

HOW TO EFFECTIVELY IMPLEMENT THE FLIPPED CLASSROOM CONCEPT INTO
CLINICAL PROCEDURES 2 COURSE FOR MEDICAL ASSISTANT STUDENTS



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HOW TO EFFECTIVELY IMPLEMENT THE FLIPPED CLASSROOM CONCEPT INTO
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Abstract

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Rachel Schuetz

Under the Supervision of Dr. Patricia L. Bromley

The purpose of this project is to research the flipped classroom concept and how to effectively implement it into the design of a course. A review of research on the flipped classroom concept was conducted revealing the best practices and potential pitfalls and the effects on the instructor, student, and organization. Studies report that the flipped classroom concept result in higher academic scores and a student centered learning environment. Additionally, the role of the student and instructor are transformed. Students become more active learners and the instructor role is one of facilitator, collaborator, and learning coach. The data secured through this project will be applied when integrating the flipped classroom concept into a Clinical Procedures 2 course for medical assistant students.

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Chapter One: Introduction

Introduction

The flipped classroom concept is one that is of growing interest in higher education as instructors look for ways to engage students and make learning more meaningful. According to Bergmann and Sams (2013b), the founders of the flipped classroom concept, the basic idea for a flipped classroom is a student completes what would have been done in the class at home and what was assigned as homework is done during the classroom time. Today's adult learners have a vast array of outside classroom responsibilities. Developing a course that enables students to engage in flexible learning opportunities is critical to student success (Caffarella & Daffron, 2013). The interest in developing an effective flipped classroom for the Clinical Procedures 2 course for medical assistant (MA) students is motivated by two main factors. These factors are flexibility for student learning and more time for students to apply what they have learned in the classroom environment. Beyond these factors Bergmann (2012b) reports that the flipped classroom affords the instructor the opportunity to better personalize instruction based on the learner's needs. Personalized instruction has been shown to result in increased test scores (Ash, 2012).

The goal of this seminar paper educational project is to present an objective and broad based literature review on the flipped classroom concept. This review will aid in the development and implementation of the flipped classroom concept into the Clinical Procedures 2 course. The focal points that will be assessed through the literature review are the following areas: (1) flipped classroom concept, (2) benefits and potential risks to the flipped classroom concept, (3) best practices and pitfalls of the flipped classroom, (4) effects of the flipped classroom, (5) Clinical Procedures 2, Medical Assistant course competencies and (6) application

and instructional design of flipped classroom in Clinical Procedures 2. The data obtained in the first four focal points listed above will be the foundation in effectively applying the flipped classroom concepts into the Clinical Procedures 2 course at Madison Area Technical College (MATC).

Purpose of the Study

The purpose of this seminar paper educational project is to provide a review of literature on the flipped classroom concept and develop a plan to effectively implement this concept into the Clinical Procedures 2 course for MA students. This information will be foundational in further developing the flipped classroom curriculum for the Clinical Procedures 2 course for the Fall 2014 semester.

Significance of the Study

This seminar paper educational project on the flipped classroom concept is significantly important from both the student and instructor perspectives. This project will be of interest to instructors who want to apply the flipped classroom concept in order to offer students flexibility and better tailor students' learning.

Statement of the Problem

The problem to be addressed in this educational project is how to effectively implement the flipped classroom concept into the Clinical Procedures 2 course for MA students.

Definition of Terms

Flipped Classroom: A flipped classroom is one where the student completes what would have been done in the class at home and what would have been assigned as homework is now done during the classroom time (Bergmann & Sams, 2012b).

Medical Assistant Students (MA): At Madison Area Technical College (MATC) the Medical Assistant Program is a 2 semester program. In the final semester the students complete a 160

hour practicum experience in a clinical setting. Students graduate with a one-year diploma degree in Medical Assisting. Graduating from MATC's MA program makes students eligible to take the national certification exam through the American Association of Medical Assistants. Passing this national exam gives students a certificate in medical assisting and their title become Certified Medical Assistant (CMA). A CMA works in the ambulatory clinical healthcare setting. Job duties include, but are not limited to, patient intakes, medication administration, EKG, and lab draws (Madison Area Technical College, 2013).

Delimitations of Research

The references used for the review of literature were collected over a period of 70 days using the resources of the Elton S. Karrmann Library at the University of Wisconsin – Platteville and Wiley Online Library. Several search engines provided by EBSCOHOST were used. Internet searches were conducted through Google Scholar. The key search terms were “Flipped Classroom Concept” and “Best Practices in Flipped Classroom.”

Method of Approach

The method used to develop this seminar educational project was a review of literature. The review of literature encompassed both the best practice and pitfalls to be mindful of when implementing the flipped classroom concept. The review of literature also showed the effects of the flipped classroom from the student and instructor perspectives. The findings were summarized and were pivotal in guiding the development of this educational project.

Chapter Two: Review of Related Literature

Introduction

There are many different educational approaches that an instructor can choose to implement into the classroom. The educational approach chosen is based on how to most effectively assist students in learning and applying the content of the course. The flipped classroom concept is an educational approach that affords students an opportunity to practice and apply in the classroom setting the skills and knowledge in a course. Clinical Procedures 2 is a second semester course taught in the Medical Assistant (MA) Program at Madison Area Technical College. The content to be learned in this course is one that requires students to critically apply their knowledge and to transfer it into hands-on skills. To provide MA students more opportunities in the classroom environment to transfer their learning, the flipped classroom concept will be integrated into this course. Chapter Two outlines details on the flipped classroom concept and a plan as to how the flipped classroom concept will be integrated into the Clinical Procedures 2 course.

Flipped Classroom Concept

The overall concept of the flipped classroom is that what was typically done in the classroom is now flipped and done at home, whereas the homework or problems that were typically assigned to be completed at home are now completed during the classroom meeting time (Bergmann and Sams, 2012b). Bergmann and Sams were the first to officially develop the flipped classroom concept in 2007, in their chemistry courses. They recorded their lectures and posted them online for students to view and complete as homework, then in the classroom the students would readily apply what they had learned through engaging activities for deeper level learning (Bull, Ferster, & Kjellstrom, 2012). Although the concept of the flipped classroom is

evolving and is relatively new it does not seem to be an educational gimmick in the educational approach spectrum. In fact, continued interest in the flipped classroom remains strong and ongoing development and research are being conducted (Raths, 2012).

Benefit and Potential Risks of the Flipped Classroom Concept

The two concepts to consider when implementing the flipped classroom are the benefits and potential risks. Some of the noted benefits to the flipped classroom concept are the following: in the classroom students become active learners by offering more opportunities to readily apply what they have learned; the instructor has the opportunity to work one-on-one with students in the classroom setting, answering questions more immediately, thus resulting in more individualized instruction; students can self-pace their learning; and, it affords a good implementation of technology into the classroom setting (Fulton, 2012; Millard, 2012). These benefits allow the student more opportunities to transfer their learning, which provides more meaningful learning experiences. Beyond enhancing learning of the content, the flipped classroom promotes the students' active participation in the classroom with both the instructor and classmates. This collaboration provides the students a chance to further develop effective communication and team building skills. These are skills that are essential to future success for students beyond the classroom environment. Students who have participated in a flipped classroom also find that learning from their peers helps to give different perspectives and ways of learning the content (Berrett, 2012).

Another paradigm shift in the flipped classroom concept besides transforming the role of the student from passive to active learner is the role of the instructor. As Bergmann and Sams illustrate the role of the instructor or trainer “changes from that of a presenter of content to a coach who is developing the talents of her pupils” (2014, p.30). Berrett (2012), citing Wieman

(2012) applies the analogy that the role of the instructor is a “cognitive coach” further stating that, “A good coach figures out what makes a great athlete and what practice helps you achieve that. They motivate the learner to put out intense effort, and they provide expert feedback that’s very timely (p. 40).”

Equally important to looking at the benefits of the flipped classroom concept is carefully evaluating any potential risks. Some of the risks that need to be taken into consideration are outlined next. One risk is students’ initial resistance to the flipped classroom concept, as expectations and format of the flipped classroom differ from the traditional classroom. Another risk or downside is the initial time investment by the instructor to develop the design of the flipped classroom course (Herreid & Schiller, 2013). For example, an initial investment is putting the lectures that were done in class into an online format. Recording and close captioning the videos can be time consuming. Additionally, developing active learning activities for the classroom can be more work at the start for an instructor. A further danger of the self-paced or mastery learning set-up of the flipped classroom is time management. The format can result in a “no pace” where the students are not able to effectively time-manage the flexibility of the flipped course and fall too far behind (Ash, 2012). Finally, even the founders of the flipped classroom, Bergmann and Sams, advise to consider the issues of access to technology and potential lack of support, which can be an issue for both the students and instructor (2012a). Awareness of these potential risks can help the instructor to design a flipped classroom that will avoid or minimize these risks.

Best Practices and Pitfalls of the Flipped Classroom

The flipped classroom concept is not a one-size-fits-all type of a concept and can be applied to a variety of educational disciplines (Raths, 2014). The flipped classroom concept may seem

overwhelming then, since there is no one exact way to design the flipped classroom. However, there are guiding best practices that an instructor can use to help develop a flipped classroom. The first task is to decide how the classroom time will be used to provide the students with an active student-centered learning environment. Second, the instructor must decide what content can be best applied to technology for students to access outside of the classroom setting (Sams & Bergmann, 2014). Bloom's taxonomy of learning is used to help assess the students' level of understanding on required content being taught (Forehand, 2005). Sams and Bergmann (2013) found that through the recorded videos students could view at home skills or content that falls under the lower level of thinking. Then, in the classroom, the active learning activities provided students the opportunities to learn the higher level thinking skills in a supportive and collaborative environment (2013).

An additional tip in designing the best flipped classroom for a course is to start small. Instructors should begin by splitting the course into manageable chunks of content that best fit into the flipped classroom design rather than taking an entire course online (Smith, 2008). It is critical for the instructor to determine the content to apply the flipped classroom concept to, as this is pivotal to the learning environment and the development of the course. Once the content to apply the flipped concept to is determined the instructor has opportunity to implement the best practices of the flipped classroom. The gradual application also affords the instructor and students time to assess what flipped aspects went well and what areas need improvement.

Another best practice tip is to ensure that the instructor clearly outlines what the expectations are and the support that will be available for students in their flipped classroom. For example, the flipped classroom concept in many cases will be a new format for students, so instructing them on how to watch the course videos at home by pausing and taking notes during

the video is essential. Providing students with these tips and guidelines will result in both student success and satisfaction.

There are four final best practice tips for a successful flipped classroom. One is to have a plan in place for those students who do not come to class prepared. For example, what would the instructor do if a student did not watch the video before class as assigned? That instructor could have prepared a place in the classroom where this student can watch the video. The instructor would continue as planned with the active learning activities for the rest of the students who were prepared. This idea supports all and does not penalize those students who were prepared. Second, the instructors should make video or online instruction short and interactive. Keeping videos to a short duration helps students remain interested and engaged in the material being presented. Third, instructors should carefully assess technology needs for both inside and outside the classroom. In order for the flipped classroom concept to work effectively, the instructor needs to find out if any of the students have technology obstacles (e.g. slow speed or dial-up internet, no access to computers, sensory impairments, etc.). Finally, instructors should work collaboratively with other instructors who are also implementing the flipped classroom concept, or access the online resources available for continual support and development (Raths, 2014). One such online resource is a website <http://flippedlearning.org> that was developed for instructors who have implemented or are interested in implementing the flipped classroom concept (Bull, et al, 2012).

As important as it is to look at best practices, it is also critical to assess the pitfalls of the flipped classroom. In many cases the best practices if not implemented effectively could easily become the pitfalls of the flipped classroom. The literature on flipped classrooms reveals three major pitfalls for instructors to be aware of. One pitfall is the barrier to learning with lack of

adequate technology access or support for both students and instructors. Careful and early assessment of the technology needs and support is imperative for the success of the flipped classroom. A second common pitfall is trying to find high quality videos or having the resources to produce quality videos. Finally, general resistance to the flipped classroom concept can be a pitfall and one that has a variety of different sources. The resistance can be from students, administration, or fellow instructors who are skeptical or resistant to the flipped classroom concept (Herreid & Schiller, 2013).

Effects of the Flipped Classroom

The flipped classroom concept is relatively new and research is relatively new and evolving. There are a couple of specific studies that present statistical results pertaining to the flipped classroom concept. A study conducted by Pierce and Fox (2012) focused on students who were completing a renal pharmacotherapy module in a pharmacology course. Results of this study showed students who took this module in the flipped classroom method had better final exam scores than students who took it in the traditional-lecture model. In this study the student's attitude and point of view regarding the flipped classroom design were also assessed. This assessment was done through a ten question survey using a Likert scale. The results showed students preferred the flipped classroom teaching approach to the traditional classroom.

A study reported by Enfield (2013) was done on students in a different discipline from the science course in the previous study. In this study the students were in an undergraduate program taking a course that focused on multimedia content at California State University. This study also evaluated the effectiveness of the flipped classroom concept compared to the traditional-lecture mode of instruction. Similarly, the findings in this study support the flipped classroom concept. Furthermore, this study noted some of the pitfalls of the flipped classroom.

These pitfalls were poor quality videos and access to technology as barriers to learning. This information was used to help redesign the current flipped classroom model. The research reinforced the idea that the flipped classroom provides an opportunity for instructors to tailor the learning environment to better meet the needs of each learner.

Three other interwoven effects of the flipped classroom are effects on the instructor, educational institutions, and the educational system as a whole. The effects on the instructors are the initial increase of workload or hours needed to design the flipped classroom for a course. The long term effect is the increased value of instruction that the instructors are able to offer their students. This results in better learning outcomes for the institution with regards to student retention, success rates, and graduation rates. Ultimately, long-term evaluation on the impact that the flipped classroom approach has on the educational system as a whole will need to be continually assessed.

Clinical Procedures 2, Medical Assistant Course Competencies

The MA Program at MATC follows the Wisconsin State Wide Curriculum established for Wisconsin Technical MA Programs. There are a total of eight course competencies for the Clinical Procedures 2 course. The course competencies are:

1. Apply pharmacology principles to the preparation and administration of non-parenteral medications (i.e. oral, topical)
2. Administer parenteral (excluding IV) medications
3. Instruct patients according to their needs to promote health maintenance and disease prevention
4. Develop a current list of community resources related to patients' healthcare needs
5. Perform electrocardiograms

6. Perform pulmonary function testing
7. Identify the medical assistant's role in patient emergency situations
8. Identify the medical assistant's role in emergency preparedness

A detailed description of the course competencies is included in Appendix A. These eight course competencies translate into safe patient care. Therefore, it is essential that each student successfully complete each of the course competencies. The previous design of the course was a blend of traditional and hybrid format for the lecture portion of the course and a hands-on lab portion. In this format the student only had the opportunity for direct hands-on application of the knowledge in the lab portion of the course. With the advancement of technology, and to better meet the learning needs of the MA students an integration of the flipped classroom concept will be implemented for this course.

Application and Instructional Design of Flipped Classroom in Clinical Procedures 2

To effectively implement the flipped classroom concept into the Clinical Procedures 2 course the instructor must assess a multitude of factors. The top four elements that the instructor must evaluate are listed next. First, the instructor must assess what content would best be applied through the flipped classroom concept. Second, the instructor must decide how to best implement and apply the flipped classroom concept into the content. The third element is ensuring that the various learning activities are aligned with course outcomes and course competencies. Finally, the fourth element is to assess what resources are needed from the instructor, student, and institution in implementing the flipped classroom concept into the course. All of these elements are equally important and just as the interactive model for program planning allows for the planner to decide on the starting point, so to these elements are not

sequential but interactive which requires continual assessment and openness to revisions (Caffarella & Daffron, 2013).

The direct application of the top four elements discussed previously are used to develop the framework for the integration of the flipped classroom concept into Clinical Procedures 2 for the Fall 2014 semester. The eight course competencies are the compass that guides the content to be covered in the course. Pairing the eight course competencies with the chapters in the Booth text and Bloom's Taxonomy of the skills required helps to determine what content to integrate into the flipped classroom concept. For example, content that requires more fine motor skills and for the student to readily apply what they learn, lends itself well to the flipped classroom concept. Offering students more opportunities in the classroom setting to complete hand-on learning activities will make for more meaningful learning via direct application of their learning, compared to the traditional teaching approach previously used. Next, the course syllabus outlines for students what the flipped classroom format will entail for the Clinical Procedures 2 course. Students will need direct instruction regarding the flipped concept. The syllabus should clearly explain the integrated flipped classroom format and how it works for the course.. Appendix B is the course syllabus. Additionally, technological requirements of the course such as McGraw-Hill Connect and Blackboard are laid out in the syllabus to support the flipped approach for this course. Madison Area Technical College has many technology resources to aid both the students and the instructor. It is vitally important that the instructor continually assess the student's needs and address any learning barriers. Moreover, MATC has a faculty development program called the Center for Excellence in Teaching and Learning where instructors can learn about new technology to use in the flipped classroom.

To help guide the instructor in successfully implementing the flipped classroom concept a flipped lesson plan for each week needs to be designed. The best practices for the flipped classroom concept are applied in the development of the flipped lesson plan. An example of one of the flipped lesson plans is found in Appendix C. Finally, all of this information is used to design the learning guides. The learning guides for this course display a week at a time and denote the content to be covered, including what content is flipped. The learning guides are just that, they are to guide the student in successfully completing and learning the content for that given week. For example, students will preview a video or complete computerized interactive assignment before class. The flipped classroom time will be set up with various active learning activities for students to apply and transfer their learning. A sample learning guide can be found in Appendix D. All of these components will support the successful and effective implementation of the flipped classroom concept into the Clinical Procedures 2 course for MA students.

Summary

Part 1: Flipped Classroom Concepts. The flipped classroom concept is a teaching approach that is getting more and more attention for a variety of reasons. Many instructors who implement the flipped classroom concept show positive gains in students' academic scores and overall positive feedback from the students and their families (Enfield, 2013). The flipped classroom approach also aids in developing a more student-centered learning environment both in and out of the classroom (Millard, 2012). In the flipped classroom model the lecture time is designed so that students have more opportunity through a variety of different learning activities to apply the content they are learning. This affords students a higher level of mastery of the content they are learning. Beside these great benefits to the learning environment the flipped

course design also helps the instructor to better assess the students' comprehension of the content being taught. At home students are able to review traditional lecture material as many times as they need to, to better grasp the content (Fulton, 2012). Finally, as Bergmann and Sams point out in their research, there are multitudes of ways an instructor can tailor the implementation of the flipped classroom concept (2014). Through careful design and continual redesign the instructor of a flipped classroom will ensure that the learning environment remains student-centered.

Instructors who decide to implement the flipped classroom need to be mindful of the potential pitfalls. Technology access and quality are issues that can plague the flipped classroom environment and can be both a source of frustration and a barrier to a student's learning. In some cases, resistance to the flipped classroom, by instructors and students, has negatively impacted the flipped classroom (Herreid & Schiller, 2013). Early intervention to address all three pitfalls can help to minimize the negative effects on the flipped classroom. Kirch (2013) designed a blog in an attempt to better assess the impacts of the flipped classroom from the student perspective. Kirch has students reflect on their experience in a flipped classroom. This blog provides feedback for Kirch which then can be applied to make changes, devise improvements, or keep things the same. This example of securing student feedback is an important reminder of the need for continual assessment of the realities and perceptions of students.

Part 2: Applying the Flipped Classroom Concepts to Clinical Procedures 2. To effectively implement the flipped classroom concept into the Clinical Procedures 2 course it is essential to reflect and apply the best practices. Additionally, the top four elements discussed will guide the implementation of the flipped classroom concept. Bergmann and Sams (2012b) point out that the flipped classroom is not an all-or-nothing approach. It is recommended to start small and gradually integrate the flipped classroom concept into a course. Quality of instruction is

more important than maximizing the amount of flipped content. With this in mind the Clinical Procedures 2 course is designed with in integration of the flipped classroom concept into a hybrid format.

Chapter Three: Conclusions and Recommendations

In closing, this paper is a review of the flipped classroom concept and how to effectively implement it into a course. Many aspects and perspectives of the flipped classroom were examined. This afforded the foundational information needed to further design a course with integrating the flipped classroom concept.

The formal literature on the flipped classroom concept leads to several conclusions. One is that the flipped classroom concept offers a more engaging and student-centered learning environment (Millard, 2012). One reason for this is that the students are switching from being a passive learner, as in the traditional lecture classroom, to being an active learner in the flipped classroom (Pierce & Fox, 2012). In doing this the focus of the flipped classroom transfers from the instructor being the center of attention in the classroom to the students (Bergmann & Sams, 2012b). Careful assessment of the multitude of contextual factors that influence adult learning is essential for all teaching approaches and in the flipped classroom technology tends to be a leading factor (Caffarella & Daffron, 2013). Furthermore, it is important for the instructor to critically analyze the course content and competencies and to discern where to best apply the flipped classroom concept. In complement to this is for the instructor to collaborate and guide the students through the flipped classroom concept. Finally, continual assessment of the flipped classroom concept in a course is pivotal to the success of this teaching approach and ultimately success for a learner (Enfield, 2013).

The flipped classroom approach will positively influence the learning of the content in the Clinical Procedures 2 course at MATC. It offers the students more opportunities in the classroom to practice skills, such as parenteral medication administration and to better prepare students for the practicum experience and their careers as future CMAs.

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APPENDIX A



Madison College

31509306 Medical Asst Clin Procedures 2

Outline of Instruction

Course Information

Description Prepares medical assistant students to perform patient care skills in the medical office setting. Students perform clinical procedures including administering medications, performing an electrocardiogram, assisting with respiratory testing, educating patients/community, assisting with emergency preparedness in an ambulatory care setting.

Total Credits 3.00

Target Population

Individuals who are preparing for careers as medical assistants.

Pre/Corequisites

Prerequisite Human Body in Health & Disease

Prerequisite Medical Asst Clin Procedures 1

Prerequisite Medical Asst Lab Procedures 1

Corequisite Medical Asst Lab Procedures 2

Prerequisite Medical Terminology

Pre/Corequisite Pharmacology for Allied Health
ite

Core Abilities

- 1 Communication
- 2 Science and Technology

Program Outcomes

- 1 Provide patient care in accordance with regulations, policies, laws, and patient rights
- 2 Demonstrate professionalism in a healthcare setting
- 3 Demonstrate safety and emergency practices in a healthcare setting

External Standards

Title Core Curriculum for Medical Assistants (MAERB)

Sponsoring Organization Medical Assisting Education Review Board (MAERB)

Target Standards

I.P.4. Perform pulmonary function testing

I.P.5. Perform electrocardiography

I.P.6. Perform patient screening using established protocols

I.P.7. Select proper sites for administering parenteral medication

I.P.eight. Administer oral medications

I.P.9. Administer parenteral (excluding IV) medications

I.A.1. Apply critical thinking skills in performing patient assessment and care

I.A.2. Use language/verbal skills that enable patients understanding

II.P.1. Prepare proper dosages of medication for administration

II.A.1. Verify ordered doses/dosages prior to administration

IV.C.7. Identify resources and adaptations that are required based on individual needs, i.e., culture and environment, developmental life stage, language, and physical threats to communication

IV.C.14. Recognize the role of patient advocacy in the practice of medical assisting

IV.P.5. Instruct patients according to their needs to promote health maintenance and disease prevention

IV.P.8. Document patient care

IV.P.9. Document patient education

IV.P.12. Develop and maintain a current list of community resources related to patients healthcare needs

IV.P.13. Advocate on behalf of patients

IV.A.2. Apply active listening skills

IV.A.5. Demonstrate sensitivity appropriate to the message being delivered

IV.A.7. Demonstrate recognition of the patient s level of understanding in communications

IX.P.7. Document accurately in the patient record

XI.C.5. State principles and steps of professional/provider CPR

XI.C.6. Describe basic principles of first aid

XI.C.7. Describe fundamental principles for evacuation of a healthcare setting

XI.C.11. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency

XI.C.12. Identify emergency preparedness plans in your community

XI.C.13. Discuss potential role(s) of the medical assistant in emergency preparedness

XI.P.3. Develop a personal (patient and employee) safety plan.

XI.P.5. Demonstrate proper use of the following equipment:

XI.P.5c. Sharps disposal containers

XI.P.6. Participate in a mock environmental exposure event with documentation of steps taken.

XI.P.7. Explain an evacuation plan for a physician's office

XI.P.12. Maintain a current list of community resources for emergency preparedness

XI.A.1. Recognize the effects of stress on all persons involved in emergency situations

XI.A.2. Demonstrate self awareness in responding to emergency situations

Course Competencies

1 Apply pharmacology principles to the preparation and administration of non-parenteral medications (i.e. oral, topical)

Assessment Strategies

in a performance demonstration

in a written exam

Criteria

Your performance will be successful when:

you utilize appropriate equipment

you verify ordered doses/dosages prior to administration

you prepare proper dosages of medication for administration

you administer oral medications

you apply critical thinking skills in performing patient assessment and care

you use language/verbal skills that enable patients' understanding

you document patient care accurately in patient record (e.g. medication and immunization records)

you document patient education

Learning Objectives

Classify drugs according to action, preparation, and forms

Identify factors affecting drug action

Compare drug names according to chemical, generic, and brand or trade

Use drug references

Follow guidelines for preparing and administering medications

Explain routes of administration of medications

Use metric and apothecary drug measurement systems

Prepare oral preparations

Prepare parenteral preparations

Explain procedures for giving immunizations

2 Administer parenteral (excluding IV) medications

Assessment Strategies

in a performance demonstration

in a written exam

Criteria

Your performance will be successful when:

you utilize appropriate equipment

you verify ordered doses/dosages prior to administration

you prepare proper dosages of medication for administration

you select proper sites for administering parenteral medications

you administer subcutaneous injections

you administer intradermal injections

you administer intramuscular injections
you measure simulated induration after TB skin testing
you apply critical thinking skills in performing patient assessment and care
you use language/verbal skills that enable patients' understanding
you document patient care accurately in patient record (e.g. medication and immunization records)
you document patient education
you demonstrate proper use of the following equipment: sharps disposal containers

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

Assessment Strategies

in a performance demonstration
in a written exam

Criteria

Your performance will be successful when:

you identify resources and adaptations that are required based on individual needs, i.e. culture and environment, developmental life stages, language, and physical threats to communication
you apply active listening skills
you assess the patient needs
you plan the patient teaching
you implement the patient teaching
you validate the patient teaching
you demonstrate sensitivity appropriate to the message being delivered
you demonstrate recognition of the patient's level of understanding in communications
you document patient care accurately in patient record
you document patient education

4 Develop a current list of community resources related to patients' healthcare needs

Assessment Strategies

by identifying and documenting community resources

Criteria

Your performance will be successful when:

resource documentation includes a variety of service agencies
resources includes contact information
resource documentation includes methods of making referrals to resources
you recognize the role of patient advocacy in the practice of medical assisting
you advocate on behalf of patients

5 Perform electrocardiograms

Assessment Strategies

in a performance demonstration
in a written exam

Criteria

Your performance will be successful when:

you describe anatomy and physiology of the heart
you describe the equipment and supplies used for electrocardiography
you perform procedure according to established procedure checklist
you employ methods to correct artifacts
you identify an abnormal electrocardiogram and take appropriate action
you describe the procedure for applying a Holter monitor
you cite patient guidelines to follow when wearing a Holter monitor

you use language/verbal skills that enable patients understanding
you document patient care accurately in patient record

6 Perform pulmonary function testing

Assessment Strategies

in a performance demonstration
in a written exam

Criteria

Your performance will be successful when:

you describe the equipment and supplies used for respiratory testing
you differentiate among pulmonary function tests including Spirometry, Pulse Oximetry, and Peak Flow
you perform procedures according to established procedure checklist
you cite patient guidelines for obtaining test results when performing spirometry
you use language/verbal skills that enable patients understanding
you document patient care accurately in patient record

7 Identify the medical assistant's role in patient emergency situations

Assessment Strategies

in oral or written response

Criteria

Your performance will be successful when:

you perform patient screening using established protocols
you apply active listening skills
you demonstrate sensitivity appropriate to the message being delivered
you apply critical thinking skills in performing patient assessment and care
you describe basic principles of first aid
you state principles and steps of professional/provider CPR
you describe equipment found in a typical crash cart
you use language/verbal skills that enable patients understanding
you document patient care accurately in patient record
you document patient education

8 Identify the medical assistant's role in emergency preparedness

Assessment Strategies

through an oral or written response

Criteria

Your performance will be successful when:

you discuss critical elements of an emergency plan for response to a natural disaster or other emergency
you develop a personal (patient and employee) safety plan
you identify emergency preparedness plans in your community
you discuss potential role(s) of the medical assistant in emergency preparedness
you maintain a current list of community resources for emergency preparedness
you demonstrate self awareness in responding to emergency situations
you recognize the effects of stress on all persons involved in emergency situations

APPENDIX B

Med Assist Clinical Procedures 2 – Course Syllabus

Instructor:	Rachel Schuetz
Office:	212
Telephone:	(O): 608-243-0000; (C): 608-345-8888
Email:	RSchuetz@madisoncollege.edu
Office Hours:	By appointment. I am very happy to meet with you at a time that works for both you and me. Please call me to schedule an appointment that would work best.



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Course Information

Catalog #:	31509306
Class #:	33676 and 33674
Dates:	September 2, 2014 – November 13, 2014
Course Description:	Prepares medical assistant students to perform patient care skills in the medical office setting. Students perform clinical procedures including administering medications, performing an electrocardiogram, assisting with respiratory testing, educating patients/community, assisting with emergency preparedness in an ambulatory care setting.
Credits:	3
Course Format:	Integrated flipped classroom in a hybrid format
Class Schedule:	Lecture for all T/TH 9:30A to 11:20A; Lab either Tuesday or Thursday 12:30P to 3:20P
Location:	Truax Campus – Health Building – Lecture & Lab in Classroom 272
Pre-requisites:	All first semester courses. Co-requisite: Medical Assistant Laboratory Procedures 2, 31509305, and Medical Assistant Practicum, 31509310. Must be accepted into the Medical Assistant program.
Textbook:	Booth, Whicker, Wyman; Medical Assisting, Administrative and Clinical Procedures, Including Anatomy and Physiology, fifth edition, McGraw-Hill, 2014, ISBN: 9780073402321 (Special Addition for Madison College). Please note includes workbook.
	Online Connect Registration is: https://connect.mheducation.com/class/r-schuetz-fall-2014
Supplies:	Lab uniform, watch with second hand, stethoscope
Competencies:	<ol style="list-style-type: none">1.) Apply pharmacology principles to the preparation and administration of non-parenteral medications (i.e. oral, topical).2.) Administer parenteral (excluding IV) medications.3.) Instruct patients according to their needs to promote health maintenance and disease prevention.4.) Develop a current list of community resources related to patients' healthcare needs.5.) Perform electrocardiograms6.) Perform pulmonary function testing

- 7.) Identify the medical assistant's role in patient emergency situations
- 8.) Identify the medical assistant's role in emergency preparedness

In preparation for the world of work, the Medical Assisting student will

- 9.) always appear clean, well-groomed, and in appropriate professional attire
- 10.) always contribute to classroom exchange
- 11.) always arrive for class on time, developing good work habits
- 12.) choose involvement in the local chapter of AAMA
- 13.) always exhibit proper medical ethics
- 14.) usually choose to evaluate or help evaluate performances in the classroom
- 15.) usually take the initiative to get tasks completed
- 16.) always offer assistance to other members of the work team

Program Outcomes

- 1.) Perform medical office administrative functions
- 2.) Provide patient care in accordance with regulations, policies, laws and patient rights
- 3.) Perform medical laboratory procedures
- 4.) Demonstrate professionalism in a healthcare setting
- 5.) Demonstrate safety and emergency practices in a healthcare setting

Core Abilities

Core Abilities are skills that employers deem critical to tomorrow's workforce. They are transferable skills that go beyond the context of a specific course and are essential, regardless of an individual's occupational or life role.

MADISON COLLEGE CORE ABILITIES are eight key life and success skills that contribute to the development of students as life-long learners on the job, at home, and in the community. The Core Abilities are skills and abilities taught and assessed in classes, labs, and field experiences at Madison College.

In addition to specific job-related training, Madison College has identified core abilities that are transferable and go beyond the context of a specific course. For more information on Core Abilities, please visit <http://madisoncollege.edu/core-abilities>.

This class addresses the following core abilities: Communication, Science and Technology

Responsibilities and Policies

Student Responsibilities: Students are expected to be familiar with Madison College policies and procedures. Many of the important policies and procedures are on the Madison College website, located at <http://madisoncollege.edu/student-rights-responsibilities>

Students are also responsible for reading and understanding the Medical Assistant Program Policy Manual, signing and handing in the policy manual form.

Academic Integrity: Plagiarism, cheating and collusion are prohibited at Madison College. Plagiarism is defined as passing of another person's work as your own. Students who fail to observe these standards are subject to disciplinary action. Madison College has a strong published policy on Academic Misconduct. Please refer to

this page on the Madison College Website to review all Academic Integrity and Misconduct policies located at <http://madisoncollege.edu/academic-integrity>

Withdrawal Policy: If a situation arises that prevents successful completion of this course, please note that it is each student's responsibility to formally withdraw from this course.

Attendance, Performance and Professional Behavior: punctuality, teamwork, attitude, quality of work. Attendance is expected, since that is the best way to assure learning. Attendance will be taken at each class session. You will be noted as present only if you **attend the entire class period** and **participate** in class activities, in this way attendance directly relates to professionalism. Attendance does count towards your grade. Continuous tardiness for class or absences exceeding Madison College policy will be dealt with on an individual basis and may result in a drop in grades or being dropped from the class. Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize your grades or even your ability to continue in this course. If you are absent from class for any reason you are responsible for all missed work and for contacting the instructor promptly. Attendance is mandatory except for excused absences to be determined by faculty. If an excused absence occurs during a test or quiz the test or quiz will have to be made up on a date mutually agreed by instructor and student, but no later than one week after the absence. If an excused absence occurs on any other day it is up to the student to make up the material on his or her time.

Employers today are looking for individuals with a solid work ethic. Professionals are punctual. Tardiness is not only unprofessional but it is disruptive to the class. Continual unexcused tardiness will have a negative impact on your grade and may affect the ability for you to continue in this course.

Professionalism is defined as “the conduct, aims, or qualities that characterize or mark a profession or a professional person.” It is something that each individual displays daily. Therefore, your professionalism will be evaluated weekly to prepare you for employment, and you will receive or lose points based on how your behavior appears to the instructor.

Professional behavior in the classroom is a model for professional behavior in the workplace. To demonstrate competency in the professional component, you must **attend** class regularly and **participate** in class activities. Assigned homework and quizzes must be **completed on time** or during the regularly scheduled class time. **Come to class prepared** to cover the assigned material.

In addition to the positive element of professionalism stated above, some behaviors can be listed as unprofessional behaviors in a classroom setting. These unprofessional behaviors either disrupt the concentration of other students or become a barrier to your success in the classroom. For example, when you arrive after class has started, pack up your things before class is dismissed, received cell phone calls, or excessively talk and converse with another student; you are disturbing the rest of the class. When you sleep during class or do other homework; you are creating a barrier to your own success. Because your education at Madison College prepares you to enter your chosen profession, unprofessional behavior are discourage in the classroom.

Points of Emphasis

- A. If there is an emergency or illness, you must notify me *in advance* of the class you are missing by calling me at my cell number (608) 345-8888. Just as you would have to notify your employer before the start of the work day if you were going to be absent for that day.
- B. When absent, is it **your responsibility** to get any notes, handouts, or instructions for future assignments that you missed. You can get them from another student or from the instructor.
- C. If you miss a video or slide presentation, you will have to view it at another time outside of class. It is your responsibility to make the arrangements to view the material. Videos may not be taken home.
- D. If work is allowed to be made up (see below) all of this missed work must be made up within **one week** unless arranged differently with the instructor. Please note that technology issues are not an excuse for being late or missing an assignment, quiz, or exam.

Class Participation: It is extremely important to generate and participate in class discussion. The understanding and application of concept is best reinforced by "lessons learned" of others. You should strive to participate in classroom/lab and on Blackboard. Participation is using several tools (i.e. punctuality, attendance, self-evaluations of relevant participation to overall course topics studied).

Student Email Madison College offers a student [e-mail account](http://madisoncollege.edu/email) for all students. (Student e-mail can be accessed at: <http://madisoncollege.edu/email>) You are responsible for monitoring your student e-mail account. You must use your Madison College student email address when you wish to communicate via email about the course. Your Madison College student email is linked into your blackboard access. You can get to the inbox of your student email by choosing the link from the main webpage for Madison College, located just beneath the blackboard link. If you send an email from blackboard, expect to find my reply in your Madison College student inbox.

Use of Electronic Devices: Include a statement on use of cell phones or other electronic devices here.

Other Policies: This may be unique requirements such as uniform or dress, safety requirements, etc.

Technical Assistance: Technology resources are available for students. See the college [website](#) for details.

Disability Act Statement: Madison College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Disability Resources Services at (608) 246-6716, room D1618 at Truax, or email drs@madisoncollege.edu.

If you have an accommodation card from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations. It is best to request accommodations at the beginning or before class so there is ample time to make the accommodations.

Class Cancellation: Besides local radio stations and the Madison College website, students can call the hotline to inquire about weather related school closings: (608) 246-6606.

Guidelines for Success

- Get organized and submit assignments on time.
- Develop coping mechanisms for stress.
- Remember your manners.
- Respect different opinions and ideas.

- Accept personal responsibility for your success.
- Exhibit team work and cooperation with your classmates.
- Resolve interpersonal conflicts effectively and in an adult manner.
- Actively Listen.
- Accept constructive criticism with a professional attitude and take orders when necessary.
- Exhibit academic honesty and integrity when completing assignments, quizzes and exams.
- Effectively cope with change in the classroom by exhibiting flexibility.
- Language reflects your education and values. Pay attention to verbal and non-verbal communications.

Learner Responsibilities: As a student in this class, I expect you to:

- take responsibility for your own learning.
- be prepared for class and be an enthusiastic participant during class
- treat others with tolerance and respect
- act responsibly and reliably in group work
- set high standards for your work

Instructor Responsibilities: As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to inquiries, be it via e-mail, through online discussions, voicemail or in person within 24-4eight business hours. Please feel free to contact me with questions or concerns. You are welcome to contact me at any time at office: (608) 246-0000 or on my cell: 608-345-8888, if I am not available to answer, please leave a message and I will get back to you. You may also e-mail me at RSchuetz@madisoncollege.edu and I will get back as soon as possible.

Blackboard: Blackboard is the online class management system used at Madison College. A Blackboard course site will accessible for this class. Access it through the [Blackboard Site](#). Each student is assigned a Blackboard user name and password. The online Blackboard system is used as a supplement to our class. You can access the Blackboard site from any computer that has a connection to the internet. If you do not have internet access or a computer in your home, you can use the Madison College’s computer labs, the Madison College library, or most public libraries near your home.

Blackboard Student Support information: Visit the college support [page](#).

Computer difficulties are not a long-term excuse for non-participation. If you experience problems with your computer, call the computer help desk at (608) 243-4444 or toll-free at (866) 277-4445.

Blackboard Outages: Madison College does its best to keep Blackboard up and running. However, despite our best efforts, our virtual classroom may go down unexpectedly. If you cannot access our classroom, contact the [student help desk](#).

Other Resources

[Tutoring Services](#)

[Counseling Services](#)

[Career Resources](#)

[Student Writing Center](#)

The Learning Center: The Learning Center is located in the Truax library and offers one-on-one assistance.

Course Format - Details

Flipped Classroom: This course is set up as an integrated flipped classroom in a hybrid format. It is important that students understand how the flipped concept will be implemented into this course.

- First, a flipped classroom is designed so that students will complete what was typically done in lecture at home before the lecture (such as viewing video and reviewing power points, etc.).
- The in-class lecture time will then be utilized for group, project, hands-on- learning activities, and application assignments.
- This class is not a completely flipped classroom but rather flipped based on concept and content that lend itself best to this educational approach.
- **Learning Guides:** This course is set up into weekly Learning Guides which gives students a glance at topics, content, assessments, flipped learning activities, and other learning activities that are assigned.
- Please note: If a student has not completed the assigned flipped activities before the lecture the student will be required to complete these in the classroom on their own at the beginning of class and then will be able to participate in the learning activities schedule for that in-class lecture time.

Classroom/Blackboard/Connect/Learning Guides/Lab

Classroom and Lab: In order for all members of the class to have a positive learning experience, we must as a group, show respect, tolerance, and patients for each other.

In the Madison College catalog and Student Handbook, student rights and responsibilities are listed. These rights and responsibilities are in effect in my classroom and address a variety of issues that include: disruptive, abusive, harassing and/or threatening behavior, etc. Please refer to the handbook for further discussion of these very important rights and responsibilities.

Blackboard and Connect are the two main online learning resources that will be used for this course. Student must. have online access to both. Additional online resources maybe assigned but more infrequently (YouTube, TEDs videos etc.)

Learning Guides: Each learning guide is designed with 5 different areas that are detailed for each week. The 5 different areas are: (1) Learning Goals and Outcomes, (2) Flipped Learning Assignments and Resources – which are to be completed **prior** to the start of class that week, (3) Lecture Learning Activities – which are completed in class, (4) Self-assessment, and (5) Lesson Evaluation – which are the graded assignments. The learning guides will also be assessable through the course’s blackboard site located under “Learning Guides” folder. A hard copy of the learning guides will also be provided to each student. For Clinical Procedures 2 the Learning Guides will be copied on yellow paper.

Lab

Attendance: Attendance is especially important for lab. Lab provides the “hands on” opportunity to practice what is being taught in the lecture portion of this course and the skills learned continue to build on each other and missing just one lab puts the student at a disadvantage for achieving competence in the various skills taught. Therefore the following policy will be implemented for missed labs:

- Attendance at the afternoon lab practical sessions in room 272 is **mandatory**. Regardless of the reason for missing the first session, you will only be eligible for 80% of the available points, and will need to complete a written research assignment. **AT MOST YOU MAY ONLY MISS ONE LAB CLASS.**

Missing 2 or more Clinical 2 Lab sessions will result in the need to repeat the course next semester (as space permits).

Duties: **No one goes home until the end of the scheduled class.** If you have finished your tasks and the assignment for the day, help your classmates to get their work done or work on homework. This is part of being a "team player". Part of your evaluations will be based on your ability to play on the team and you will lose points for leaving early.

Skills: Choose a **different patient** every week. Perform and record vital signs on a "patient intake sheet", converting to metric the height, weight, and temperature. Where math is required, show your work and check it with a calculator before turning it in. The purpose of this is to build speed as the semester progresses. Apply correct charting principles from last semester.

Policies: Follow the Madison College – Medical Assistant dress code during laboratory/clinical classes. Each week we will evaluate professional attire. Food and drink are not permitted in the laboratory area when a class is in sessions

Assessment: Each week students will reflect on their progress in lab both in their ability to complete skills and in areas for continual growth and development. See calendar segment for due dates for assessments.

Grading Policy

Make ups:

- **Lab:** See the above information regarding lab.
- **Quizzes:** The written quizzes may only be taken one time. In rare circumstances, a missed quiz may be made up, however, please note no more than one quiz in a semester. **To be eligible to make up a quiz, you must notify the instructor in advance of the class that you will be unable to take the quiz as scheduled.** The missed quiz must be made up within one week from when it was given. Failure to follow this policy will result in a 0 for that quiz. **It is your responsibility to make those arrangements.** The instructor will not contact you. Surprise quizzes may not be made up.
- **Assignments:** Assignments (Learn Smart, Workbooks, Projects and other written assignments) are given so that you will have ample opportunity to complete them by the due date. Therefore, no make up for assignments. Please note if Booth/Connect - Learn Smarts are assigned the student must obtain an eight0% on the Learn Smart assignment to be eligible for the points assessed to the Learn Smart.
- **Final Exam:** Please note there will be no make-up accommodations for the final exam.

Overall final Grade:

All students are assessed in cognitive, psychomotor, and affective domains.

All assignments relating to competency must be completed at a passing grade. Any assignment that receives a failing grade initially must be resubmitted until a passing grade is achieved.

For the assignments relating to a competency students not passing each and every skill and/or final skill demonstration, will fail the class.

CAAHEP accreditation requires 100% of all medical assistant graduates to pass 100% of all competencies. Passing the Medical Assistant Clinical Procedures 2 class will indicate the student has successfully met the CAAHEP competencies specified in this course.

The final grade will be based on performance in the following areas:

Assignments	Percentage to overall grade
1.) Booth –Connect Interactive..video..other assignments / Learn Smart Assignments / Workbook Assignments when required/ Pre-flipped lecture assignments & quizzes	5%
2.) Project, Flipped Projects, and Other written assignments	10%
3.) In Class Quizzes	45%
4.) All Lab work/course competency: Successful completion of all checklists, participation, attendance, lab quizzes	15%
5.) Weekly Journals, Professionalism & Attendance (See these sections in the syllabus for details)	5%
6.) Final Exam	20%

For both the **lab and lecture** portion of this course you must earn a 77% at minimum to pass this course.

The minimum passing grade for an exam, project, or quiz is 69%. However, it is expected that your average be maintained at 77% or above. It is your responsibility to contact the instructor if your average falls below 77%.

If you score a D or F (below 77%) on for your final grade in this course you will have to repeat the course. There is no guarantee that you will be able to get in the class right away again because there may be a waiting list.

A final grade of “C” or better is required for all courses, as well as a 2.0 cumulative grade point to be considered for graduation.

The following statement applies to Clinical Procedures 2 course, as it is a clinical course: A student receiving less than a “C” for a clinical course may repeat that course one time only, students are not allowed to enroll in a clinical course more than two times.

Grading Scale (by percent)

Letter Grade	% Attained
A	93-100
B	85-92
C	77-84
D	69-76
F	0-68

Syllabus Changes: As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues.

Course Calendar

Include a chronological list by date of assignments, assessments, and other activities required for successful completion of this class. **Course Calendar Changes:** As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues.

Week	Topic or Competency	Lab
Week 1	<ol style="list-style-type: none"> 1. Intro into Course 2. Intro into Flip Concept with Patient Teaching and Medication Administration 3. Flip Prep 	Practice Oral Medication Check off and Begin drawing from vial with needle
Week 2	<ol style="list-style-type: none"> 1. Community Resource 2. Pharmacology, Patient Care and Role of the MA 3. Start into Non-Parenteral and Parenteral Medication Administration 	Practice Oral Medication Check off and Parenteral Medication Administration Practice
Week 3	<ol style="list-style-type: none"> 1. Basics of Patient and Medication Administration Safety 2. Parenteral Medication Administration 	Oral Medication Administration Check off/Practice IM and SubQ Check off
Week 4	<ol style="list-style-type: none"> 1. Finish up on Medication Administration Start into the below topics 2. Basic Safety and Infection Control MA Role 3. CDC 4. Immunizations 	Immunizations and Practice IM & SubQ check off
Week 5	<ol style="list-style-type: none"> 1. CDC 2. Pediatrics 3. Immunizations Active vs. Passive Immunity 	Immunizations and Practice IM & SubQ check off and start into ID injections
Week 6	<ol style="list-style-type: none"> 1. Respiratory 2. Patient testing and MA Role 	IM & SubQ Check off, PFT, and Practice ID injections & check off.
Week 7	<ol style="list-style-type: none"> 1. Cardiology 2. EKG, other cardiac testing, and Role of MA 	EKG, Practice ID check off, and SubQ/IM injections
Week 8	<ol style="list-style-type: none"> 1. OBGYN – diseases, test, treatments 2. Role of the MA 	EKG, Practice ID check off, and SubQ/IM injections
Week 9	<ol style="list-style-type: none"> 1. IM – diseases, test, treatments 2. Role of the MA 	Complete injections
Week 10	<ol style="list-style-type: none"> 1. Other specialties – disease, test, treatments 2. Role of the MA 3. Review for final exam 	Wrap up sessions with capstone lab
Week 11	<ol style="list-style-type: none"> 1. Final Exam 	Preparation for Practicum

APPENDIX C

Flipped Lesson Plan

Course: Clinical Procedures 2	Week: 2
Unit Lesson Focus: Patient Teaching and Medication Administration	

Table 1.1: Depicts how the content is flipped between home and in class activities and how they align with the objective for week 2. This also helps in meeting two of the eight course competencies. The learning activities put into Horton’s Learning Model of Absorb-Do-Connect.

Objective for Week 2	Completed at home prior to class = <i>Absorb</i> Learning Activities	Completed in class = <i>Do</i> Learning Activities	Completed at home following class = <i>Connect</i> Learning Activities
1 Explain the importance of patient teaching	<ul style="list-style-type: none"> • Listen and view the recorded PowerPoint for Chapter 14 • Booth-Connect: Interactive/ Video 	<ul style="list-style-type: none"> • Defects vs. Delights group activity • SAVI Jigsaw Learning Activity 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect LearnSmart
2 Discuss the role of the MA as it pertains to patient teaching	<ul style="list-style-type: none"> • Listen and view the recorded PowerPoint for Chapter 14 • Booth-Connect: Interactive/ Video 	<ul style="list-style-type: none"> • Role play • Documentation 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect LearnSmart
3 List the different types of patient teaching	<ul style="list-style-type: none"> • Listen and view the recorded PowerPoint for Chapter 14 • Booth-Connect: Interactive/ Video 	<ul style="list-style-type: none"> • Think-Pair-Share Discussion Questions 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect LearnSmart

<p>4 List the seven right to safe patient medication administration</p>	<ul style="list-style-type: none"> • Recorded PowerPoint for Chapter 51/53 • Booth-Connect: Interactive/ Video 	<ul style="list-style-type: none"> • Myth or Fact Learning Activity 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect LearnSmart
<p>5 Apply the steps of the oral medication check off</p>	<ul style="list-style-type: none"> • Listen and view the recorded PowerPoint for Chapter 51/53 • Booth-Connect: Interactive/ Video • Oral Medication Check off 	<ul style="list-style-type: none"> • Role Play: Patient – MA Learning Activity 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect Learn Smart
<p>6 Apply the steps required to accurately draw up a parenteral medication order (needle-syringe-vial)</p>	<ul style="list-style-type: none"> • Listen and view the recorded PowerPoint for Chapter 51/53 • Booth-Connect: Interactive/ Video • SubQ & IM Check off 	<ul style="list-style-type: none"> • Instructor guided practice. 	<ul style="list-style-type: none"> • Self-evaluation • Discussion Questions • Muddiest Point Blog • Connect LearnSmart

Table 1.2: Shows the percentage break down of graded topics. This same information is also located in the course syllabus.

Assignments	Percentage to overall grade
1.) Booth –Connect Interactive..video..other assignments / Learn Smart Assignments / Workbook Assignments when required/ Pre-flipped lecture assignments & quizzes	5%
2.) Project, Flipped Projects, and Other written assignments	10%
3.) In Class Quizzes	45%
4.) All Lab work/course competency: Successful completion of all checklists, participation, attendance, lab quizzes	15%
5.) Weekly Journals, Professionalism & Attendance (See these sections in the syllabus for details)	5%
6.) Final Exam	20%

Table 1.3: Outlines the *Absorb* learning activities.

Absorb Learning Activities	Instructions	Evaluation/Grading
Recorded Power Points	Students are required to review the recorded PowerPoints. The student must complete the “Student Notes for PowerPoints” (see below).	Deadline: Thursday of Week 2 Credit or No credit counting section 1 of assignment (5%)
Booth Connect: Interactive/Video	Through the McGraw-Hill Connect resources each student has their own account and will complete the assigned interactive and videos assignments on patient teaching (Ch. 14) and medication administration (Ch. 51/53) <ul style="list-style-type: none"> Chapter 14: There is an interactive assignment on types of patient teaching due Tuesday of week 2 	Through the McGraw Hill Connect the instructor is able to run a performance report. The instructor is able view how long the student took to complete the assignment and what score the student earned. Student must achieve an 80% on their Booth Connect assignment. These assignments count toward 5% of their grade 1.)

	<ul style="list-style-type: none"> • Chapter 51: There is an interactive assignment on the seven right of safe patient medication administration due Thursday of week 2 • Chapter 53: There is a video on Oral Medication Administration. 	
Check-off	All students are given a packet of all the check off that they must pass to be eligible to complete their practicum experience.	This is not a graded area until the student completes the timed check off with the instructor. This is completed 1:1.

Student Notes for PowerPoints

Student Name: _____ **Date:** _____

Chapter: _____

Topic: _____

<p><u>Important Supporting Ideas of Topic</u></p>	<p><u>Why I need to know this or how I will apply this</u></p>
--	---

Table 1.4 Outlines the *Do* learning activities

Do Learning Activities	Instructions	Evaluation/Grading
Defects and Delight	See below details for each learning activity	Participation 5% of overall grade
SAVI Jigsaw Puzzle		
Patient Teaching Role Play		
Think-Pair-Share		
Myth or Fact		
Instructor Guided Learning		

Learning Activities Detailed Descriptions

Defects and Delights Learning Activity (30 minutes)

Instructions:

1. Each student is given two sticky notes to which to write down one example of exceptional customer service and one example of poor customer service. The student will then posted these on the appropriate white board in the classroom.
2. The student will then classify the examples into board topics, such as friendly service, excellent follow up (etc.) or into unprofessional, dirty (etc.).
3. Class Discussion Points:
 - a. Out of the delight or defect experience which one did tell more friends about? (Reflect on how this applies to good or bad customer experiences our patients have.)
 - b. How could the defect experience be turned into a delight?
 - c. How does this discussion relate to patient care and patient teaching?
 - d. How will you apply this in your role as a medical assistant out on practicum?

Jigsaw Learning Activity – SAVI

Group Members Names: _____

Instructions: The class has been divided into 4 groups. Each group has been assigned one of the below topics areas. In assigned group discuss and answer the 5 questions. You have 20 minutes to complete this. Following this the groups will be divided and each group will have at least one group member for each of the other groups to share their ideas. You will have 20 minutes to complete this.

1. **Group Number 1: Somatic Learning Preference**
2. **Group Number 2: Auditory Learning Preference**
3. **Group Number 3: Visual Learning Preference**
4. **Group Number 4: Intellectual Learning Preference**

Questions to answer:

1. How does an individual with the assigned learning preference learn best?
2. What types of learning activities would they prefer in a classroom setting?
3. What are barriers to their learning?
4. Relating this to patient teaching in the ambulatory setting what techniques would be helpful in teaching a patient who has that learning preference?
5. Prior to completing patient teaching how might a CMA gain insight into a patients learning preference? Think of both verbal and nonverbal clues.

Patient Teaching Role Play Learning Activity

Group Members Names: _____

Patient Education Topic: _____

Communication Barrier: _____

1. Patient Education:

a. Once you have been given your topic “teach” and your barrier to communication review the available material.

b. Write a brief plan of how you will teach the patient on the topic.

c. Prep: Role Play.

d. Document (as you would document in a patient chart).

Patient Label:		
Name: Pearl Jam	DOB: 12/01/1956	MRN#: 1459782
Address: 12597 Spring Street, Madison, WI 57117		
Provider: Dr. Max Well		
Date: 08/29/2015		

e. Presentation of Role Play.

Think-Pair-Share Learning Activity

Instruction: In this activity the student will first think and reflect on the below two questions. Next the students will pair up with another student and finally both will take turns sharing their answers and thought regarding the questions.

Questions:

- 1.) What are the different types of patient teaching?
 - 2.) When would you use the different types of patient teaching?
 - 3.) How would you apply what you know about patient teaching to the different types of patient teaching?
-

Myth or Fact Learning Activity

Instruction: With the i-clickers the students will evaluate whether the statement or terms is a myth or a fact regarding topics of seven right of safe patient medication administration and non-parenteral vs. parenteral medication administration.

Instructor Guided Learning Activity

Instructions: In groups of 4 students will meet with the instructor to practice the following:

- Steps of oral medication check off
 - Putting together a needle and syringe
 - Drawing up 0.5mL of normal saline
-

Table 1.5 Outline the *Connect* Learning Activities

Connect Learning Activities	Instructions	Evaluation/Grading
Self-Evaluation	Each student will complete the below SII Model to self-evaluate their learning of content in week 2.	Deadline: Thursday of Week 2 Credit or No credit counting section 1 of assignment (5%)
Muddiest Point Blog	Optional for each student to create a blog post to the course "Muddiest point blog."	Not graded.
Connect LearnSmart	Through the McGraw-Hill Connect Resources each student has their own account and will complete the assigned LearnSmart on patient teaching (Ch. 14) and medication administration (Ch. 51/53)	Through the McGraw Hill Connect the instructor is able to run a performance report on LearnSmart (LS) assigned. The instructor is able view how long the student took to complete the LS and what score the student earned. Student must achieve an 80% on their Booth Connect LS. This counts toward 5% of their grade 1.)

Clinical Procedures 2 – Self Evaluations

SII Model: The SII stands for Strength, Improvements, and Insights. Using the SII model reflect on the class/lesson on patient teaching and safe medication administration by completing the SII model.

- **Strengths** = What were the strength or things you learned the most from:

1. _____

2. _____

- **Improvements** = Thinking about today's class what changes would you recommend or improvements would you recommend.

1. _____

2. _____

- **Insights** = Thinking about today's class and what you have learned thus far, what insights have you gained:

1. _____

2. _____

Discussion Board Rubric

Graded Components of Discussion Board	Points
Answered all questions completely and concisely	10pts
Answers were clear and basic editing applied (spelling, basic grammar)	3pts
Completed assignment on time	2pts

APPENDIX D

31509306: Med Asst Clin Procedures 2

Week 2: Learning Guide

Learning Goals/Outcomes

Upon completion of this week, you will be able to:

- Understand the importance of patient teaching
- Discuss the role of the Medical Assistant as it pertains to patient teaching
- List the different types of patient teaching
- List the “seven rights” (right patient, drug, dose, route, time, technique, documentation) of safe medication administration
- Complete the Oral Medication Check-off
- Begin to complete the skills of parenteral medication administration - injections

Additionally: Through readings, connect interactive/video assignments, learn smarts, and power points: Booth Learning Outcomes and Medical Assistant Competencies (CAAHEP) outlined at the beginning of the chapters.

Flipped Learning Resources: Completed Prior to start of week (Tuesday) & graded

Required Resources

- Online Booth – Connect Interactive/Video Assignments:
 - Patient Teaching
 - Principles of Pharmacology
- Online Blackboard - PowerPoint review:
 - Notes taken on “Student Notes for PowerPoints” form show to instructor completed form by Thursday of each week on the below chapters:
 - Chapter 14
 - Chapter 51

Additional Resources (Optional – not required to show for a grade)

- Chapter 14 workbook pages

Lecture Learning Activities: Completed in Class

Activities for this Lesson:

- Defect vs. Delight learning activity
- Role Play Patient Teaching
- Myth or Fact “Seven Rights” of Medication Administration
- Role Play Oral Medication Administration

Discussion Questions:

- Why is patient teaching so important?
- How will you apply these learning activities in your future MA practicum experience?

Self-Assessment

Check your understanding:

- Can you apply the concept discussed on patient teaching and readily apply them into your role as an MA?
- Can you list the seven right of safe patient medication administration?
- Do you understand the role of the medical assistant as it pertains to medication administration?
- Can you complete and apply the steps outlined for Oral Medication Administration?

Lesson Evaluation: Graded Assessments to be completed by the end of week 2 unless otherwise noted

- Online Booth - Connect Assignments:
 - LearnSmart (LS) for:
 - Chapter 14 and Chapter 51
- Discussion Board – Pick one of the questions listed and post your response in the Discussion Board link labeled “Week 2” in the blackboard site for this course.

- How can you prevent medication errors from occurring in the ambulatory environment?
- Why do patients sometime struggle with being compliant with their plan of care? Then explain how an MA can help to ensure compliance.
- What is the most important thing you learned from lecture this week and how will you apply this in your future role of being a CMA?

- Muddiest Point: Please create a blog post under the “Muddiest Point” blog – reminder that this is area for you to post topics that might be unclear and require further learning to be able to apply this concept, content, or skill.

Lab: Absorb – Do - Connect

- Absorb (Prior to lab):
 - Booth-Connect Assignment:
 - Needle Component – Interactive Assignment
 - Oral Medication Administration - Video
- Do:
 - See Lab Sheet for Details:
 - Oral Medication Check off and Parental Medication Administration Practice
 - Role play activities see lab sheet for more details
 - Instructor guided activities
- Connect:
 - Complete the journal entry for weekly lab – SII Model Reflection

Form adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008

Booth, Whicker, & Wyman, (2014). *Medical Assisting, administrative and clinical procedures, including Anatomy and Physiology*, (5th ed.), McGraw-Hill

Horton's: Absorb – Do -Connect