**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# **GENERAL COURSE INFORMATION**

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Course Number: MDAS 1650

Course Title: Medical Professional Issues

Credit Hours: 2

Prerequisite: MDAS 1655 Medical Administrative Aspects with a “C” or better

Division/Discipline: Workforce Training & Community Education/Medical Assistant

Course Description: Reviews the role and function of the medical assistant. This course focuses on the basic concept of the professional practice of medicine and the scope of practice of the medical assistant. Students discuss the personal and professional characteristics and legal and ethical standards for medical assistants, explore professional and personal therapeutic communication, and address time management and goal setting.

# **INSTRUCTOR INFORMATION**

# **COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This course is a continuation and elaboration of Medical Administrative Aspects which, by its nature, will assist the Medical Assistant with verbal and nonverbal communication, cultural differences, and medical legal issues that may arise in the practice setting.

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Demonstrate respect for individual diversity.
2. Display age appropriate verbal and nonverbal communication techniques.
3. Consider cultural differences.
4. Provide support for individuals with disabilities.
5. Demonstrate active listening skills.
6. Face the speaker when listening.
7. Display nonverbal communication appropriate to the speaker’s message.
8. Maintain appropriate eye contact.
9. Paraphrase accurately and succinctly.
10. Ask questions to clarify.
11. Demonstrate professional and therapeutic communication skills.
12. Identify influences on therapeutic communication, related to culture.
13. Avoid significant roadblocks to therapeutic communication.
14. Avoid defense mechanisms.
15. Utilize and interpret verbal and nonverbal communications.
16. Avoid common biases/prejudices in today’s society.
17. Maintain congruency in communication.
18. Adapt communications to individual patient needs.
19. Adapt communications based on patient’s life cycle.
20. Communicate in language the speaker can understand.
21. Speak at an appropriate rate.
22. Ask questions to clarify.
23. Restate information if necessary.
24. Involve family members as appropriate.
25. Utilize coping techniques for the medical assistant.
26. Identify characteristics associated with burnout.
27. Differentiate between stress/stressors.
28. Identify steps to coping with stressors.
29. Develop a written short and long-term goal plan.
30. Integrate time management skills into personal and professional goals.
31. Apply nonverbal skills.
32. Analyze nonverbal messages in various communication situations.
33. Analysis accounts for cultural and gender differences.
34. Analysis characterizes the type of nonverbal communication used.
35. Analysis determines whether nonverbal cues reinforced any related verbal message.
36. Analysis assesses the impact of nonverbal skills on communication.
37. Complete incident reports.
38. Report is complete.
39. Report is accurate.
40. Report uses correct spelling, medical terminology, and abbreviations.
41. Report is objective rather than subjective.
42. Apply Health Insurance Portability and Accountability Act (HIPAA) rules and regulations for medical assisting in various medical settings.
43. Describe the characteristics of confidentiality in a health care setting.
44. Explain how and when a minor’s health status and medical treatment is a confidentiality issue.
45. Analyze when considerations are involved in regards to confidentiality for specialty cases including AIDS and HIV, substance abuse, mental health, sexual assault, STDs, and child abuse.
46. Explain the procedures to follow when a patient’s medical record is subpoenaed.
47. List the requirements for rescinding consent to release medical records.
48. Comply with legal and ethical standards related to healthcare.
49. Compare and contrast civil and criminal law.
50. Define the medical assistant’s role in legal and ethical issues.
51. Describe the use of contracts in the ambulatory care setting.
52. Discuss the standard of care for healthcare professionals.
53. Explain the four “D’s” of negligence.
54. Define and give examples of torts.
55. Explain the necessity of informed consent.
56. Describe the subpoena process.
57. Recall the special consideration for patients related to the issues of confidentiality, statute of limitations, public duties and AIDS.
58. Describe procedures to follow in documenting and reporting abuse.
59. Discuss the Good Samaritan Laws, physicians’ directives, allocation of scarce medical resources, abortion fetal tissue research, genetic engineering, artificial insemination, and death and dying.
60. Compare and contrast the AAMA and AMA Code of Ethics.
61. Summarize medical assistant scope of practice.
62. Identify the legal and ethical administrative responsibilities of a medical assistant.
63. Identify the legal and ethical clinical responsibilities of a medical assistant.
64. Identify activities outside the medical assistant scope of practice.
65. List state and government agencies that define the role of the medical assistant.
66. Practice patient advocacy.
67. Define advocacy and the role of an advocate.
68. Determine when to present a client’s questions and concerns to appropriate healthcare provider.
69. Advocate to the appropriate person.
70. Problem solve for the patient as appropriate.
71. Develop a plan for professional credentialing.
72. Identify personal attributes that are important for a professional medical assistant.
73. Discuss the history of medical assisting.
74. Describe the AAMA and list its three major functions.
75. Explain accreditation, certification and continuing education as they pertain to the professional medical assistant.
76. List educational continuing credits.
77. Identify the importance of the accreditation process to an educational institution.
78. Recall two methods to obtain recertification.
79. Describe the externship experience.
80. List three benefits of externship to student/clinical site.
81. State the importance of remaining within the scope of practice for the medical assistant.
82. Examine the role of the medical assistant as part of the healthcare team.
83. Analyze the benefits and limitations of working in the different healthcare settings.
84. Describe the function of the health care team and the role of the medical assistant.
85. List and describe a minimum of twelve physician specialists, on physician health care specialists and allied health professionals.
86. Compare and contrast the types of nurses.
87. Prepare a list of community resources.
88. List includes names, addresses, and contact information for resources specific to your area.
89. List is professional in quality.
90. **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

1. **COURSE OUTLINE**