



# North Central Michigan College

## Master Course Syllabus

### PART 1:

Course Name: Medical Office Procedures II

Course Number: AH 108

Credit Hrs. 3      Lecture Hrs. 2      Lab Hrs. 2      Clinical Hrs. Variable Hrs. 0

Total Hours of Instruction: 4      Total Contact Hours: 70.4  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

#### Course Description:

A continuation of AH 107. This course is designed to provide the theoretical basis and practical application for performing clinical procedures in the medical office/clinic setting. Included are specimen collection and laboratory procedures, diagnostic tests, x-rays, and procedures; introduction to principles of psychology; care of the geriatric and pediatric patient; developmental stages; common diseases and diagnoses; medical emergencies; professionalism; medical ethics; and accreditation of medical assistants. AH 108 must be completed successfully before taking AH 285.

PREREQUISITE: AH 107, AH 180.

CO-REQUISITE:

GENERAL EDUCATION DISTRIBUTION AREA:

#### Course Objectives:

- Discuss general guidelines for lab safety, universal precautions, and asepsis.
- Demonstrate methods for collecting and processing specimens.
- Demonstrate principles of assisting with procedures/treatments/diagnostic tests and demonstrate understanding of documentation requirements.
- Demonstrate understanding of common diseases and how they are diagnosed
- Verbalize understanding of basic principles of psychology and developmental stages
- Demonstrate understanding of how care is modified for pediatric and geriatric patients.
- Discuss how to handle common medical emergencies in an office setting
- Discuss ethical principles and apply to situations that may occur in an office setting
- Demonstrate understanding of professionalism and accreditation/certification.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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### PART 2:

#### **Lumina DQP outcomes and linked course objectives**

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

- Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
  - Course Objective: Discuss general guidelines for lab safety, universal precautions, and asepsis.
  - Course Objective: Demonstrate understanding of common diseases and how they are diagnosed
  - Course Objective: Verbalize understanding of basic principles of psychology and developmental stages
  - Course Objective: Demonstrate understanding of how care is modified for pediatric and geriatric patients.
  - Course Objective: Discuss how to handle common medical emergencies in an office setting
  - Course Objective: Demonstrate understanding of professionalism and accreditation/certification.
  
- Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.
  - Course Objective: Discuss general guidelines for lab safety, universal precautions, and asepsis.
  
- Lumina DQP Outcome 4: Describes how existing knowledge or practice is advanced, tested and revised.
  - Course Objective: Discuss general guidelines for lab safety, universal precautions, and asepsis.
  
- Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.
  - Course Objective: Demonstrate principles of assisting with procedures/treatments/diagnostic tests and demonstrate understanding of documentation requirements.
  - Course Objective: Demonstrate understanding of common diseases and how they are diagnosed
  
- Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
  - Course Objective: Demonstrate methods for collecting and processing specimens.



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- Course Objective: Verbalize understanding of basic principles of psychology and developmental stages
- Course Objective: Demonstrate understanding of how care is modified for pediatric and geriatric patients.
- Course Objective: Discuss how to handle common medical emergencies in an office setting
  
- Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
  - Course Objective: Demonstrate principles of assisting with procedures/treatments/diagnostic tests and demonstrate understanding of documentation requirements.
  
- Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
  - Course Objective: Demonstrate principles of assisting with procedures/treatments/diagnostic tests and demonstrate understanding of documentation requirements.
  - Course Objective: Discuss ethical principles and apply to situations that may occur in an office setting



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**Suggested Methods of Instruction:** Placed in work environment directly tied to student's career; work with a team of professionals

**Suggested Methods of Assessment and Evaluation:** Log book of experiences, summary paper 4 to 6 pages, evaluation form from employer, participation in on-line assignments.

**Adopted Text at Time of Course Adoption/Revision:** NA

**Topics Covered During the Semester:** NA

*Sequence of topics and time allowance are at the discretion of the instructor*

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

Section 1 & Section 2 approved by CRDAP on: 4/8/14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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### **PART 3:**

#### **Use this reference sheet in Part 2 of Master Course Syllabus**

#### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

#### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

#### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

#### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

#### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

#### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

#### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

#### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012