<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Reviewed change at division meeting.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>Presented as informational item at Division Chair meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Division Chair’s signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Instructional Dean reviewed and indicated need for Curriculum Committee approval.</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Dean’s signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td>Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Step 5</td>
<td>Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Step 6</td>
<td>Committee’s recommendations completed. (Skip if not applicable.)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Step 7</td>
<td>Curriculum Committee approved.</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Committee Chair’s signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 8</td>
<td>Minutes and necessary materials provided to VP of Academic Affairs.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Step 9</td>
<td>Vice President of Academic Affairs approved.</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vice President of Academic Affairs’ signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 10</td>
<td>New Course Maximum Enrollment to Shared Governance.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Step 11</td>
<td>President’s approval for all changes requiring MnSCU approval.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>President’s signature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix C**

**New Program or Program Change Proposal Form**

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>4-9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Cristee Clinger</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>New Program, Program Redesign, Suspend Program, Reinstat Program, Add Emphasis, Delete Emphasis</td>
</tr>
<tr>
<td>Contact for the Program:</td>
<td>Cristee Clinger</td>
</tr>
<tr>
<td>Program Name:</td>
<td>Medical Assisting</td>
</tr>
<tr>
<td>CIP Code:</td>
<td>51.080101</td>
</tr>
<tr>
<td>Division in Which Program is Currently or Will Be Held:</td>
<td>Same - unchanged</td>
</tr>
<tr>
<td>Proposal Start (Term/Year):</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Program Description:</td>
<td>The medical assistant is a professional, multi-skilled person dedicated to assisting in patient care management, the medical assistant will train and prepare for radiology影 skilled</td>
</tr>
<tr>
<td>Degrees Offered:</td>
<td>AS, AAS, AA, Diploma, Certificate</td>
</tr>
<tr>
<td>Program Location:</td>
<td>Faribault Campus, North Mankato Campus, Online</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>20</td>
</tr>
<tr>
<td>If There is a Program Change, Summarize Changes to the Program:</td>
<td></td>
</tr>
<tr>
<td>Rationale for Program Development or Program Change:</td>
<td>Will be replacing MOLT 1810 laboratory tech and orientation with MA 2010 laboratory tech and orientation for the medical assistant. NC 1228 charting will be replaced with MA 2050.</td>
</tr>
<tr>
<td>What Impact Will this New Program or Change Have on Other Programs or Areas?</td>
<td>Will not change or impact other programs</td>
</tr>
<tr>
<td>Are There Articulations With Other Colleges? List College(s):</td>
<td>ND</td>
</tr>
</tbody>
</table>

> Attach Program Design to this Form. Below are Some Recommended Items:

a. List of program requirements (i.e., what the catalog page shows for each program).

b. Cross walk from previous program curriculum to new (how students already started in the old program can finish after this new program begins).

c. All required course numbers and titles.

d. Additional supporting information, such as minutes documenting recommendation for proposal.
# Medical Assistant

**Degree Type:** Applied Associate of Science (A.A.S.)  
**Location:** North Mankato & Faribault  
**Program Starts:** Fall  
**Total Credits:** 60 credits

<table>
<thead>
<tr>
<th>First Semester – First Year</th>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HC 1000</td>
<td>Medical Terminology</td>
<td>3</td>
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<tr>
<td>HLTH 1950</td>
<td>CPR</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HC 2930</td>
<td>Intro to Healthcare/Health Information</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HUCF 1200</td>
<td>Fundamentals for HUC</td>
<td>2</td>
<td></td>
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<tr>
<td>HLTH1954</td>
<td>Safety</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OTEC 1001</td>
<td>Computer Software for College</td>
<td>2</td>
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**Total 12**

<table>
<thead>
<tr>
<th>Second Semester – First Year</th>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HC 1001</td>
<td>Advanced Medical Terminology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HC 1914</td>
<td>Anatomy and Physiology Disease Conditions I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COMM 140</td>
<td>Interpersonal Communication</td>
<td>3</td>
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<tr>
<td>MA 2010</td>
<td>Laboratory Skills for Medical Assistants</td>
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**Total 14**

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HC 1924</td>
<td>Anatomy and Physiology Disease Conditions II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HCTC 1886</td>
<td>Basic Nursing</td>
<td>4</td>
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**Total 8**

<table>
<thead>
<tr>
<th>First Semester – Second Year</th>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MA 2020</td>
<td>Clinical Skills for Medical Assistants</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Composition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Lifespan Psychology</td>
<td>3</td>
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<tr>
<td>MA 2000</td>
<td>Pharmacology for Medical Assistants</td>
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**Total 13**

<table>
<thead>
<tr>
<th>Second Semester – Second Year</th>
<th>Course#</th>
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<tbody>
<tr>
<td>HUM 100</td>
<td>Critical Thinking</td>
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<tr>
<td>MA 2030</td>
<td>Radiology for Medical Assistants</td>
<td>3</td>
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<tr>
<td>MA 2040</td>
<td>Medical Assistant Internship</td>
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<tr>
<td>PHIL 150</td>
<td>Medical Ethics</td>
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**Total 13**
# Medical Assistant

**Degree Type:** Applied Associate of Science (A.A.S.)  
**Location:** North Mankato & Faribault  
**Program Starts:** Fall  
**Total Credits:** 60 credits

## First Semester – First Year

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HC 1000</td>
<td>Medical Terminology</td>
<td>3</td>
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<tr>
<td>HLTH 1950</td>
<td>CPR</td>
<td>1</td>
</tr>
<tr>
<td>MDLT 1810</td>
<td>Laboratory Techniques and Orientation</td>
<td>3</td>
</tr>
<tr>
<td>HUCF 1200</td>
<td>Fundamentals For HUC</td>
<td>3</td>
</tr>
<tr>
<td>OTEC 1001</td>
<td>Computer Software for College</td>
<td>2</td>
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## Second Semester – First Year

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 1001</td>
<td>Advanced Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HC 1914</td>
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<td>4</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>HC 2930</td>
<td>Intro to Healthcare/Health Information</td>
<td>4</td>
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<td><strong>Total 14</strong></td>
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## Summer Session

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HC 1924</td>
<td>Anatomy and Physiology Disease Conditions II</td>
<td>4</td>
</tr>
<tr>
<td>HCTC 1886</td>
<td>Basic Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total 8</strong></td>
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</table>

## First Semester – Second Year

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MA 101</td>
<td>Clinical Skills for Medical Assistants</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MA 100</td>
<td>Pharmacology for Medical Assistants</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total 13</strong></td>
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## Second Semester – Second Year

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 100</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MA 102</td>
<td>Clinical Internship for Medical Assistants</td>
<td>4</td>
</tr>
<tr>
<td>HC 1928</td>
<td>CPT Coding</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 150</td>
<td>Medical Ethics</td>
<td>3</td>
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<td></td>
<td><strong>Total 13</strong></td>
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</table>
Appendix B

New Course or Course Change Proposal Form

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>April 4, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Criseth Clinger</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>*New Course</td>
</tr>
<tr>
<td>Contact for the Course:</td>
<td>Criseth Clinger</td>
</tr>
<tr>
<td>Course Designator, Number and Title (i.e.: ACCF 1800, Business Law):</td>
<td>MA 2000 Pharmacy for Medical Assistants</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>HC 1001, HC 1914, MA 2010</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Topics essential for the medical assistant to understand drug sources, herbs, supplements.</td>
</tr>
<tr>
<td>Grading Method:</td>
<td>Grade ✔</td>
</tr>
<tr>
<td>Scheduling:</td>
<td>Fall ✔ Spring Summer Alternate Years Variable On Demand</td>
</tr>
<tr>
<td>Instructional Type:</td>
<td>Lecture Lab Lecture/Lab Internship Seminar</td>
</tr>
<tr>
<td>*Class Maximum:</td>
<td>(For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Criseth Clinger</td>
</tr>
<tr>
<td>Faculty Signature:</td>
<td>Signed Clinger</td>
</tr>
<tr>
<td>Class Max:</td>
<td>25</td>
</tr>
<tr>
<td>Date:</td>
<td>4-9-12</td>
</tr>
<tr>
<td>Dean's Name:</td>
<td>W. Saunier</td>
</tr>
<tr>
<td>Dean's Signature:</td>
<td>Signed Saunier</td>
</tr>
<tr>
<td>Date:</td>
<td>4/10/12</td>
</tr>
</tbody>
</table>

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course:  Yes  No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntctransfer.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs?  Yes  No

If Yes, Which Program(s)?  Medical Assisting

Describe What is Changing/Being Added, and the Rationale:

Course number: Changed from MNC 1810 to MA 2000.
Prerequisites changed from MNC 1810 to MA 2000.

What Impact Will This New Course or Change Have on Other Programs or Areas?

No

Attach Common Course Outline to this Form.
Pharmacology for Medical Assistants
Common Course Outline

Course Information
Organization: South Central College
Developers: South Central College
Development Date: 4/4/2011
Revised Date: 4/4/2012
Course Number: MA 2000
Potential Hours of Instruction: 64
Total Credits: 3

Description
In this course students will learn topics essential for the Medical Assistant to thoroughly understand drug sources, herbs and supplements, legislation relating to drugs, drug references and drug classifications. Students will also gain knowledge in basic principles for administering different types of medications and the universal precautions and standards related to the role of a Medical Assistant. Prerequisites: HC 1001 and 1914 and MA 2010

Types of Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>Lab</td>
<td>32</td>
<td>1</td>
</tr>
</tbody>
</table>

Prerequisites
HC1001 Advanced Medical Terminology
HC1914 Anatomy and Physiology/Disease Conditions I
MA2010 Laboratory Skills for Medical Assistants

Exit Learning Outcomes
Institutional Core Competencies
A. Critical and creative thinking
B. Analysis and inquiry
C. Written and oral communication

Competencies
1. **Learn the different classifications to medications**
   Learning Objectives
   a. Define pharmacology, pharmacodynamics, pharmacokinetics, anatomy, physiology, and pathology
   b. Define drug, therapeutic effect, and side effects
   c. List the major sources of drugs and give examples of each
   d. List and describe types of names by which drugs are known
2. **List principles of drug action**
   
   **Learning Objectives**
   
   a. Recall the four basic drug actions and describe the four body processes that affect drug action
   b. Distinguish between systemic and local drug effects
   c. Summarize the difference between the therapeutic effect and side effects
   d. Explain the difference between psychological and physical drug dependence
   e. Identify five commonly abused drugs
   f. Describe Medical Assistant's responsibilities with regard to adverse reactions, drug dependence, and drug abuse

3. **Demonstrate knowledge of basic math computations**
   
   **Learning Objectives**
   
   a. Solve problems utilizing fractions and decimals
   b. Summarize the abbreviations for units of measurement in the metric, apothecary, and household systems
   c. Convert among measurement systems
   d. Apply mathematical computations to solve equations
   e. Calculate doses using a different procedure for converting between different units of measurement
   f. Calculate an adult's dose of medication
   g. Identify measurement systems

4. **Demonstrate the administering of parenteral medications**
   
   **Learning Objectives**
   
   a. Describe the major routes of parenteral administration
   b. Define basic units of measurement in metric apothecary and household systems
   c. Prepare proper dosages of medication for administration
   d. Identify the parts of a needle and syringe and list appropriate sizes for different types and sites of injection
   e. Identify dosage in calibrated syringes
   f. Dispose of injection equipment safely
   g. Illustrate reconstituting and storing parenteral medications and draw up medications from ampules and vials, using aseptic techniques
   h. Identify the most common injection sites for intradermal, subcutaneous, and intramuscular administration and describe and follow proper procedure for carrying out injections
   i. Verify ordered doses/dosages prior to administration
   j. Illustrate proper administration of subcutaneous, intradermal, and intramuscular injections

5. **Describe the concept of medication therapy**
   
   **Learning Objectives**
   
   a. Describe the various forms of medication, ranging from liquids to solids
   b. Describe the routes for administering medications
   c. Define the abbreviations for medication forms, routes, administration times, and general medical terms
   d. Identify the parts of a medication order
e. Identify single-dose and multiple-dose packaging of drugs
f. Illustrate the use of the medication administration record to communicate medication orders
g. Demonstrate setting up medications following proper procedure
h. Explain the rules for giving medications
i. Identify the parts of a medication label
j. Demonstrate accurate, complete, and organized charting

6. Describe vitamins, minerals, and herbs
Learning Objectives
a. Explain the food groupings according to MyPyramid
b. Distinguish between fat-soluble and water-soluble vitamins, macrominerals, and microminerals
c. List the various vitamins and minerals and their functions
d. State the recommended daily allowance of the major vitamins and minerals and recognize deficiency symptoms of each
e. Explain the importance of patient education in the appropriate use of vitamins and minerals
f. Explain the importance of water and electrolytes
g. Describe at least four herbal supplements and their uses
h. Describe the potential danger of at least four herbal remedies
i. Calculate formulas for vitamins, minerals, and herbs

7. Describe antibiotics and antifungals
Learning Objectives
a. Distinguish between the external and internal immune systems
b. Explain the dangers of infection and state the two main actions of antibiotics and microorganisms
c. Explain why drug resistance, hypersensitivity, and superinfection are important concerns in antibiotic drug therapy
d. Summarize the importance of patient education with each of the various types of antibiotics
e. Describe the antiviral and antifungal drugs and infectious diseases
f. Describe the correct procedure for hand washing before and after giving medications
g. State three main ways a healthcare worker can be exposed to Hepatitis B virus and HIV
h. Explain Standard, airborne, droplet, and contact precautions
i. Calculate formulas for antibiotic and antifungal drugs

8. Identify drugs for the eye and ear
Learning Objectives
a. Identify the external parts of the eye and ear
b. Describe the major disorders of the eye and ear for which medications are given
c. Describe the actions and give example of drug groups relating to the eye and ear
d. Illustrate administering medications to the eye and ear
e. Calculate formulas for eye and ear medications

9. Identify drugs for the skin
Learning Objectives
a. List the layers of skin tissue and describe the structure of each
b. Summarize the main functions of the integumentary system
c. State normal body temperature and explain process of inflammation
d. Define and describe common symptoms of skin disorders and major skin disorders
10. **Identify the classification of drugs for the cardiovascular system**

   **Learning Objectives**
   
a. Identify parts of the cardiovascular system and state their functions
b. State the names of instruments used to measure blood pressure and record heartbeat, state the average blood pressure and pulse rate
c. List the main components of blood
d. State the functions of the lymphatic system
e. Identify proper medical terms for common symptoms of cardiovascular disorders
f. Explain the major disorders for which cardiovascular medication is given
g. Describe the actions and give examples of the cardiovascular drug groups
h. State the difference between an initial and a maintenance dose
i. Illustrate administering oral and sublingual medications to patients with cardiovascular disorders
j. State special procedures for administering cardiovascular medications
k. Calculate formulas for drugs used for the cardiovascular system

11. **Identify the classification of drugs for the respiratory system**

   **Learning Objectives**
   
a. Describe the parts of the respiratory system
b. State the normal respiration rate and recognize descriptions of the major respiratory disorders
c. Describe common symptoms of respiratory disorders using correct medical terminology
d. Explain why coughing is important for maintaining a patient's airway
e. Describe nicotine dependency and methods for smoking cessation
f. Understand the principles and how to operate a pulse oximeter
g. Describe the actions and give examples of respiratory disorder medications
h. Administer nose drops, inhalants, and oxygen therapy as ordered
i. Calculate respiratory formulas

12. **Identify the classification of drugs for the gastrointestinal system**

   **Learning Objectives**
   
a. Describe the five main functions of the gastrointestinal system
b. Identify the major parts of the gastrointestinal system and tell what they do
c. Describe symptoms of gastrointestinal disorders and the major disorders for which medications are given
d. Describe the actions and give examples of medications for the gastrointestinal system
e. Identify the three important conditions to be aware of when giving medications for the gastrointestinal system
f. Describe and follow proper procedure for administering rectal suppositories
g. Calculate gastrointestinal formulas

13. **Identify the classification of drugs for the urinary system and fluid balance**

   **Learning Objectives**
   
a. List correct medical terms to describe major parts, functions, and disorders of the urinary
system and describe what they do
b. Describe three functions of the urinary system
c. Describe the actions and give examples of the urinary system drug groups
d. Describe the patient care and education that go with giving diuretics
e. Describe the purpose of a urinary catheter
f. Describe the causes and treatment of dehydration in the pediatric patient
g. Calculate formulas for drugs used to treat the urinary system and fluid imbalances

14. **Identify the classification drugs for the reproductive system**

**Learning Objectives**

a. Identify the main parts of the male and female internal and external genitalia
b. Identify the main parts and functions of the reproductive system using correct medical terminology
c. Describe the effects of puberty on the adolescent patient and the need for contraceptive counseling
d. Recall the hormones produced by the male and female gonads and describe their functions
e. Describe major disorders that affect the reproductive system
f. Describe the main uses of reproduction medications, including sex hormones and contraceptives
g. Calculate formulas for drugs of the reproductive system

15. **Identify the classification of drugs for the endocrine system**

**Learning Objectives**

a. List the hormones produced by the seven major glands, and state the actions of hormone or hormone-like drugs
b. State which hormones are lacking in the conditions of diabetes mellitus, diabetes insipidus, Addison's disease, and hypothyroidism, and give examples of drugs used for replacement in each case
c. State the correct medical terms used for the parts of the endocrine system
d. State what factors affect the insulin needs of a patient with diabetes mellitus, and describe the procedure for administering regular and immediate-acting insulin in one syringe
e. List at least three uses of corticosteroids and five possible side effects of long-term corticosteroid therapy
f. Recognize the symptoms of hyperglycemia and hypoglycemia and explain how they are treated
g. Calculate drugs for the endocrine system

16. **Identify the classification of drugs for the skeletal system**

**Learning Objectives**

a. List correct medical terms used to describe major parts, functions, and disorders of the musculoskeletal system
b. Recognize descriptions of major disorders that affect the musculoskeletal system
c. Describe the actions of drug groups commonly used in treating the musculoskeletal system
d. Describe the side of the various drug categories used in the musculoskeletal system

17. **Identify the classification of drugs for the nervous and sensory system**

**Learning Objectives**

a. List the two main divisions of the nervous system and their parts
b. State the basic function of the autonomic nervous system
c. Recall the correct medical terms for symptoms of nervous system disorders

d. Recognize descriptions of the major nervous system disorders for which medications are given

e. Describe the actions and give examples of drugs groups associated with the nervous and sensory system

f. Demonstrate administering medications for pain, emergency drugs, stimulants, and effects of caffeine

g. Calculate drugs for the nervous and sensory system
Appendix B

New Course or Course Change Proposal Form

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<thead>
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<th>Date of Proposal:</th>
<th>4-9-12</th>
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<tbody>
<tr>
<td>Author:</td>
<td>Cristen Clinger</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Modify Course</td>
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<tr>
<td>Contact for the Course:</td>
<td>Cristen Clinger</td>
</tr>
<tr>
<td>Course Designator, Number and Title (i.e.: ACCF 1800, Business Law):</td>
<td>MA 2020 Clinical Skills for Medical Assistants</td>
</tr>
<tr>
<td>Number of Credits:</td>
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Prerequisites:

MA 2010, HC 1000, HC 1914

Course Description: Students will learn general practice related to the medical assisting position who works in clinical setting. Practice key concepts skills and tasks.

Grading Method: Grade

Scheduling: Fall, Spring, Summer, Alternate Years, Variable, On Demand

Instructional Type: Lecture, Lab, Lecture/Lab, Internship, Seminar

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Cristen Clinger</td>
<td>Cristen Clinger</td>
<td>85</td>
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<table>
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<tr>
<th>Dean's Name</th>
<th>Dean's Signature</th>
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<tbody>
<tr>
<td>J. P. Hansen</td>
<td>J. P. Hansen</td>
<td>4/10/12</td>
</tr>
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If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course: Yes

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs: Yes

If Yes, Which Program(s): Medical Assisting

Describe What is Changing/Being Added, and the Rationale: Administrative competencies taken out which are covered in HC 1200. Prerequisite MALT 1810 replaced with MA 2010

What Impact Will This New Course or Change Have on Other Programs or Areas: No

Attach Common Course Outline to this Form.
Clinical Skills for Medical Assistants
Common Course Outline

Course Information
Organization South Central College
Developers Cristen Olinger
Development Date 4/5/2011
Revised Date 4/4/2012
Course Number MA 2020
Potential Hours of Instruction 64
Total Credits 3

Description
This is a comprehensive clinical course for the Medical Assisting student. In this course students will learn the general practice related to the position of a medical assistant who works in a clinical setting. It will cover practical information and allow students to practice key concepts, skills and tasks in an clinical setting. Prerequisites: MA 2010, HC 1000, HC 1914

Types of Instruction
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Prerequisites
MA 2010 Laboratory Skills for Medical Assistants
HC 1000 Medical Terminology
HC 1914 Anatomy and Physiology Disease I

Exit Learning Outcomes
Institutional Core Competencies
A. Teamwork and problem-solving
B. Critical and creative thinking
C. Written and oral communication

Competencies
1. Develop knowledge in principles of asepsis
   Learning Objectives
   a. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit.
   b. Define asepsis
   c. Discuss infection control procedures
   d. Describe the importance of preventing antibiotic resistance in a health-care setting
   e. Identify disease processes that indicate CLIA waived testing
f. Describe Standard Precautions (including: transmission based precautions, purpose, activities regulated)

g. Discuss the application of Standards Precautions (with regards to: all body fluids, secretions and excretions, blood, non intact skin, mucus membranes

h. List major types of infectious agents

i. Explain the rationale for performance of a procedure to the patient

2. Describe infection control techniques

Learning Objectives

a. Discuss the methods of infection control and the Medical Assistant's role in prevention

b. Differentiate medical and surgical asepsis

c. Explain how to perform aseptic hand washing

d. Compare and contrast the procedures for sanitizing, disinfection, and sterilization

e. Describe methods used in sanitization

f. Distinguish the advantages and disadvantages of various methods used in disinfection

g. Identify the goal of surgical sterilization

h. Explain what an autoclave is, how it works, and model the steps of the general autoclave procedures

i. Prepare items for autoclaving

j. Implement the Bloodborne Pathogens Standard and Universal Precautions as described in the rules and regulations of the Occupational Safety and Health Administration (OSHA)

k. Perform sterilization procedures

l. Carry out the procedures and legal requirements for disposing of hazardous waste

m. Describe Centers for Disease Control (CDC) role in regulations and requirements within the healthcare setting

n. Explain how to educate patients in preventing disease transmission

3. Demonstrate and understanding in preparing the exam and treatment areas

Learning Objectives

a. Explain the Medical Assistant's role in preparing the exam room

b. Describe the layout and features of a typical exam room

c. Describe steps to prevent the spread of infection of the exam room

d. Explain how and when to disinfect the exam room

e. Describe the importance of such factors as temperature, lighting, and ventilation in the exam room

f. Explain how to eliminate hazards to physical safety in the exam room

4. Demonstrate an understanding in interviewing the patient, taking a history, and documentation

Learning Objectives

a. Organize technical information and summaries

b. Recognize the role of patient advocacy in the practice of medical assisting

c. Use reflection restatement and clarification techniques to obtain a patient history

d. Report relevant information to others succinctly and accurately

e. Use terms correctly, to communicate information, and document patient history, data and observations

f. Instruct patients according to their needs to promote health maintenance and disease prevention

g. Prepare a patient for procedures and/or treatments
h. Demonstrate critical thinking skills during a patient interview
i. Maintain growth charts

5. **Describe and demonstrate obtaining vital signs and measurements**

   **Learning Objectives**
   a. Describe vital signs and common body measurements
   b. Differentiate measurements systems
   c. Measure weight of a patient
   d. Measure height of a patient
   e. Identify different locations of a patient pulse(s)
   f. Measure pulse of a patient
   g. Count respirations and accurately document
   h. Identify different methods of obtaining a patient temperature
   i. Obtain and accurately document a patient's temperature
   j. Describe the blood pressure process within the body system
   k. Identify a diastolic blood pressure reading accurately
   l. Identify the instruments used to measure vital signs and body measurements
   m. Recognize abnormal vital signs and body measurements
   n. Document vital signs and body measurements using accurate terminology and abbreviations

6. **Demonstrate the role of the MA in assisting with a general physical exam**

   **Learning Objectives**
   a. Identify the purpose of a general physical exam and the Medical Assistant's role during the exam
   b. Explain safety precautions used during a general physical exam
   c. Demonstrate the steps necessary to prepare the patient for an exam
   d. List and describe the different exam positions
   e. Describe how to position and drape a patient in each of the ten common exam positions
   f. Describe how to assist patients from different cultures, patients with disabilities, and pediatric patients during a physical exam
   g. List the components of a general physical exam
   h. Perform the procedures for vision and hearing screenings
   i. Explain the special needs of the elderly for patient education
   j. Identify ways to help a patient follow up on a doctor's recommendations

7. **Define the role of the MA in assisting with examinations in the basic specialties**

   **Learning Objectives**
   a. Describe the medical specialties of internal medicine, pediatrics, and obstetrics and gynecology
   b. Identify types of examinations and diagnostic tests performed within medical specialty practice(s)
   c. Identify common diseases and typical treatments related to medical specialty practice(s)
   d. Identify common signs of domestic violence, elder abuse, and child abuse
   e. Identify the procedure for assisting with gynecological examinations and procedures
   f. Perform patient screening using established protocols

8. **Demonstrate the role of the MA in highly specialized examinations**

   **Learning Objectives**
   a. Describe the medical specialties of allergy, cardiology, dermatology, endocrinology,
gastroenterology, neurology, oncology, ophthalmology, orthopedics, otology, surgery, and urology
b. Demonstrate the procedure for assisting the physician in performing a scratch test
c. Apply critical thinking skills in performing patient assessment and care
d. Use language/verbal skills that enable patients' understanding

9. Describe the role of the MA with assisting in minor surgery

Learning Objectives
a. Describe the Medical Assistant's role in minor surgical procedures
b. Describe types of wounds and explain how they heal
c. Describe special surgical procedures performed in an office setting
d. Identify the instruments used in minor surgery and sterile asepsis in minor surgery
e. Describe the Medical Assistant's duties in preparing a patient and assisting in surgery
f. Demonstrate the Medical Assistant's duties in the postoperative period

10. Apply emergency preparedness and first aid procedures

Learning Objectives
a. Identify emergency preparedness plans in your community
b. Discuss critical elements of an emergency plan for response to a natural disaster or emergency
c. Discuss potential role(s) of the medical assistant in emergency preparedness
d. Evaluate the work environment to identify safe vs. unsafe working conditions
e. Comply with safety signs, symbols and labels
f. Evaluate the work environment to identify safe vs. unsafe working conditions
g. Participate in a mock environmental exposure event with documentation of steps taken
h. Explain an evacuation plan for a physician's office
i. Demonstrate methods of fire prevention in the healthcare setting
j. Perform first aid procedures
k. Maintain a current list of community resources for emergency preparedness
l. Recognize the effects of stress on all persons involved in emergency situations
m. Demonstrate self awareness in responding to emergency situations

11. Demonstrate knowledge in electrocardiography and pulmonary function testing

Learning Objectives
a. Describe the basic patterns of an electrocardiogram (ECG)
b. Perform electrocardiography testing
c. Identify the basic components of an electrocardiograph and what each does
d. Explain how to position the limb and precordial electrodes correctly
e. Describe how to obtain an ECG and how the ECG is interpreted
f. Identify the various types of artifacts and potential equipment problems and how to correct them
g. Explain the procedure of Holter monitoring
h. Describe forced vital capacity
i. Perform pulmonology testing
j. Perform pulse oximetry testing

12. Identify 4 locations to do a Medical Assisting internship.

Learning Objectives
a. Demonstrate professionalism in all externship/internship scenarios
b. Summarize employment services and methods of obtaining a position
c. Create a resume, cover letter, and follow-up letter
d. Explain key factors for a successful interview
New Course or Course Change Proposal Form

Date of Proposal: April 5, 2012
Author: Cristen Olinger
Proposal Type: New Course, Modify Course, Delete Course
Contact for the Course: Cristen Olinger
Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):
MA 2040 Medical Assistant Internship
Number of Credits: 4

Prerequisites:
MA 2000, MA 2020

Course Description: Students engage in non-paid medical assisting internship within an ambulatory healthcare setting.

Grading Method: Grade Pass/Fail
Scheduling: Fall Spring Summer Alternate Years Variable On Demand
Instructional Type: Lecture Lab Lecture/Lab Internship Seminar
*Class Maximum: (For New Courses Only) All Unlimited faculty members of a program or discipline must sign.

Faculty Name: Cristen Olinger Faculty Signature: [Signature]
Class Max: 25 Date: 4-5-2012

Dean's Name: [Signature]
Dean's Signature: [Signature]
Date: 4-10-12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course: Yes No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs: Yes No

If Yes, Which Program(s): Medical Assisting

Describe What is Changing/Being Added, and the Rationale:
Change course number from MA 102 to MA 2040 also updating prerequisites to MA 2000, MA 2020 from MA 100 and MA 101.

What Impact Will This New Course or Change Have on Other Programs or Areas?

> Attach Common Course Outline to this Form.
Medical Assistant Internship
Common Course Outline

Course Information
Organization South Central College
Developers Cristen Olinger
Development Date 9/29/2011
Revised Date 4/4/2012
Course Number MA 2040
Potential Hours of Instruction 192
Total Credits 4

Description
Students will engage in a non paid medical assisting internship within a ambulatory health care setting. In actual work situations, students will perform administrative and clinical competencies. Administrative competencies may include and are not limited to, clerical functions, performing bookkeeping tasks and scheduling appointments. Clinical competencies may include and are not limited to, specimen collection, diagnostic testing and patient care. Students will participate in mandatory campus meetings where the student will learn job search and interview techniques along with participate in on line test preparation for their National Certification Exam. Prerequisites are MA 2000 and MA 2020.

Types of Instruction

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Prerequisites
MA 2000, MA 2020

Exit Learning Outcomes
Institutional Core Competencies
A. Critical and creative thinking
B. Written and oral communication
C. Ethical reasoning and action

Competencies
1. Explain office policies and protocols for handling appointments.
   Learning Objectives
   a. Demonstrate the knowledge of proper customer service on the telephone.
   b. Explain how to schedule patient appointments.
2. Identify systems for organizing medical records.
   Learning Objectives
   a. Demonstrate the process to file patient records
   b. Describe the process for distributing medical records or medical documents.
3. **Identify procedures for preparing a patient's account**  
   **Learning Objectives**  
   a. Collect payment and initiate receipt  
   b. Assist in the performing of insurance billing procedures  

4. **Demonstrate the procedure in preparing a patient for exams/procedures and or treatments**  
   **Learning Objectives**  
   a. Take vital signs (i.e. height, weight, temp and pulse) of the patient within a specified time period recognized by physicians(s) and the clinical supervisor  
   b. Use reflection, restatement and clarification techniques to obtain a patient history  

5. **Identify time management principles**  
   **Learning Objectives**  
   a. Assist in the operation of the medical office, including processing and distribution of mail and/or transferring medical documents under the supervision of the office staff  
   b. Take the medical history of the patient within 15 minutes or a specified time period noted by the physician and/or clinical supervisor  

6. **Apply critical thinking skills in performing patient assessment and care**  
   **Learning Objectives**  
   a. Demonstrate proper communication techniques in gathering patient information  
   b. Demonstrate use of medical technology for gathering patient information  

7. **Demonstrate proper venipuncture technique**  
   **Learning Objectives**  
   a. Identify proper patient identification through out procedure  
   b. Demonstrate proper aseptic technique  
   c. Demonstrate proper order of draw  

8. **Demonstrate professionalism**  
   **Learning Objectives**  
   a. Communicate with internship supervisor regarding initial schedule and any alterations which would come about  
   b. Dress and personal grooming will adhere to the sites dress code  
   c. Ask questions when unsure or clarification is needed  

9. **Demonstrate the ability to work as a team member within a cooperative work environment**  
   **Learning Objectives**  
   a. Communicate directly with preceptor and co-workers  
   b. Participate in meetings and activities applicable to the position of medical assisting  
   c. Apply feedback received from preceptor, co-workers or provider to altering your method processes suggested  

10. **Apply stress management skills in the ambulatory care setting**  
    **Learning Objectives**  
    a. List signs of stress and recognize them within yourself along with others  
    b. Explain techniques and/or methods which would ease stress in stressful situations  

11. **Comply with all confidentiality guidelines and standards**  
    **Learning Objectives**  
    a. Apply HIPAA rules and regulations in regards to patient privacy and release of patient information
b. Recognize issues of confidentiality within the ambulatory care setting

12. Obtain an accurate blood pressure

Learning Objectives

a. Identify correct instruments in obtaining a blood pressure
b. Recognize an abnormal blood pressure reading and factors which affect blood pressure readings
c. Explain each phase of a blood pressure reading