

**MODESTO JUNIOR COLLEGE  
MEDICAL ASSISTING PROGRAM  
Syllabus**

**Course Number:** MDAST 326

**Course Title:** Medical Assisting Practicum

**Course Description:** Practicum portion of the program in which students apply knowledge in performing administrative and clinical procedures. Students also receive training in taking the national certification exam and seeking employment and handling medical office emergencies.

**Credit:** 7 units

**Class Hours:** 4 hours lecture  
32 hours lab (Monday, Tuesday, Wednesday and Thursday)

**Instructor:** Shirley Buzbee email: [buzbees@mjc.edu](mailto:buzbees@mjc.edu)  
Office: Glacier Hall 107 phone: (209) 575-6377  
Class Location: Online and Glacier Hall 207  
Office Hours: Monday and Tuesday 9:30-12:00 PM  
Students are welcome to email or call for an appointment

**Methods of Instruction:** This course will be taught by lecture, collaborative learning experience, guided discussion, audio-visual materials, simulated lab activities, case studies, student presentations, and practicum experience.

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

Niedzwiecki, Pepper, & Weaver (2020). Study Guide and Procedure Checklist Manual for The Medical Assistant (14<sup>th</sup> ed.). St. Louis, Missouri: Elsevier

Perreira, Susan (2015). MA Review (2nd ed.). Philadelphia, PA: 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, class assignments, computer assignment and written assignments.**

The student then has a maximum of three attempts to achieve a satisfactory rating by the instructor for each procedure. **“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.**

**II. Practicum performance including Overriding Concerns.**

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.

At the discretion of the faculty, a single significant clinical incident or a pattern on unsafe/unsatisfactory performance may result in

removal of the student from the class and potentially from the Medical Assisting Program.

**Practicum  
Supervision**

**Policy:** The practicum experience shall be supervised.

**No Pay Policy  
For Practicums:**

Students shall not receive pay for their practicum experience.

**Grading  
Scale:**

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**

**PRACTICUM SITE EVALUATION OF STUDENT**

The practicum supervisor completes an evaluation of student. The results of this evaluation will be shared with the practicum coordinator and student.

**OVERRIDING CONCERNS EVALUATION OF STUDENT**

Students are expected to conform to standards of behavior called “Overriding Concerns.” These behavior expectations are in effect throughout the program. Thus, students are evaluated on them at all times, both on and off campus. The results of this evaluation will be shared with the practicum coordinator and student.

**STUDENT’S EVALUATION OF PRACTICUM SITE**

Each student is asked to complete an evaluation of the practicum site. The results of this evaluation will be shared with the practicum supervisor.

**STUDENT’S SELF-EVALUATION OF PRACTICUM**

Each student completes a self-evaluation of the practicum experience. The results of this evaluation will be shared with the practicum coordinator.

## **COURSE GOAL**

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

Perform entry-level competencies as a medical assistant, and successfully apply relevant skills and knowledge in a professional setting.

## **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. Transfer knowledge and skills learned in the classroom and laboratory to actual medical office situations.
- b. Use the skills learned in the classroom by applying theory to practice.
- c. Assist in areas in which the student has the knowledge and background including administrative and clinical areas of the office.
- d. Compile a functional resume.

### **Lab Learning Goals**

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

- a. Perform entry level medical assistant competencies in various settings.
- b. Provide competent medical assisting care, in a variety of settings, based on the entry-level competencies for the medical assistant.
- c. Communicate effectively with colleagues, patients/clients and other members of the health care team.
- d. Establish and maintain professional working relationships with men and women from diverse backgrounds.
- e. Understand the legal implications of health care, and use critical thinking skills to make ethical decisions.

## **COURSE LEARNING OUTCOMES**

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

1. Pass the AAMA national certification exam.
2. Perform administrative and clinical duties in the medical office.

## **CHAPTER 27      Medical Emergencies**

### **PREPARATION:**

Read Chapter 27 The Medical Assistant text  
Complete Chapter 27 in the Study Guide and Procedure Checklist Manual

### **CONTENT**

*This chapter covers safety in the healthcare environment. Patient safety is a critical component of the quality of care provided in a healthcare facility. Also, this chapter covers emergency preparedness and every healthcare facility should have policy that includes specific procedures for the management of emergencies on site.*

### **LEARNING OBJECTIVES**

1. Discuss emergencies in healthcare settings and possible roles each team member has during an emergency.
2. Describe emergency equipment and supplies.
3. Explain first aid procedures for environmental emergencies, including temperature-related emergencies, burns, poisonings, anaphylaxis, bites and stings, and foreign bodies in the eye.
4. Discuss diabetic emergencies and provide first aid for a patient in insulin shock.
5. Discuss musculoskeletal and neurological emergencies and provide first aid for a patient with seizure activity.
6. Discuss respiratory emergencies and provide first aid for a choking patient.
7. Discuss cardiovascular emergencies and provide first aid for a patient with a bleeding wound, fracture, or syncope; a patient in shock; and a patient in need of rescue breathing or cardiopulmonary resuscitation (CPR).

## **COMPETENCIES:**

### **Cognitive Knowledge:**

- I.C.13. List principles and steps of professional/provider CPR
- I.C.14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting

### **Psychomotor Skills:**

- I.P.3. Perform patient screening using established protocols
- I.P.12. Produce up-to-date documentation of provider/professional level CPR
- I.P.13. Perform first aid procedures for:
  - a. bleeding
  - b. diabetic coma or insulin shock
  - c. fractures
  - d. seizures
  - e. shock
  - f. syncope

### **Affective Behavior:**

- I.A.1. Incorporate critical thinking skills when performing patient assessment

## **PROCEDURES:**

- 27.1** Provide First Aid for a Patient with Insulin Shock
- 27.2** Incorporate Critical Thinking Skills When Performing Patient Assessment
- 27.3** Provide First Aid for a Patient with Seizure Activity
- 27.4** Provide First Aid for a Choking Patient
- 27.5** Provide First Aid for a Patient with a Bleeding Wound, Fracture, and Syncope
- 27.6** Provide First Aid for a Patient with Shock
- 27.7** Provide Rescue Breathing, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED)

## **CHAPTER 50                      Skills and Strategies**

### **PREPARATION:**

Read Chapter 50 in The Medical Assistant text  
Complete Chapter 50 in the Study Guide and Procedure Checklist Manual

### **CONTENT**

*This chapter covers career development and life skills. As you begin your job search, it is important to understand what employers are looking for in an employee. Collaboration and interpersonal skills are crucial to productivity in today's fast-paced, ever-changing healthcare environment.*

### **LEARNING OBJECTIVES**

1. Describe personality traits important to employers.
2. Discuss personality traits, technical skills, and transferable job skills
3. Describe how to develop a career objective and identify your personal needs.
4. Explain job search methods.
5. Create a resume and cover letter.
6. Complete an online profile and job application.
7. Describe how to create a career portfolio.
8. Practice interview skills during a mock interview.
9. List legal and illegal interview questions.
10. Create a thank-you note for an interview.
11. Explain common human resource hiring requirements when starting a new job.



**PROCEDURES:**

- 50.1** Prepare a Chronologic Resume
- 50.5** Practice Interview Skills During a Mock Interview
- 50.6** Create a Thank-You Note for an Interview