Curriculum Development Form — Modify an Existing Course

Course Designator, Number, Title and Number of Credits (i.e. ACCT 1800, Business Law, 3 cr)
MA 1000, Medical Assisting Orientation, 3 cr

Date of Proposal: 1/12/2015  Author: Cristen Cox
Course Contact: Cristen Cox  Grading Method: ☑ Grade  ☐ Pass/Fail
Scheduling: ☑ Fall  ☑ Spring  ☐ Summer  ☐ Alternate Years  ☐ Variable  ☐ On Demand
Is this proposed course a Liberal Arts and Sciences course?  ☑ Yes  ☐ No
If yes, which MnTC area(s) will it fulfill (http://mntransfer.org)?
☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10
The course is being: ☑ Modified  ☐ Deleted (complete Intention Form and obtain signatures)
Describe the modification and the rationale:
Withdraw the prerequisites (acceptance to " program" to the MA 1000 Medical Assisting Orientation Course. Medical
Is this course a requirement/elective for a specific program or programs?  ☑ Yes  ☐ No
If yes, which program(s)? — DARS search
Medical Assisting
What impact will this modified course have on other program(s)?
NO

Attach additional paperwork if necessary

As Faculty Developer, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
Prior to Preparing Documentation
☑ Initiation — idea was submitted to Department Chair(s) and Academic Dean/Director for discussion and support
☑ Completed Intention Form
Continue the Curriculum Development Process
☑ COPY of existing CCO was used to make changes
☑ Double-checked:
  • concise 2-3 sentence course description  • course name  • lecture/lab credits and hour breakdown
  • course prefix and number  • prerequisites  • MnTC goal area — LAS courses
☐ Completed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
☑ Verified measurable course competencies and learning objectives
☐ Considered potential opportunities and impacts of the change on other programs/departments — DARS Search
☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example
☑ Proofread documentation for grammatical and typographical errors

Faculty Developer Signature  1/12/15

As Primary Department Chair, by signing this Modify an Existing Course form, the Curriculum Committee is assured of the following (check marks required):
☑ Documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)
☑ Proofread documentation for correct content and proper structure on CCOs based on SCC example
☑ Proofread documentation for grammatical and typographical errors
☑ I support this course  ☐ I do not support this course — please provide reason(s):

Primary Department Chair Signature  1/12/15
For LAS (MnTC courses) — As a LAS Department Chair, by signing this *Modify an Existing Course* form, the Curriculum Committee is assured of the following (check marks required):

- [ ] LAS course (specifically MnTC courses), documentation through email and department meetings made available for other faculty and programs to provide feedback, includes MnTC Goal Area Cross-walk Template(s)

- [ ] I support this course  
- [ ] I do not support this course — please provide reason(s):

  
  LAS Department Chair Signature  
  Date

- [ ] I support this course  
- [ ] I do not support this course — please provide reason(s):

  
  LAS Department Chair Signature  
  Date

- [ ] I support this course  
- [ ] I do not support this course — please provide reason(s):

  
  LAS Department Chair Signature  
  Date

*If all 4 LAS Department Chairs do not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.*

As Academic Dean/Director, by signing this *Modify an Existing Course* form, the Curriculum Committee is assured of the following (check marks required):

- [ ] Identified potential opportunities and impacts of the change on other programs/departments — DARS search
- [ ] Reviewed MnTC Goal Area Cross-walk Template (for LAS MnTC courses only)
- [ ] MnTC Goal Area is appropriate based on MnSCU guidelines — Transfer Specialist consulted
- [ ] Verified credentials for faculty teaching the course
- [ ] Addressed the need for Class Maximum Change Request form
  - [ ] No change in class maximum OR
  - [ ] Change in class maximum — Class Maximum Change Request form completed with all necessary signatures

- [ ] I support this course  
- [ ] I do not support this course — please provide reason(s):

  
  Academic Dean/Director Signature  
  02/20/2015
  
  Date

*If Academic Dean/Director does not support the modified course proposal, faculty developer can elevate the proposal to AASC for resolution.*

Upload this signed form as a PDF to WIDS Shared Document folder — Curriculum Committee.

Following Curriculum Committee support, this form is completed with final signatures.

- [ ] I support this course  
- [ ] I do not support this course — please provide reason(s):

  
  Curriculum Committee Chair Signature  
  2/20/15
  
  Date

- [ ] Vice President of Student and Academic Affairs Signature  

  
  Date  
  3-1-15
South Central College

MA 1000* Medical Assisting Orientation (Copy)

Course Outcome Summary

Course Information

Description
This course covers an overview of the healthcare team and the role of the medical assistant in an ambulatory care setting. Emphasis is on professionalism, communication, attitude, behaviors, and duties in the medical environment.

Total Credits 3.00
Total Hours 36.00

Types of Instruction

Instruction Type
Lecture

Credits/Hours
3 / 48

Institutional Core Competencies

Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the student and others.

Course Competencies

1. Examine the function of the healthcare team

   Learning Objectives
   Identify the different allied health professionals
   Match the employee with the proper department in which the allied health professional would work

2. Analyze the role and responsibilities of a medical assistant

   Learning Objectives
   Examine the scope of practice for a medical assistant
   Identify skills needed to be a medical assistant

3. Characterize professional attributes of a medical assistant

   Learning Objectives
   Determine student and professional organizations applicable to a medical assistant
   List attributes which may have a negative impact on the medical assistant's career
   Identify the impact of negative attributes of a medical assistant

4.
Examine different communication methods and how they affect the healthcare team

Learning Objectives
Discuss how social media has impacted the healthcare profession
Identify the different cultures and explain how their methods of communication may differ from yours.
Discuss professional behavior in personal contact, via phone conversation and email.
Describe respectful and empathetic behavior when interacting with peers and patients in an ambulatory care setting.

5. List beneficial organizational tools for a medical assistant

Learning Objectives
List professional work behaviors or tools which will help a medical assistant stay on task
Discuss the causes of stress and coping skills for dealing with emergency situations within the healthcare environment
Analyze the benefits and limitations of working in different healthcare environments

6. Examine professional patient interaction in the healthcare environment

Learning Objectives
Discuss the impact of sharing your personal thoughts in a roaming scenario
List unprofessional behaviors of a medical assistant when interacting with a patient or provider
Identify healthcare professional information which would not be shared with a patient

7. Explore professional resources/websites in relation to the MA profession

Learning Objectives
Identify state organizations for Medical Assisting
Explore national organizations for Medical Assisting

8. Locate educational support mechanisms which could be utilized by the MA

Learning Objectives
Identify educational resources within South Central College
Explore external educational resources (websites and software)

9. Create a MA career success plan

Learning Objectives
Examine the different credentialing agencies for allied health professionals
Compare accreditation, certification, licensure and continuing education as they pertain to the medical assistant

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html