

NORTHEAST TEXAS COMMUNITY COLLEGE

PROCEDURES IN CLINICAL SETTING 1

MDCA 1317 088
Spring 2026

COURSE SYLLABUS

Instructor: April Brannon, CMA (AAMA) AAS
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Credit Hours: 3 hours
Course Start Date: January 19th
Course End Date: May 14th
Last Day to Withdraw: April 16th

Course Description

This course places emphasis on patient assessment, examination, and treatment as directed by physician. Assessments include vital signs, collection and documentation of patient information, asepsis, office clinical procedures, and other treatments as appropriate for ambulatory care settings.

Required Texts

- **Cengage Medical Assisting: Administrative and Clinical Competencies (2023) 9th edition. Blesi, Michelle & Ferrari, Virginia**
- ***Moss: Medical Office Simulation Software 4.0***
- **Microsoft Teams- You have access as NTCC student!**

Course Learning Objectives:

- Identify and comply with OSHA guidelines and standard precautions
- Obtain vital signs
- Collect and document patient information
- Have basic knowledge of asepsis technique and minor surgical procedures
- Basic understanding and performance of electrocardiography
- Understand and perform basic patient assessment

Cognitive Competencies:

I.C.12- Identify basic principles of first aid
III.C.1-Identify major types of infectious agents
III.C.2 a/b/c/d/e/f- Identify the infection cycle, including: the infectious agent, resorvior,susceptible host, means of transmission, portals of entry, and portals of exit
III.C.3 a/b- Identify the following as practiced within an ambulatory care setting: medical asepsis and surgical sepsis

- III.C.4- Identify the methods of controlling the growth of microorganisms
- III.C.5- Identify the principles of standard precautions
- III.C.6- Identify personal protective equipment (PPE)
- III.C.7- Identify the implications for failure to comply with Centers for Disease Control regulations in health care settings
- IV.C.1 a/b/c/d/e/f/g/h- Identify dietary nutrients including: carbohydrates, fat, protein, minerals, electrolytes, vitamins, fiber, and water
- IV.C.2- Identify the function of dietary supplements
- IV.C.3 a/b/c/d/e/f/g/h/i- Identify the special dietary needs for :weight control, diabetes, cardiovascular disease, hypertension, cancer, lactose sensitivity, gluten-free, food allergies, and eating disorders
- IV.C.4- Identify the components of a food label.
- V.C.5- Identify challenges in communication with different age groups.
- V.C.6- Identify techniques for coaching a patient related to specific needs
- V.C.15- Identify the medical assistant's role in telehealth
- XII.C.1- Identify workplace safeguards
- XII.C.2 a/b/c/d- Identify safety techniques that can be used in responding to accidental exposure to: blood,other body fluids, needle sticks, and chemicals
- XII.C.3- Identify fire safety issues in an ambulatory healthcare environment
- XII.C.4- Identify emergency practices for evacuation of a healthcare setting
- XII.C.7 a/b- Identify principles of: body mechanics and ergonomics
- XII.C.8- Identify critical elements of an emergency plan for response to a natural disaster or emergency
- XII.C.9 Identify physical manifestations and emotional behaviors on persons involved in an emergency

Psychomotor Competencies:

- I.P.1 a/b/c/d/e/f/g/h/l – Accurately measure: blood pressure, temperature, pulse, respirations, height, weight, length (infants), head circumference, and oxygen saturation
- I.P.2 Perform patient screening following established protocols.
- I.P.12- Provide up-to-date documentation of provider/professional level CPR
- I.P.13 a/b/c/d/e/f- Perform first aid procedures: bleeding, diabetic coma or insulin shock, stroke, seizures, environmental emergencies, syncope
- III.P.1- Participate in bloodborne pathogen training
- III.P.2- Select appropriate barrier/personal protective equipment (PPE)
- III.P.3- Perform Handwashing
- III.P.10 a/b- Demonstrate proper disposal of biohazard material: sharps and regulated waste
- IV.P.1- Instruct a patient regarding dietary changes related to a patient's special dietary needs
- V.P.2- Correctly use and pronounce medical terminology in health care interactions
- V.P.8- Participate in a telehealth interaction with a patient
- X.P.3- Document patient care accurately in a medical record.
- X.P.4- Complete compliance reporting based on public health statutes.
- X.P.5- Report an illegal activity following the protocol established by the healthcare setting
- XI.P.1 Demonstrate professional responses to ethical issues

XII.P.1 Comply with safety practices

XII.P.2 a/b Demonstrate proper use of: eyewash equipment and fire extinguishers

XII.P.3 use proper body mechanics

XII.P.4- Evaluate an environment to identify unsafe conditions

Affective Competencies:

A.1- Demonstrate critical thinking skills

A.7- Demonstrate tactfulness

A.8- Demonstrate Self-awareness

Course Policies:

Students are expected to attend and participate in all classes. If you are absent, regardless of the cause, you are still responsible for any course work missed. You are allowed three absences from class. On the fourth absence, your course grade will be reduced one letter grade. Class begins promptly at 9:00 am. For every 3 times you are tardy to class, it will be recorded as one absence. Please make sure you arrive on time.

Drop Policy: The last day to drop with a grade of W is **Thursday, April 16,2026.**

Instructional Methods and Tools:

The instructional methods and tools are tied to the course and chapter learning objectives by allowing the student to research, discover, and perform the differing educational exercises in class and within the Sim Chart Learning Platform. This course uses the following tools to aid students in successfully achieving the learning objectives in this course:

1. The MOSS 4.0 Learning Platform will be used for of assignments and procedures related to electronic health records and business practices.
2. Completion of hands-on competencies.
3. Articles, lectures, and powerpoint presentations supplied by the instructor.

Evaluation and Grading Criteria:

Exams will be given throughout the semester and will cover chapter reviews, terminology, and any additional materials given by the instructor during lecture. If there is any alteration in the class calendar, the change will be announced in class. If a student exits the room during an exam, the time will be noted and for every minute the student is out of the room, that number of points will be subtracted from the test score.

In addition, medical assisting students must obtain a passing score on all psychomotor and affective domain objectives (competencies) in the course. CAAHEP accreditation requires 100% of all medical assisting graduates pass 100% of all competencies.

Examinations:

All class examinations are considered to be a major part of the course work upon which a portion of your final grade will be based. If the total average of the Unit exams is below 75%, the student will not qualify to sit for the final examinations. **There are NO make-up exams!** Class exams are listed on the class calendar. If this calendar must be altered, the change in the schedule will be announced in class. If you have a conflict with the date, you must contact me well in advance of the examination. Failure to do so will result in an examination grade of zero. **There is absolutely no make-up exam for the final exam.** You must be in attendance to take the final. If you are not able to take the final exam, a grade of 0 will be given for the exam. A grade of zero will be assigned for any missed unannounced quizzes.

Assignments:

All assignments are due on the specified due date. If you are unable to turn in your assignment on the specified date, you must contact me in advance to make arrangements for submission.

Academic Dishonesty:

Academic dishonesty is considered an act of cheating. Each student has a responsibility to follow the college policies regarding academic dishonesty which are found on page 86 in the Northeast Texas Community College General Catalog. Please see my letter regarding Academic Integrity found on BlackBoard under "START HERE"

Any student in violation of this policy will automatically receive a grade of "0" for that assignment. A second violation will result in suspension from the program.

APA (American Psychological Association) Format: APA is a specific format that is a guideline for every aspect of writing, from determining authorship to constructing a table to avoiding plagiarism and constructing accurate reference citations. This format must be adhered to for all writing assignments to avoid plagiarizing your written material. If you are unfamiliar with APA formatting, I have provided an Internet link on the "START HERE" page for reference.

Grading Scale:

Homework, and Workbook assignments	15%
Procedure Competency	25%
Examinations and Papers	30%
Final Comprehensive Exams	30%

Grading Scale: The grading scale of all evaluation combined will be as the following

90% - 100%	=	A
89% - 80%	=	B
79% - 75%	=	C
Below 75%	=	F

75% is the minimum passing level of achievement. Any student who receives a final score below 75% will not pass the course. In addition, medical assistant students must obtain a passing score on all psychomotor and affective domain objectives (competencies) in the course. CAAHEP accreditation requires 100% of all medical assisting graduates pass 100% of all competencies.

Students must receive a passing grade for the practicum/laboratory component of each course to progress in the program. All students will be required to demonstrate continued competency of ALL clinical skills during the course of the program. Although your procedure grade average maybe 75 or better, if you fail ANY procedure after three attempts you will receive a failing grade for the course and be dismissed from the program. This is in compliance with the CAAHEP Standards which reads in the following statement and may be found on the CAAHEP website.

Medical Assisting students must obtain a passing score on ALL psychomotor and affective domain objectives (competencies) in the course. CAAHEP accreditation requires 100% of all medical assisting graduates pass 100% of all competencies (procedures).

Competency/Performance Test Policy:

Procedure passed on first attempt, maximum score possible = 100 %

Procedure passed on second attempt, maximum score possible = 88 %

Procedure passed on third attempt, maximum score possible = 75 %

ADA Statement

It is the policy of Northeast Texas Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the Northeast Texas Community College Catalog or Student Handbook or you can contact the Coordinator of Special Populations at 903-434-8202, or visit the website:

<http://www.ntcc.edu/index.php?module=Pagesetter&func=viewpub&tid=111&pid=1>

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tobacco Use:

The use of tobacco products including smokeless tobacco, smoking tobacco, and any legal smoking preparation is prohibited in all College buildings, enclosed facilities, inner campus, and College owned vehicles.

Tobacco use is prohibited in:

1. All enclosed buildings and facilities, including but not limited to classrooms, offices, food service areas, lavatories and residence halls
2. All exterior areas in the inner campus and parking lots.
3. All college owned vehicles.

Tobacco use is permitted in:

1. Personal vehicles
2. Designated smoking huts on the west side of campus.

CELL PHONES, PAGERS & OTHER ELECTRONIC DEVICES

Classrooms should be free of all unnecessary distractions from the tasks of learning. Therefore, as a general rule, students should silence all personal electronic devices not being used for coursework prior to entering the classroom. Instructional management is a right and a responsibility of the instructor; therefore, policy regarding the use of electronic devices in the classroom may vary depending upon the nature of the course or the guidelines of the instructor. Upon entering the classroom, all cell phones will be placed in vibrate/silent mode.

CLASSROOM COMPUTERS

The computers in the classroom are for course work only. Checking social media sites and other Internet activity not related to educational work is prohibited. Computers are monitored at the discretion of the instructor. Please make sure that you read the Social Media and Electronic Devices policy found in your MA Program Handbook. **If you are found in violation of this policy, your course grade will be decreased one letter grade for each occurrence.**

Learning Objectives

Lesson 19.1: Infectious Disease Process and Types of Infections

1. Describe the characteristics of pathogenic microorganisms.
2. Do the following related to the chain of infection:
 - Apply the chain of infection process to the healthcare practice.
 - Compare viral and bacterial cell invasion.
 - Differentiate between humoral and cell-mediated immunity.
3. Summarize the impact of the inflammatory response on the body's ability to defend itself against infection.
4. Analyze the differences among acute, chronic, latent, and opportunistic infections.

Lesson 19.2: OSHA Standards, Asepsis, and Sanitization

1. Do the following related to the Occupational Safety and Health Administration (OSHA) standards for the healthcare setting:
 - Specify potentially infectious body fluids.
 - Integrate OSHA's requirement for a site-based exposure control plan into facility management procedures.
 - Explain the major areas included in the OSHA Compliance Guidelines.
 - Discuss protocols for disposal of biologic chemical materials.
 - Remove contaminated gloves while following the principles of Standard Precautions.
 - Summarize the management of post-exposure evaluation and follow-up and participate in bloodborne pathogen training and a mock exposure event.
2. Apply the concepts of medical and surgical asepsis to the healthcare setting.
3. Discuss proper hand washing and demonstrate the proper hand washing technique for medical asepsis.
4. Differentiate among sanitization, disinfection, and sterilization procedures, and select barrier/personal protective equipment while demonstrating the correct procedure for sanitizing contaminated instruments.
5. Discuss the role of the medical assistant in asepsis.

Lesson 20.1: Vital Signs

1. Do the following related to temperature:
 - Cite the average body temperature for various age groups.
 - Describe emotional and physical factors that can cause body temperature to rise and fall.
 - Convert temperature readings between the Fahrenheit and Celsius scales.
 - Obtain and record an accurate patient temperature using three different types of thermometers.
2. Do the following related to pulse:
 - Cite the average pulse rate for various age groups.
 - Describe pulse rate, volume, and rhythm.
 - Locate and record pulse at multiple sites.
3. Do the following related to respiration:
 - Cite the average respiratory rate for various age groups.
 - Demonstrate the best way to obtain an accurate respiratory count.
4. Do the following related to blood pressure:
 - Cite the approximate blood pressure range for various age groups.
 - Specify physiologic factors that affect blood pressure.
 - Differentiate between essential and secondary hypertension.
 - Interpret current hypertension guidelines and treatment.
 - Describe how to determine the correct cuff size for individual patients.
 - Identify the different Korotkoff phases.
 - Accurately measure and document blood pressure.

5. Discuss and perform pulse oximetry.
6. Accurately measure and document height and weight, use the body mass index scale, and convert kilograms to pounds and pounds to kilograms.

Lesson 21.1: Physical Examination

1. Describe the components of the patient's medical history and how to collect the history information.
2. Do the following related to understanding and communicating with patients:
 - Discuss how to successfully understand and communicate with patients and display sensitivity to diverse populations.
 - Demonstrate therapeutic communication feedback techniques to obtain information when gathering a patient history.
 - Obtain and document patient information.
 - Respond to nonverbal communication when interacting with patients.
 - Compare open-ended and close-ended questions.
3. Do the following related to the patient interview:
 - Discuss the patient interview.
 - Identify barriers to communication and their impact on the patient assessment.
 - Detect a patient's use of defense mechanisms and the resultant barriers to therapeutic communication.
 - Demonstrate professional patient interviewing techniques.
4. Discuss the use of therapeutic communication techniques with patients across the life span.
5. Compare and contrast signs and symptoms.
6. Document patient care accurately in the medical record.
7. Do the following related to the physical examination:
 - Outline the medical assistant's role in preparing for the physical examination.
 - Summarize the instruments and equipment the provider typically uses during a physical examination.
8. Identify the principles of body mechanics and demonstrate proper body mechanics.
9. Outline the basic principles of gowning, positioning, and draping a patient for examination; also, describe how to position and drape a patient in different examining positions while remaining mindful of the patient's privacy and comfort.
10. Describe the methods of examination and give an example of each one.
11. Outline the sequence of a routine physical examination. Also, prepare for and assist in the physical examination of a patient, correctly completing each step of the procedure in the proper sequence.

Lesson 22.1: Patient Coaching

1. Describe the medical assistant's role as a coach.
2. List and describe the stages of grief; also, discuss how the health belief model helps to explain what factors influence a person's health beliefs and practices.
3. Describe the three domains of learning.
4. Explain how a medical assistant can adapt coaching to the patient.
5. Describe the teaching-learning process.
6. Discuss how a medical assistant can coach on disease prevention.
7. Describe how a medical assistant can coach on health maintenance and wellness, including different types of self-exams and screenings.
8. Describe how a medical assistant can coach on diagnostic procedures and treatment plans.
9. Describe care coordination and patient navigation, develop a list of community resources, and facilitate referrals.

Lesson 23.1: Nutrition and Health Promotion

10. Describe metabolism.

11. Describe dietary nutrients, including carbohydrates, fiber, protein, fat, minerals and electrolytes, vitamins, and water.
12. Explain current dietary guidelines.
13. Describe how to read a food label.
14. Describe the different types of medically ordered diets.
15. Identify the special dietary needs for weight control, diabetes mellitus, cardiovascular disease, and hypertension.
16. Identify the special dietary needs for those with food allergies, celiac disease, and lactose intolerance.
17. Identify special dietary needs for those with various conditions, including pregnancy and lactation, epilepsy, HIV and AIDS, and cancer.
18. Instruct a patient on dietary changes while demonstrating awareness of others' concerns.