Psychomotor Skills:

- X.P.2. Locate a state's legal scope of practice for medical assistants
- X.P.4. Apply the Patient Bill of Rights as it relates to:
- a. choice of treatment
 - b. consent of treatment
 - c. refusal of treatment

CHAPTER 3: Legal Principles

PREPARATION:

Read Kinn's Chapter 3

CONTENT:

In the United States, the number of lawsuits has increased over the years. Working in a litigious society requires that we know how to protect ourselves against lawsuits. This is the reason that medical assistants need to learn about the law. To avoid the risk of lawsuits, medical assistants need to practice within the guidelines of the law.

LEARNING OBJECTIVES:

1. Discuss the balance of power in the United States and name the four types of laws.
2. Compare criminal and civil law as they apply to the practicing medical assistant.
3. Differentiate between intentional torts and negligent (unintentional) torts.
4. Differentiate between standard of care and scope of practice for a medical assistant, define terms related to a civil lawsuit, and explain the 4 Ds of negligence.
5. Describe types of professional liability insurance.
6. Explain the five elements required for a contract to be legally binding.
7. Describe the reasons, and the steps for terminating the provider-patient relationship.
8. Differentiate between implied consent, expressed consent, and informed consent.
9. List who can give consent and who cannot give consent.
10. Summarize the Patient Bill of Rights.
11. Describe licensure, certification, registration, and accreditation.

COMPETENCIES:

Cognitive Knowledge:

- X.C.4. Summarize the Patient Bill of Rights
- X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant
- X.C.7. Define:
 - a. negligence
 - b. malpractice
- X.C.8. Describe the following types of insurance:
 - a. liability
 - b. professional (malpractice)
 - c. personal injury
- X.C.11. Describe the process in compliance reporting:
 - a. unsafe activities
- X.C.13. Define the following medical legal terms:
 - a. informed consent
 - b. implied consent
 - c. expressed consent
 - d. patient incompetence
 - e. emancipated minor
 - f. mature minor
 - h. respondeat superior
 - i. res ipsa loquitur
 - j. locum tenens
 - m. arbitration-mediation

Psychomotor Skills:

- X.P.1. Locate a state's legal scope of practice for medical assistants
- X.P.4. Apply the Patient Bill of Rights as it relates to:
 - a. choice of treatment
 - b. consent of treatment
 - c. refusal of treatment

Affective Behaviors:

- X.A.1. Demonstrate sensitivity to patient rights

CHAPTER 9 Medical Records

PREPARATION:

Read Chapter 9

CONTENT:

Different types of medical records, importance of security and confidentiality, guidelines for retention and release of records, HIPAA.

LEARNING OBJECTIVES:

1. Define key terms.
2. List six purposes of medical records in the ambulatory setting.
3. Name and describe two types of charting.
4. Describe SOAP/SOAPER and its use in medical records.
5. Compare/contrast electronic medical records and electronic health records.
6. Demonstrate by example how and when to correct an error in the medical record.
7. Discuss the impact of the Healthcare Insurance Portability and Accountability Act (HIPAA) on medical records.
8. Describe at least five guidelines for keeping client information private in electronic medical records and paper medical records.
9. Outline the process to follow for when a subpoena or court order is received for records.
10. Explain the ownership of medical records.
11. Discuss retention and storage of medical records.
12. Discuss purging of medical records.

13. List the required information needed on a release of information form.

COMPETENCIES:

Cognitive Knowledge:

- V.C.8. Discuss applications of electronic technology in professional communication
- VI.C.5. Identify methods of organizing the patient's medical record based on:
 - a. problem-oriented medical record (POMR)
- VI.C.6. Identify equipment and supplies needed for medical records in order to:
 - b. maintain
- X.C.10. Identify:
 - a. Health Information Technology for Economic and Clinical Health (HITECH) Act

Psychomotor Skills:

- X.P.3. Document patient care accurately in the medical record

Affective Behavior:

- X.A.2. Protect the integrity of the medical record

PREPARATION:**Read Chapter 10****CONTENT:**

Importance of appropriate reimbursement and collections and the procedures for each, laws impacting reimbursement and collections, ethical implications related to reimbursement and collections.

LEARNING OBJECTIVES:

1. Define key terms.
2. Explain, in a short paragraph, the importance of appropriate reimbursement and collections.
3. List at least five guidelines related to reimbursement.
4. Recall laws that have an impact on reimbursement.
5. Describe five government insurance programs.
6. Discuss the suggestions that help clients be financially responsible for their health care.
7. List at least five items to be covered in a collection policy.
8. Identify the appropriate procedures to follow when collecting a bill by telephone or by mail.
9. Identify the seven “collection don’ts” established by the Federal Trade Commission.
10. Discuss solutions to collection problems.
11. Explain the one important procedure to follow if a client is denied credit because of a poor credit rating.
12. List steps to follow in selecting a collection agency.

13. Discuss ethical implications regarding reimbursement and collection.

COMPETENCIES:

Cognitive Knowledge:

- V.C.14. Relate the following behaviors professional communication:
 - a. assertive
 - b. aggressive
- VII.C.5. Identify types of information contained in the patient's billing Record
- VII.C.6. Explain patient financial obligations for services rendered

Psychomotor Skills:

- VIII.P.1. Interpret information on an insurance card

Affective Behavior:

- VIII.A.1. Interact professionally with third-party representatives
- VIII.A.2. Display tactful behavior when communicating with medical providers regarding third-party requirements
- VIII.A.3. Show sensitivity when communicating with patients regarding third-party requirements

CHAPTER 11 Employment Practices

PREPARATION:

Read Chapter 11

CONTENT:

Effective interview process, discrimination as it relates to employment, OSHA, Americans With Disabilities Act, Family Medical Leave Act, techniques for encouraging employee longevity.

LEARNING OBJECTIVES:

1. Define key terms.
2. Discuss the importance of policy manuals.
3. Describe the information in personnel policies.
4. Explain, in your own words, the importance of correct hiring practices.
5. List at least four necessary components of personnel policies.
6. Identify the three necessary elements of job descriptions.
7. Discuss clinic hours, workweek schedule, benefits, and salaries.
8. Explain where and how to locate prospective employees.
9. List eight techniques for effective interviews.
10. Identify five potential discrimination problems to consider when hiring.
11. Describe sexual harassment.
12. Explain four parts of the Occupational Safety and Health Act (OSHA).
13. Discuss the importance of the Americans With Disabilities Act for employer and employee.
14. Outline the Family Medical Leave Act and its use in the medical practice.

15. Recall procedures for selecting the right employee.
16. Recognize steps that encourage employee longevity.

COMPETENCIES:

Cognitive Knowledge:

- X.C.9. List and discuss legal and illegal applicant interview questions
- X.C.10. Identify:
 - c. Americans with Disabilities Act Amendments Act (ADAAA)

CHAPTER 12 A Cultural Perspective for Health Professionals

PREPARATION:

Read Chapter 12

CONTENT:

Impact of cultural influence on health care, components of cultural diversity, concept of a new culture in health care, self-evaluation as relates to cultural sensitivity.

LEARNING OBJECTIVES:

1. Define key terms.
2. Discuss the impact of cultural influence on health care.
3. Identify the levels of sensitivity to cultural diversity.
4. Recall the components of cultural diversity.
5. Give an example of each component of cultural diversity.
6. Examine the concept of a new culture in health care.
7. Evaluate self as related to cultural sensitivity.

COMPETENCIES:

Cognitive Knowledge:

- V.C.18. Discuss examples of diversity:
- a. cultural
 - b. social
 - c. ethnic

Affective Behavior:

- V.A.3. Demonstrate respect for individual diversity including:
 - a. gender
 - b. race
 - c. religion
 - d. age
 - e. economic status
 - f. appearance

CHAPTER 13 Allocation of Scarce Medical Resources

PREPARATION:

Read Chapter 13

CONTENT:

Allocation and access of health care, "defensive" health care; how politics, economics and ethics influence allocation of health care, microallocation and macroallocation. Key terminology.

LEARNING OBJECTIVES:

1. Define key terms.
2. Compare and contrast allocation and access of health care.
3. Describe how "defensive medicine" occurs.
4. Explain concierge medical coverage.
5. Provide examples of how politics, economics and ethics influence allocation of scarce medical resources.
6. Explain the phrase microallocation and macroallocation of scarce resources.
7. Describe how decisions are made at the microallocation and macroallocation level.
8. Outline both systems of selection.
9. Formulate a personal understanding of the impact scarce medical resources has on clients.

COMPETENCIES:

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.P.2. Demonstrate appropriate response(s) to ethical issues

Affective Behavior:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

CHAPTER 14 Genetic Engineering

PREPARATION:

Read Chapter 14

CONTENT:

Implications of genetically informed medicine, genetic testing, gene therapy, ethical implications of genetic engineering, stem cells.

LEARNING OBJECTIVES:

1. Define key terms.
2. Describe the work of the International Human Genome Sequencing consortium.
3. Discuss implications of genetically informed medicine.
4. Name at least six diseases that can be detected through genetic testing.
5. Compare mandatory and voluntary genetic testing.
6. Explain six reasons for genetic screening/testing.
7. Discuss the possible components of genetic counseling.
8. Identify uses for gene therapy.
9. Compare and contrast different types of stem cells: embryonic, adult, umbilical cord, and amniotic fluid.
10. Identify the use of stem cell research in treating disease.
11. Trace the political conflict of stem cell research.
12. Discuss the use of stem cells in creating “new” organs and tissues.
13. Discuss the legal and ethical implications of genetic engineering.
14. State special considerations for health care employees concerning any area in genetic engineering.

COMPETENCIES:

Cognitive Knowledge:

- X.C.10. Identify:
 - b. Genetic Information Nondiscrimination Act of 2008 (GINA)

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.P.2. Demonstrate appropriate response(s) to ethical issues

Affective Behavior:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

CHAPTER 15 Reproductive Issues

PREPARATION:

Read Chapter 15

CONTENT:

Female genital mutilation, contraception, abortion methods, fetal development, Supreme Court decisions.

LEARNING OBJECTIVES

1. Define key terms.
2. Describe female genital mutilation.
3. List the many methods of natural contraception.
4. Recall prescription contraception methods.
5. Identify sterilization for both male and female.
6. Discuss correct usage of terms *abortion and miscarriage*.
7. Outline the process of fetal development.
8. List five theories of when life begins.
9. Explain the methods of abortion.
10. Discuss the Supreme Court decisions on abortion from 1973 to present.

COMPETENCIES:

Cognitive Knowledge:

- XI.C.2. Differentiate between personal and professional ethics
- XI.C.3. Identify the effect of personal morals on professional performance

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics

Affective Behavior:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

PREPARATION:

Read Chapter 16

CONTENT:

Living wills, advanced directives, Patient Self-Determination Act, choices an individual may have in death, ethical implications of life-and-death decisions, legal definitions of death, stages of grief, hospice, euthanasia, autopsies.

LEARNING OBJECTIVES:

1. Define key terms.
2. Describe the living will, advanced directive and durable power of attorney for health care.
3. Appraise components of the Patient Self-Determination Act.
4. Restate choices an individual might have in death.
5. Describe the importance of medications for dying clients.
6. Discuss at least three ethical implications for life-and-death decisions.
7. Identify and explain at least five psychological aspects affecting dying clients.
8. Differentiate among various legal definitions of death.
9. Describe two famous court cases and their impact on prolonging life.
10. Express possible legal implications of life-and-death decisions.
11. Identify and explain at least five physiological aspects affecting dying clients.
12. Discuss the stages of dying as defined by Kubler-Ross.
13. Describe the service of hospice for dying clients.
14. Differentiate between active euthanasia and physician-assisted death.

15. Discuss the Uniform Anatomical Gift Act.
16. Describe an autopsy and who may authorize one.
17. Define the role of the health professional in dealing with clients and families in life-and-death decisions.

COMPETENCIES:

Cognitive Knowledge:

- V.C.17 Discuss the theories of:
 - c. Kubler-Ross
- V.C.18. Discuss examples of diversity:
 - a. cultural
 - b. social
 - c. ethnic
- X.C.7. Define:
 - e. Uniform Anatomical Gift Act
 - f. living will/advanced directives
 - g. medical durable power of attorney
 - h. Patient-Self Determination Act (PSDA)
- XI.C.2. Differentiate between personal and professional ethics
- XI.C.3. Identify the effect of personal morals on professional performance

Psychomotor Skills:

- XI.P.1. Develop a plan for separation of personal and professional ethics
- XI.P.2. Demonstrate appropriate response(s) to ethical issues

Affective Behavior:

- XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare