Elmira Business Institute
Student Syllabus: Medical Terminology (MED110)

Prerequisites: None
Course Credits/Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

This basic course is designed to familiarize the student with the structure and function of the human body. Medical words, phrases, and abbreviations relating to the body in health and disease will be covered. Upon completion of the course, the student will be able to correctly spell, pronounce, and define medical terms associated with selected body systems, disease conditions, and treatment modalities. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate structural organization of the human body through the creation of visual models.
- Analyze body systems and disease processes through a written assignment.
- Compare body structure and function of the human body across the life span through essay format.
- Describe body planes, directional terms, quadrants, and cavities through illustrations of index cards.
- Categorize medical terms, labeling the word parts relating to structural organs of the human body by the creation of human body poster presentation.

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine* with Adaptive Learning. Saunders, Elsevier 11 Edition, 2014. Print. (ISBN: 9780323370950)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of

homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

   • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
   • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
   • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	30%
Tests/Quizzes	30%
Midterm/Final Examinations	25%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up

work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required

coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	*Topic(s)*
1	*Introduction to the course:* course content, materials and methods, course requirements, dress code, policy and procedures *Basic Word Structure* • Identify basic objectives to guide the study of the medical language • Divide medical words into their component parts • Learn the meanings of basic combining forms, suffixes, and prefixes • Use word parts to build medical words
2	*Terms Pertaining to the Body as a Whole* • Define terms that apply to structural organization of the body • Identify body cavities and recognize the organs within those cavities • Locate and identify anatomic and clinical divisions of the abdomen • Become acquainted with terms that describe positions, direction, and planes of the body • Identify new meanings for word elements and use them to understand medical terms
3	*Suffixes* • Define new suffixes and review those already presented • Gain practice in word analysis by using the suffixes with combining forms to build and understand medical terms • Identify the functions of the different types of blood cells in the body
4	*Prefixes* • Define basic prefixes used in the medical language • Analyze medical terms that combine prefixes and other word elements • Learn about the Rh condition as an example of an antigen-antibody reaction
5	*Digestive System and Additional Suffixes and Digestive System Terminology* • Define combining forms for organs and learn meanings of related terminology • Learn and define abbreviations relevant to the digestive system • Apply new knowledge to understanding medical terms in their proper

	context
	Nervous System and Sense Organs: The Eye and the Ear • Learn nervous system combining forms and use them with the appropriate prefixes and suffixes • Learn and define abbreviations relating to the nervous system • Name the combining forms, prefixes and suffixes most commonly used to describe the organs and their parts • Identify and explain abbreviations relating to the eyes and the ears
6	*Cardiovascular System* • Define combining forms that relate to the cardiovascular system • Begin to learn the basics of the anatomy of the heart and the flow of blood through the heart • Learn and define the relevant cardiovascular abbreviations
7	*Respiratory System and Musculoskeletal System* • Recognize medical terms that pertain to respiration • Learn and define relevant abbreviations relating to the respiratory system • Define terms that relate to the structure and function of bones, joints, and muscles • Begin to recognize and name the major bones of the body • Analyze the combining forms, prefixes, and suffixes used to describe the functions of the musculoskeletal system.
8	**Mid-Term Exam** *Endocrine System* • Identify the endocrine glands • Analyze medical terms related to the endocrine glands and their hormones • Recognize and define relevant abbreviations
9	*Cancer Medicine(Oncology)* : • Identify medical terms that describe the growth and spread of tumors • Recognize terms related to causes, diagnosis, and treatment of cancer • Review how tumors are classified by pathologists • Apply your knowledge to understanding medical terms in their proper context, such as medical reports • Learn and define the abbreviations associated with cancer medicine
10	*Radiology and Nuclear Medicine* • List the physical properties of x-rays • Recognize medical terms used in the specialties of radiology and nuclear medicine • Name the x-ray and the patient positions used in x-ray examinations • List and define abbreviations relevant to radiology and nuclear medicine
11	*Pharmacology and Psychiatry:* • Define medical terms using combining forms and prefixes that relate to pharmacology • Identify the various routes of drug administration • Differentiate among the various classes of drugs and name their primary action

	and side effects • Define and identify the terms associated with psychiatric symptoms and disorders. • Identify the different categories of psychiatric drugs • Define combining forms, prefixes, and suffixes related to psychiatry
12	*Male reproductive System* - Define commonly used abbreviations -Define and identify medical terms related to the male reproductive system - Recognize word parts relating to this system
13	Female Reproductive System - Define commonly used abbreviations - Define and identify medical terms related to the female reproductive system - Recognize word parts relating to this system
14	*Med Term Review* • Review commonly used prefixes and suffixes; definitions and spelling • Demonstrate knowledge of word building using the different word parts as well as the ability to define these medical terms • Review combining forms of the major body systems Define commonly used abbreviations relating to the major body systems
15	**Review**
16	**Comprehensive final exam.**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp,August 2018 js

Career Readiness Assessment "CRA"   ❏Midterm   ❏Final

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course, and stays for the duration of the class. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Student Name: _____   **Course ID: _____**   **Instructor: _____**

Total Grade: _____/100

Elmira Business Institute
Student Syllabus: Anatomy and Physiology (MED120)

Prerequisites: Medical Terminology (MED110)
Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

This course enables the student to put knowledge of medical terminology to practical use through the integration of abbreviations, symbols, forms and formats used in the medical record. It is a continuation of Medical Terminology with in-depth coverage of medical terms associated with body systems, disease conditions, and diagnostic and treatment modalities. Upon completion of the course, the student will be able to define pathologies and treatment modalities for each body system. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Describe structural organization of the human body.
* Analyze each body system and disease process.
* Compare body structure and function of the human body across the life span.
* Identify major pharmaceutical classifications through research project.

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine with Adaptive Learning*. Saunders, Elsevier 11th Edition, 2014. Print. (ISBN: 9780323370943)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Quizzes/Tests	20%
Homework	20%
Career Portfolio Project	20%
Mid-Term/Final Examinations	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	Topic(s)
1	**Digestive System** • Name of organ, location, and function • Signs and symptoms of disease conditions affecting all systems • Abnormal conditions of system and treatment options
2	**Female Reproductive System** • External female reproductive structures • Internal female reproductive structures • Reproductive hormones • Important laboratory tests and procedures in OBGYN
3	**The Male reproductive system** • External male reproductive structures • Internal male reproductive structures • Male reproductive hormones • Abnormal conditions and infectious diseases that affect the system
4	**Blood and Circulation** • Hematopoiesis • Plasma • Formed elements • Hemodynamics • Hemostasis • Determining blood type • Blood vessels • Arterial and venous systems
5	**The Cardiovascular System** • Heart anatomy • The cardiac cycle • Heart sounds • Pathway of blood • The conduction system • Electrocardiogram
6	**The Lymphatic System** • Lymphatic system components and functions • Disease defenses • Immune system responses and acquired (specific) immunities • Major Immune System disorders
7	**Musculoskeletal System**

	• Process of bone formation and growth • Structure and function of bone joints and muscles
8	***Review and Midterm Examination***
9	***Integumentary System*** • Layers of the skin and accessory structure • Identify lesions and pathological condition
10	***The Endocrine System*** • Identify endocrine glands and their hormones • Additional Endocrine Glands and Tissues • Regulatory Mechanisms
11	***The Nervous System and Sensory Organs*** • Functions of the Nervous System • Cells of the Nervous System • Locations and functions of major parts of eyes and ears • Clinical procedures relating to the eyes and ears
12	***Pharmacology*** • Identify roots of drug administration • Differentiate classes of drugs and their actions
13	***Psychiatry*** • Identify psychiatric symptoms • Compare different types of therapy • Identify categories of psychiatric drugs
14	Review for Final Examination and Project Demonstrations
15	**Final examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised August 2018 js

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course, and stays for the duration of the class. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

_____/100 points

Total Points

Name: _____   Course ID: _____ Instructor: _____

Name:_____

Presentation Rubric

	Grade	25	20	15	5
Presented Information		Information is very organized with clear main points	Information is organized with some main points.	Information is organized, but no main purpose.	The information appears to be disorganized.
Research		Information clearly relates to the main topic and from a reputable source and all accurately cited.	Information clearly relates to the main topic and from reputable sources, and one or two sources are not accurately cited.	Information is clearly related, but citation is poor.	Information has little or nothing to do with the main topic.
Group		The student participated in the group. The other students felt that the student had much to contribute to the presentation.	The student participated was good, but they could have been more involved in the presentation.	The student's participate was lacking. The student did not participate as a team.	The student had no involvement in the presentation. The student let the other team members do the work on the presentation.
Visual		No grammatical, spelling or punctuation errors. Is presented in a professional manner	Almost no grammatical, spelling or punctuation errors. Is presented in a professional manner	A few grammatical spelling or punctuation errors. Is presented in a somewhat professional manner.	Many grammatical, spelling, or punctuation errors. Is unprofessional.

Total points (out of 100):_____

Elmira Business Institute
Student Syllabus: Medical Billing (MED130)

Prerequisites: Medical Terminology (MED110)
Course Credits/Clock Hours: 3/60
Course Delivery Mode: Residential

Course Description

This course is designed to introduce the student to the medical billing process as it relates to the medical insurance industry. The student will use procedural and diagnostic codes to complete insurance claim forms for a variety of insurance carriers. The student will learn the appropriate methods of gathering necessary information as it relates to the patient and the patient's record. The student will learn how to apply these methods appropriately to the CMS-1500 claim form. Consideration is given to the use of computers in processing the CMS-1500 claim forms, ethical and unethical practices, as well as, legal, illegal and denied claims. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify the major types of managed care organizations..
- Apply managed care policies and procedures, such as predetermination, precertification and preauthorization
- Explain various inpatient and outpatient reimbursement methodologies.
- Demonstrate the use of the most current diagnostic and procedure coding classification systems through the completion of coding worksheets.
- Apply insurance claim guidelines through the completion of CMS-1500 insurance forms.

Required Course Texts & Course Materials

ICD-10-CM, 2018 Edition: Expert for Physicians, 1st Edition. Print. (ISBN: 978622542246)
CPT 2018 Edition: Current Procedural Terminology, Professional Edition. Print. (ISBN: 9781622026005)
Insurance Handbook for the Medical Office
        ISBN: 978-0-323-31627-9
        Adaptive Learning: 978-0-32344936-6

Supplemental educational learning materials may include and are not limited to
Medical Insurance Coding Workbook Sheets (Supplemental given by instructor)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the-blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period

whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes/Tests	20%
Midterm/Final Examination	20%
Homework	25%
Competencies	20%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7

Numerical Average	Letter Grade	Quality Points
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since atten-

dance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

* Students should contact faculty members for scheduling private instruction.

- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative

and qualitative components. A student must be able to:

- • Maintain a minimum cumulative grade point average (CGPA)
- • Achieve the minimum incremental completion rate (ICR) and
- • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	Topic(s)
1	Introduction to class and Medical Billing-the Insurance Billing specialist: • Key Terms • Personal & Technical qualifications • Abbreviations • Educational, Certification, & Career Opportunities
2	Ethical and Legal Issues of Medical Billing: • Emancipated Minor • Embezzlement • Employer Liability • Guardianship & Power of Attorney • Malpractice • Negligence • Statute of Limitations • Subpoena of records • HIPAA • ROI • Insurance Fraud & Abuse Laws • Patient Protection & Affordable Care Act • Abbreviations
3	Introduction to Health Insurance: • Defining Health Insurance • Managed Care • Managed Care Organizations—PPO, EPO, HMO, IPA, POS

	• Health Insurance terminology • Fee for Service • Episode of care reimbursement • Capitation • Abbreviations
4	Blue Cross/Blue Shield: • General Information • Plans • Participating & Nonparticipating Providers • Provider Reimbursement • Claims Submission • Abbreviations
5	Medicare and Medicaid: • Part A • Part B • Part C • Part D • Other health plan choices • Fee Schedule • Correct Coding Initiative • Claims Submission • Processing Payments • Abbreviations • Medicaid Coverage • Medicaid Billing • Abbreviations
6	TRICARE/CHAMPVA and Workers' Compensation : • Benefits Programs • Deers Enrollment & Tricare Reimbursement • Tricare Billing • Fraud and Abuse • CHAMPVA • CHAMPVA Billing • Abbreviations • Federal Workers' Compensation Programs • Occupational Safety and Health • State-Sponsored WC Programs • WC Basics-eligibility, classification of injuries-disabilities, documentation requirements-progress reports • Abbreviations
7	Diagnostic Coding (ICD-10-CM): • Tabular List • Alphabetic Index • Official Guidelines for Coding and Reporting

	• General Coding Guidelines • Outpatient Services • Selection of Principle Diagnosis • Assigning Diagnostic Codes • Abbreviations
8	**Midterm**
9	Procedural Coding (CPT, HCPCS, and ICD-10-PCS): • CPT components, sections, appendices • Selection Guidelines • Evaluation and Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • HCPCS-national codes, modifiers, Level II codes • Abbreviations
10	Developing an Insurance Claim: • New Patient Procedures • Patient Registration Form & Authorization • Patient Procedures • Primary & Secondary Insurance Policies • Clinical Assessment & Treatment • Patient Departure Procedures-New & Established • Assigning Numeric codes • Insurance Claims Processing • Credit & Collections • Abbreviations
11	CMS-1500 Completion Guidelines: • CMS-1500 Guidelines • CMS-1500 Patient Information • Treatment & Provider information • Common Errors • Abbreviations
12	Appendix A Case Studies-Superiorland Clinic Practice Model: • How to Access Appendix A-Manual and SimClaim • General Instructions & Hints for SimClaim
13	Electronic Claims Submission: • Options-Carrier-Direct, Clearinghouse • Interactive Communication • Processing Electronic Health Insurance Claims • Confidentiality & Electronic Claims Processing • Electronic Record Management

	• Abbreviations
14	UB-04 Completion Guidelines: • Hospital Reimbursement • Developing the Insurance ClaimUB-04(CMS-1450) Guidelines • Submitting the Insurance Claim • Abbreviations
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised: August 2018 js

Student Name_____

Semester_____**Instructor**_____

<div align="center">

Medical Billing (2015 Standards)

</div>

Comp Number	Description of comp	CAAHEP Identifier	Date Achieved	Grade	Instructor sign off
	Obtain accurate patient billing information	VII.P.3			
	Inform patient of financial obligations for services rendered and display sensitivity when requesting payments	VII.P.4			
	Demonstrate professionalism when discussing patient's billing records	VII.A.1			
	Interact professionally with third party representatives	VIII.A.1			
	Perform diagnostic coding	IX.P.2			
	Complete an insurance claim form (CMS1500) – link diagnosis and procedure codes	VIII.P.4			
	Obtain preauthorization or precertification including documentation	VIII.P.3			
	Utilize medical necessity guidelines	IX.P.3			
	Verify eligibility for services including documentation	VIII.P.2			
	Perform procedural coding with thorough knowledge of : a) Modifiers b) Upcoding c) Bundling of charges	IX.P.1			
	Interpret information on an insurance card	VIII.P.1			

	Define and compare the following types of plans:
	 a) Commercial plans
	 b) Government plans
	    i) Medicare
	    ii) Medicaid
	    iii) Tricare/champva
	 c) Managed Care plans				

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

Career Readiness Assessment "CRA" ❏Midterm   ❏Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Electronic Medical Records (MED131)

Prerequisites: MED110: Medical Terminology; MED120: Anatomy & Physiology; MIC110: Introduction to Computers; MIS101: Word Processing Applications; Course Credits/ Clock Hours: 3/60

Course Delivery Mode: Residential

Course Description

This course provides a thorough introduction to the history, theory, and potential benefits of electronic health records. The combination of text and EMR software provide a complete learning system. Hands-on exercises provide practical experience that leads to an understanding and a level of comfort with computerized medical records that can be applied directly to the healthcare workplace. Critical thinking and hands-on exercises build confidence by allowing students to apply what they have learned. This course will increase the likelihood that the student's knowledge will transfer easily to a commercial medical record system in use at any clinic or medical facility. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Define the concept of an electronic medical record
- Describe key issues related to privacy and security of Electronic Health Records
- Schedule new patients, export patient lists, and edit patient information
- Discover new insurance companies
- Compose professional correspondence utilizing electronic technology
- Apply patient notes to the schedule
- Describe the layout of an electronic chart
- Create office visit notes including SOAP note documentation
- Describe how to order laboratory, imaging, and diagnostic tests
- Perform accounts receivable procedures to patient accounts including charges, payments, and adjustments

Required Course Texts & Course Materials

SimChart for the Medical Office; Learning the Medical Office Workflow. 2018. St Louis:
       Elsevier. (ISBN 9780323497923) with
Electronic Health Record for the Physician's Office (Julie Pepper)
       Textbook: 978-0-323-624893

Assessment

Medical Assisting students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement

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Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	20%
Quizzes/Tests	20%
Homework	25%
Competencies	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> •Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory

Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	Topic(s)
1	• Introduction and Guidelines for Appointment Scheduling • Types of Scheduling • Scheduling Referral Appointments, Diagnostic Tests, Procedures, and Admissions
2	• Maintaining Patient Accounts • Banking Activities • Accounts Payables • Petty Cash
3	• Billing Cycle and the Process • Billing Problems • Account Aging • Collection Activities
4	• Maintaining the Office • Routine Maintenance • Patient and Employee Safety • Maintaining Equipment • Preparing Payroll • Managing Schedules.
5	***Sim Chart for the Medical Office Lessons 1-10*** • Students will learn how to schedule patient appointments, prepare appointment reminder letters, prepare return to work certificates, complete medical records release forms, incident reports, and office memorandums.
6	***Sim Chart for the Medical Office Lessons 16, 18, 21-23*** • -Review scheduling, and create new patient forms. Practice ordering x rays

	and procedures.

7	***Sim Chart for the Medical Office Lessons 31-33, 35, 37-38*** • -Document immunizations and schedule follow up appointments. Document allergies and medications, prepare prescription refills, and document patient education. .
8	**Midterm Examination**
9	***Sim Chart for the Medical Office Lessons 45, 47-52*** • Document in progress notes and create orders, document lab results and preventative services, and document a phone encounter.
10	***Sim Chart for the Medical Office Lessons 62-64, 66-67*** • Document chief complaint in progress notes and submit superbill. Update patient ledgers, submit claim forms, and submit insurance claims tracer.
11	***Sim Chart for the Medical Office Lessons 72-76*** • Document orders, complete superbills, complete claims and post payments to patient ledgers. Prepare patient statements, and update day sheets.
12	***Sim Chart for the Medical Office Lessons 85-90*** • Review of documentation, superbills, ledgers, and payment posting. Post insurance payments to ledger.
13	***Sim Chart for the Medical Office Lessons 96-99*** • Complete superbill and payment process. Complete referral form, and review documentation. Create bank deposit slips, and record transactions on the day sheet.
14	***Sim Chart for the Medical Office Lessons 105-110*** • Document Neurological status exam and patient education. Generate a prior authorization, document tests, prescriptions, and create superbills.
15	**Final Examination**

Please note: Changes to lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp,

Student Name_____

Semester_____Instructor_____

Electronic Medical Records Competency (2015 Standards)

Comp	SIMCHART Assignment Numbers	Description of comp	CAAHEP	Date Achieved	Grade	Instructor sign off
1	7, 9	Complete a patient related incident report	X.P.7			
2	4, 10	Compose professional correspondence using electronic technology	V.P.8			
3	3, 16	Establish a scheduling matrix	VI.P.1			
4	11	Perform an inventory and create a purchase order	VI.P.9			
5	12, 15	Register new patients using electronic software	VI.P.3 VI.P.7			
6	14, 18	Schedule a new patient	VI.P.1			
7	22, 23	Schedule a patient procedure	VI.P.1			
8	24, 43	Schedule an established patient	VI.P.1			
9	21, 31	Manage appointment schedule	VI.P.1			
10	19, 25, 47	Upload patient documents to the medical record	VI.P.4			
11	53, 101	Document telephone messages correctly	V.P.6			
12	62, 67	Perform accounts receivable: Charges	VII.P.1.a			
13	80, 82	Perform accounts receivable: Payments and Adjustments	VII.P.1.b, c			
14	57, 109, 110	Utilize an EMR	VI.P.6			
15	98, 99, 100	Perform bank deposits	VII.P.2			

All Competencies listed must have had a maximum of two attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID: _____**   **Instructor: _____**

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Prerequisites: Medical Terminology (MED110)
Course Credits/Clock Hours: 3/60
Course Delivery Mode: Residential

Course Description

This course is designed to provide the individual with a comprehensive level of diagnostic coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. Furthermore, the student will be introduced to fundamental guidelines of diagnostic codes to services related to diseases and conditions of all systems. Participants will have a working knowledge of coding conventions and the proper steps to code correctly. In addition, the student will be introduced to properly coding procedures in ICD-10 as related to inpatient hospital services. The student will demonstrate an understanding of Medicare and Third-party carrier laws and guidelines, and physician's documentation requirements. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
- Define all aspects of ICD-10 coding conventions, guidelines, and use of the manual.
- Justify the selection and assignment of diagnostic codes.
- Demonstrate an understanding of the terminology that pertains to correct documentation standards. The student will gain a working knowledge of the anatomy and terminology associated with the systems and will demonstrate their ability to choose appropriate ICD-10 codes.
- Relate the documentation of office notes, operative notes and ancillary services to correct codes.

Required Course Texts & Course Materials

Step by Step Medical Coding, Text book and Work Book 2018 Edition (Carol J. Buck, MS, CPC, CCS-P) with
     Adaptive Learning
     ISBN: 9780323569019

Supplemental educational learning materials may include and are not limited to

Newby, Cynthia CPC, CPC-P *Medical Coding Workbook for Physician Practices and Facilities,* 2015-2016
     New York: McGraw-Hill. Print. (ISBN: 9780077862152)
Taber, Clarence Wilber, 1870-1968. *Taber's Cyclopedia Medical Dictionary*. 22nd ed. Philadelphia: F.A. Davis,
     2013. Print. (ISBN: 9780803629783)
ICD-10-CM Expert for the Physician's Office, 2018 (ISBN: 9780323430715)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-ernment's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or

direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	15%
Project	20%
Examinations	30%
Mid-Term/Final Examinations	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, dis-rupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since atten-dance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty

concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their

academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program. The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	
1	*Introduction to Coding and Coding Professions* • Professional Coding • History of ICD-10-CM Coding • Health Insurance Portability and Accountability Act of 1996 • Professional Coding Associations • Employment Opportunities for Coders
2	*An Overview of ICD-10-CM* • ICD-10-CM Coding Book Format • Index to Diseases and Injuries • Index to External Causes of Injury • Tabular List of Diseases and Injuries
3	*ICD-10-CM Coding Conventions*

	- Convention Types - Instructional Notations - Punctuation Marks - Abbreviations - Symbols *Steps in Diagnostic Code Selection* - Documentation Essentials - Steps in Coding
4	*Coding Guidelines* - Section I-ICD-10-CM Conventions, General Coding Guidelines, and Chapter-Specific Guidelines - Section II-Selection of Principal Diagnosis - Section III-Reporting Additional Diagnoses - Section IV-Diagnostic Coding and Reporting Guidelines for Outpatient Services *Infectious and Parasitic Diseases* - Key Terms - Introduction to Body Systems - Coding of Infectious and Parasitic Diseases
5	*Neoplasms* - Key Terms - Introduction to the Body System - Coding of Neoplasms - Neoplasm Table - Sequencing of Codes - Complications Associated with Neoplasms *Diseases of the Blood and Blood-Forming Organs* - Key Terms - Introduction to the Body Systems - Coding of Diseases of the Blood and Blood-Forming Organs
6	*Endocrine, Nutritional, and Metabolic Disorders and Immunity Disorders* - Key Terms - Introduction to the Body System - Coding of Endocrine, Nutritional, and Metabolic Diseases and Immunity Disorders *Mental, Behavioral and Neurodevelopmental Disorders* - Key Terms - Sequencing of Codes for Alcohol and Drug Abuse and Dependence - Coding of Mental Disorders
7	*Diseases of Nervous System and Sense Organs* - Key Terms - Introduction to the Body System - Coding of the Diseases of the Central Nervous System *Disorders of the Eye and Adnexa* - Key Terms - Introduction to the Body System - Anatomy of the Eye - Coding of Disorders of the Eye and Adnexa

8	*Diseases of the Ear and Mastoid Process* • Key Terms • Introduction to the Body System • Anatomy of the Ear • Coding for the Respiratory System **Midterm Exam**
9	*Diseases of the Circulatory System* • Key Terms • Introduction to the Body System • Coding for the Circulatory System *Diseases of the Respiratory System* • Key Terms • Introduction to Body System • Cody of the Respiratory System
10	*Digestive System* • Key Terms • Introduction to the Body System • Coding of Digestive System *Diseases of the Skin and Subcutaneous Tissue* • Key Terms • Introduction to the Body System • Coding of Diseases of the Skin and Subcutaneous System
11	*Diseases of the Musculoskeletal System and Connective Tissue* • Key Terms • Introduction to the Body System • Coding Diseases of the Musculoskeletal System and Connective Tissue *Genitourinary System* • Key Terms • Introduction to the Body System • Coding of Genitourinary System
12	*Pregnancy, Childbirth and the Puerperium* • Key Terms • Introduction of the Body System • Coding of Pregnancy, Childbirth and the Puerperium *Certain Conditions Originating in the Perinatal Period* • Key Terms • Coding Guidelines for Certain Conditions Originating in the Perinatal Period *Congenital Malformations, Deformations and Chromosomal Abnormalities* • Key Terms • Introduction to the Body System • Coding Congenital Malformations, Deformations and Chromosomal Abnormalities
13	*Symptoms, Signs and Abnormal Clinical Findings* • Key Terms • Coding Symptoms, Signs and Abnormal Clinical Findings NEC

	Injury, Poisoning and Certain Other Consequences of External Causes • Key Terms and Terminology • Coding Guidelines
14	*External Causes of Morbidity* • Key Terms • Coding External Cause of Morbidity *Factors Influencing Health Status and Contact with Health Services* • Key Terms • Coding Guidelines for Z Codes **Comprehensive Review**
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016, Revised July 2017 klp,August 2018 js

Professional Medical Coding I (MED 150) Project

For the VISIONS Project, the student will be given a worksheet consisting of 210 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the ICD-10-CM systems. Other questions will require the student to read excerpts from a patient's medical record to identify and code the correct diagnosis. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	Competent 8-6 points	Borderline 5-4 points	Unprepared 3 or less points	Score
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Medical Law and Ethics (MED210)

Prerequisites: Medical Terminology (MED110)
Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

Course Description

This course provides the student with an overview of the legalities and ethical behavior associated with a medical practice or facility. Emphasis will be placed on the medical assistant's legal and ethical responsibilities, giving consideration to liabilities associated with communicable diseases, patient contracts, consent and release forms, narcotics control, physician licensing, the Good Samaritan Act, arbitration procedures, and the Anatomical Gift Act. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe the code of ethics and standards of care for various medical occupations and organizations.
- Analyze the implications of HIPAA for a health care facility.
- Differentiate between legal, ethical, and moral issues affecting health.
- Define and explain patient rights.
- Evaluate the impact and importance of cultural.
- Create and complete an in-depth research project pertaining to an ethical, legal, and/or a risk management issue related to the medical work environment.
- Demonstrate a state's legal scope of practice.

Research Project: The research project for the course will be an in-depth 7 to 10 page paper on a Medical Legal, Medical Ethical, or a Risk Management Issue. The student will also include how Cultural Diversity plays a role in their selected topic. This paper MUST be in MLA format, typed, double spaced, 12 point font, Times New Roman with a cover page, in-text citations, and a reference page with a minimum of three academic medical and/or credible sources. Upon completion of the written paper, the student will present an oral presentation to the class in outline format.

Required Course Texts & Course Materials

Legal and Ethical Issues for Health Professions, 3rd Edition (ISBN: 9781455733668)

Supplemental educational learning materials may include and are not limited to
Maguire, Mary H., Garoupa, Clifford. Annual Editions. Drugs, Society, and "Behavior 2014, 29th ed.
"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.
May include:

Ohio vs. Alfieri. Court TV. West Thomson Learning.l New York, New York. ISBN 0-7668-
    1099-2.
Miss Evers Boys. By Walter Bernstein David Feldshah. Dir. Joseph Sargent. Perf. Laurence
    Fishburn, Craig Sheffer Alfre Woodard. Prod. HBO. 1997. Television.
Something the Lord Made. Dir. Joseph Sargent. Perf. Alan and Def, Mos Rickman. Prod.
    Cort/Madden Productions. 2004. Television.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and
partial credits are always rounded down.

> • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
> • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of
> laboratory training.
> • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of
> externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities
(lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to
preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	20%
Quizzes/Tests	20%
Homework	25%
Competencies/Project	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

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the instructor and usage is course appropriate.

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Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source underline whether or not it is a direct quotation
- Incorrectly citing a source

- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of

early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic(s)

1	*Introduction to Law & Ethics*
	  • Why Study Law and Ethics
	  • Comparing Aspects of Law and Ethics
	  • Qualities of Successful Health Care Practitioners

2	*Making Ethical Decisions*
	  • Value Development Theories
	  • Value Choices Theories
	  • The Seven Principles of Health Care Ethics

3	Exploring Codes of Ethics – Material to be provided by instructor
4	*Working in Health Care*

	• Licensure, Certification, Registration, and Accreditation • Physicians' Education and Licensing and Medical Practice Acts and Medical Boards • The Health Care Team • Medical Practice Management Systems • Types of Managed Care • Legislation Affecting Health Care Plans • Telemedicine
5	*Law, The Courts, and Contracts* • The Basis of and Primary Sources of Law • Classifications of Law • Tort Liability • Contracts • Types of Contracts • Physicians' and Patients' Rights and Responsibilities • Law of Agency and Doctrine of Respondeat Superior
6	*Professional Liability and Medical Malpractice* • Liability • Standard of Care and Duty of Care • Privacy, Confidentiality, and Privileged Communication • The Tort of Negligence • Elements of a Lawsuit • Alternative Dispute Resolution
7	Cultural Diversity in Health Care – Material to be provided by instructor
8	**Midterm Exam** *Defenses to Liability Suits* • Preventing Liability Suits • Types of Defenses • Risk Management • Professional Liability Insurance
9	*Medical Records and Informed Consent* • Medical Records • Medical Records Ownership, Retention, and Storage • Confidentiality and Informed Consent • Health Information Technology (HIT)
10	*Privacy Law and HIPAA* • Privacy and the United States Constitution • Health Insurance Portability and Accountability Act (HIPAA) History, Language, and Standards • Special Requirements for Disclosing Protected Health Information • Patient Rights • Recognizing and Dispelling Myths about HIPAA
11	*Physicians' Public Duties and Responsibilities*

	• Vital Statistics • Records for Births and Deaths • Public Health Statutes • Reportable Diseases and Injuries • Drug Regulations
12	*Workplace Legalities* • How the Law affects the workplace • Employee Safety and Welfare • Infection Control in the Medical Office • Clinical Laboratory Improvement Act (CLIA)
13	*The Beginning of Life and Childhood* • Genetics and Heredity • Genetic Testing • Genetic Engineering • Conception and the Beginning of Life • Rights of Children
14	*Death and Dying* • Attitudes toward Death and Dying • Determination of Death • Caring for Dying Patients • The Right to Die Movement • The National Organ Transplant Act • The Grieving Process
15	**Final Exam**

Please note: Changes to the lessons may be made at the discretion of the instructor
**   throughout the semester.**
Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

Medical Legal, Medical Ethical, or a Risk Management Rubric

	Excellent 4 points	Average 3 points	Fair 2 points	Poor 1 point	Score:
Content and Completeness: **(7-10 pages)** Introduction, all questions answered about topic chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (10+ pages)	Student meets the upper end of the requirement (8-9 pages)	Student has at least 7 full pages.	Student has less than 6 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all medical academic and credible**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: _____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Student Name_____

Semester_____**Instructor**_____

Medical Law and Ethics Competency Checklist (2015 Standards)

Comp	Description	CAAHEP Identifier	Date Achieved	Grade	Instructor signature
1	Develop a Plan for Separation of Personal & Professional Ethics	XI.P.1			
2	Locate a state's legal scope of practice for Medical Assistants	IX-P2, IX-A2			
3	Demonstrate Sensitivity to Patient Rights	X.A.1			
4	Apply the Patient Bill of Rights as it applies to: a) Choice, consent, and refusal of treatment	X.P.4			
5	Report Illegal Activities in the Healthcare setting following proper protocols	X.P.6			
6	Apply HIPAA rules in regard to: Privacy and release of information	X.P.2			
7	Protect the integrity of the Patient's Medical Record	X.P.2 X.A.2			
8	Recognize the impact personal ethics and morals have in the delivery of healthcare	XI.A.1			
9	Perform compliance reporting based on public health statutes: a) communicable diseases b) abuse, neglect, wounds of violence	X.P.5			
10	Compare criminal and civil law as they apply to the practicing medical professional	XI.A.1			
11	Describe the components of HIPAA.	X.C.6			
12	Define morals and ethics	XI.C.1			
13	Define the following medical legal terms a) consents b) respondeat superior c) defendant/plaintiff d) negligence e) malpractice f) Good Samaritan Act g) Uniform Anatomical Gift Act h) Living Will	X.C.7			

Sup	Research Paper/ Presentation				

All competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature: _____

Date: _____

Program Director Signature: _____

Date: _____

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Medical Laboratory I (MED220)

Prerequisites: Medical Terminology (MED110)
Course Credits/ Clock Hours: 3/60
Course Delivery Mode: Residential

Course Description
This course provides the student with a basic overview of the disease process, disease etiology, and a practical application of infection control. Emphasis is placed on hand-washing techniques, methods of sterilization, glove application, and instrument classification. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Define OSHA and HIPPA standards in written and verbal forms as they apply to the lab experience.
- Demonstrate appropriate barriers and personal protective equipment (PPE).
- Perform a mock drill on premises and communicate through verbal and in written form an emergency action plan.
- Identify surgical instruments, sanitize them, disinfect them and sterilize them complying with safe handling procedures.
- Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures,* 3rd Ed. St. Louis: Elsevier. (ISBN 978032331273 Textbook and Study Guide Packaged together)
Elsevier Adaptive Quizzing for Today's Medical Assistant, 3rd Edition (ISBN: 9780323555302)
Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Medical Assisting students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. The student must pass every competency in order to pass the course. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory, students should understand that once a concept has been presented in one of the instructional methods they are held responsible for that knowledge.

In the event that a student is having difficulty in a Medical Laboratory I area the professor may recommend additional work or tutoring in the Academic Achievement Center.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	20%
Quizzes/Tests	20%
Homework	25%
Competencies	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic(s)
1 & 2	**Medical Asepsis and the OSHA Standards** • Microorganisms and the infection cycle • Hand washing • Regulated medical waste • Bloodborne diseases • OSHA bloodborne pathogens standards
3 & 4	**Sterilization and Disinfection** • Hazard communication standards • Sanitization • Disinfection • Sterilization of articles and use of autoclave
5, 6, 7	**Minor Office Surgery** • Surgical asepsis • Instruments used in minor office surgery • Sterile gloving • Maintaining a sterile field • Wound care • Suturing and bandaging
8	**Review and Midterm Examination**
9 & 10	**Emergency Preparedness & Protective Practices** • Categories of disasters • Psychological effects of emergencies • Fire safety • Employee education • Emergency practice drills

11 & 12	***Introduction to the Laboratory*** • Types of laboratories • Laboratory requests • Documenting in the EMR • Patient preparation • Collection & handling of specimens • Quality control • Laboratory safety
13 & 14	**Medical Microbiology** • Normal flora • Microorganisms and disease • Streptococcus testing • Prevention and control of diseases • Using the microscope
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

Competency: Chapter 36. **MLI: Emergency Action Plan Rubric**

	Excellent: 10	**Good: 8**	**Fair: 7**	**Poor: 6**	**Score:**
Completeness: (7-10 pages minimum)	Student goes beyond the requirement of the project. (10+ pages)	Student meets the base requirement of the project. (10)	Student has barely 7 pages	Student has not met the criteria, below 7 pages	
Content:	Well thought and supports research. Indicates clear critical thinking. lear goal that is related to the topic(s). Information is accurate.	Well thought out and supports research. Indicates critical thinking. Clear goal that is related to the topic(s). Information is accurate.	Supports researched information. Indicates some critical thinking. No clear goal. Has some misinformation.	Provides inconsistent information. Indicates no apparent critical thinking. No clear goal. Has significant misinformation.	
Grammar and Language:	No spelling, grammatical, or punctuation errors Excellent use of vocabulary and word choices.	Few (1-3) spelling, grammatical, or punctuation errors. Good use of vocabulary and word choices.	Minimum (3-5) spelling, grammatical, or punctuation errors. Limited use of vocabulary and word choices.	More than 5 spelling, grammatical, or punctuation errors. Poor use of vocabulary and word choices.	
Resources: Minimum 3	Cited 4 or more resources using correct MLA format.	Cited 3 resources and/or used correct MLA format.	Cited 1-2 resource and/or did not use correct MLA format.	Cited no resources	
Organization:	Content is clearly organized making it very easy to locate requested information.	Content is mostly organized making it easy to locate requested information.	Content is somewhat unorganized making it difficult to locate requested information.	Content is unorganized making it difficult to locate requested information.	

50/100

Comments

_____	A
	B
	C
	D
(or one of the automatic failures)	F

he use of http://www.plagiarismchecker.com/ was used on this assignment: Yes   No_____

Student Name_____

Semester_____ **Instructor:** _____

Med Lab I Competency Procedures (2015 Standards)

Comp	Description of comp	CAAHEP Correlation	Date Achieved	Grade	Instructor Sign off
17-1	Perform Hand Washing: Preform a Surgical Hand Scrub	III.P.3			
17-3	Application & Removal of clean Disposable Gloves	III.P.2			
Sup.	Select Appropriate Personal Protective Equipment (PPE)	III.P.2			
17-A	Proper use of a Sharps Container	III.P.10			
17-B	Disposal of Hazardous Material	III.P.10			
18-1	Sanitization of Instruments	III.P.4			
18-2	Wrapping Instruments using Paper or Muslin	III.P.4			
18-3	Wrapping Instruments using a Pouch	II.P.4			
18-4	Sterilizing Articles in an Autoclave	III.P.5			
25-1	Applying & Removing Sterile Gloves	III.P.7			
Sup.	Prepare a Sterile Field and work within that field				
25-2	Opening a Sterile Package	III.P.7			
25-3	Pouring a Sterile Solution	III.P.7			
25-4	Changing a Sterile Dressing	III.P.8 III.P.9			
25-5	Removing Sutures & Staples	III.P.8			
25-6	Applying & Removing Adhesive Skin Closures	III.P.8			
25-7	Assisting with Minor Office Surgery	I.A.1			
25-A	Bandage Turns	III.P.9			
29-A	Operating and Emergency Eyewash Stations	XII.2a			
34-1	Using a Microscope	I.P.11.e			
34-2	Collecting a throat Specimen	I.P.11.e			
34-A	Rapid Strep Testing	I.P.11.e			
36-1	Demonstrating Proper Use of a Fire Extinguisher	X.11.2.b			

36-2	Participating in a Mock Exposure Event	X.11.4			

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Program Director Signature_____**Date**_____

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____   Course ID: _____   Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Medical Laboratory II (MED230)

Prerequisites: Medical Terminology, MED110
Anatomy and Physiology, MED120
Medical Laboratory I MED220
Business Mathematics BUS105
Course Credits/Clock Hours: 3/60
Course Delivery Mode: Residential

Course Description

This course introduces the student to basic laboratory assisting skills. Consideration is given to the fundamentals of microbiology, hematology, and urinalysis. The student is introduced to techniques in the collection of bacterial specimens, the collection and analysis of venous and peripheral blood specimens, and the collection and analysis of urine samples. Instruction includes performing hemoglobin and chemical urinalysis. A review of OSHA regulations for a laboratory facility is also included. Students are required to perform all procedures to 100 percent satisfaction of the instructor. Students will participate in an American Heart Association First Aid and professional level CPR course. The courses will include the treatment of medical complaints associated with: breathing, bleeding, poisoning, fractures, and shock, along with a practical application of dressings and bandages. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate and communicate in either verbal or written form the proper procedures for phlebotomy as they pertain to venous and peripheral specimens including butterfly, vacuum and syringe method.
- Demonstrate and communicate the appropriate steps for collecting a clean catch and preform physical, chemical and microscopic analysis of urine.
- Identify and name the respective cell types, morphology and respective hematology. Students will be able to list the blood groups.
- Utilize specialized online databases available at the institution to retrieve information needed and assesse the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems should be utilized
- Define laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- Perform phlebotomy and capillary punctures in accordance with policies. Student will be able to determine normal and abnormal lab values.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
    Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Medical Assisting Exam Review Online, 2nd ed. (ISBN 9781305944329)
Elsevier Adaptive Quizzing for Today's Medical Assistant, 3rd Edition

Supplemental educational learning materials may include and are not limited to
American Association of Medical Assistants, Inc., ed. *CMA Today* (2013). Print.
Grolier Encylcopedia. Scholastic. <http://auth.grolier.com/login/go_login_page.html?bffs=N>.

Assessment

Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency, and each individual competency must be passed in order to pass the class. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory, students should understand that once a concept has been presented in one of the instructional methods, they are responsible for that knowledge.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

    • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
    • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
    • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes/Tests	20%
Midterm/Final Examination	20%
Homework	25%
Competencies	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by

the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source underline whether or not it is a direct quotation
- Incorrectly citing a source

- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of

early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic(s)
1	Introduction to the course syllabus, course content, materials, and methods and course requirements. ***Emergency Medical Procedures and First Aid*** • Office crash cart • EMS system • First Aid Kit • OSHA safety precautions • Guidelines for emergency care, for many different incidents such as B, Breathing difficulties, Heart attack, Stroke, Musculoskeletal Injuries, Open Wounds, Burns, Poisoning etc.
2 and 3	***Phlebotomy*** • Introduction to Phlebotomy

	• Venipuncture- including guidelines, patient preparation, collection and handling of specimens, assembly of equipment and supplies, application of tourniquet, site selection for Venipuncture, types of blood specimens, and OSHA safety precautions. • Practice using tourniquets • Vacuum Tube Method of Venipuncture including –Needle, safety devices, plastic holder, and evacuated tubes • Order of Draw for Multiple Tubes • Butterfly Method of Venipuncture- Including Guidelines for Butterfly Method, set up of equipment, and patient positioning • Syringe Method of Venipuncture • Problems Encountered with Venipuncture –failure of obtain blood, rolling or collapsing veins, hematomas, premature needle withdraw, hemolysis, and patient fainting. • Obtaining serum Specimens- tube selection, preparation of specimen, serum separator tubes
4 - 7	***Phlebotomy*** • Skin Punctures- puncture sites, puncture devices • Microcollection Devices- Capillary Tubes, Guidelines for performing a finger puncture • Phlebotomy Practice ***Hematology*** • Introduction to Hematology- tests included in a CBC • Hemoglobin Determination (normal ranges) • Hematocrit (normal ranges) • White Blood Cell Count (normal ranges) • Red blood cell count (normal ranges) • Red Blood Cell Indices- MCV, MCH, RDW • White Blood Cell Differential Count – Automatic and Manual- Reference Ranges • PT/INR- what is it, purpose, collection of the specimen, performing the test, home testing
8	***Comprehensive Midterm Examination***
9	***Blood Chemistry and Immunology*** • What is Blood Chemistry- Introduction • Collection of a specimen • Automated Analyzers- Quality Control; Calibration; Controls • Blood Glucose- Testing; 2 hour, fasting, oral tolerance test • Tests for Diabetes Management- Self Monitoring; frequency of testing/results/ advantages- Hemoglobin A1c Testing- Interpretation of Results • Glucose Meters; Reagent test strips, calibration, control procedures, care and maintenance
10	***Blood Chemistry and Immunology*** • Cholesterol- HDL/LDL, cholesterol testing, interpretation of results, patient preparation, CLIA Waived Analyzers • Triglycerides (normal ranges) • BUN

	• Immunology- Introduction • Immunology Tests; Hepatitis, HIV, Syphilis, Mono, RF, ASO, CRP, ABO, Rh Antibody Titer • Rapid Mononucleosis Testing
11	***Phlebotomy Competency Evaluations***
12	***Urinalysis*** • Composition of Urine- Terms related to Urinary System • Collection of Urine- Guidelines for Collection; Methods of Collection- Random Specimen, First voided Morning, Clean Catch Midstream, 24 hour • Analysis of Urine- Physical Examination- Color, Appearance, Odor, Specific Gravity; Chemical Examination- urine test kit, pH, Glucose, Protein, Ketones, Bilirubin, Urobilinogen, Blood, Nitrites, Leukocytes • Reagent Test Strips- Guidelines for Reagent Strip Testing, Quality Control, Urine Analyzer
13	***Urinalysis*** • Microscopic Examination of Urine- Red Blood Cells, White Blood Cells, Epithelial Cells, Casts, Crystals, Misc structures • Urine Pregnancy Testing- HcG, Immunoassays, Guidelines for pregnancy testing • Serum Pregnancy Testing
14	**Competency Evaluations**. CPT Exam (NHA)
15	**Comprehensive Final exam**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

Student Name: _____

Semester: _____   Instructor: _____

Medical Lab II Competency Procedures (2015 Standards)

Comp #	CAAHEP ID	Description Of Competency	Date Achieved	Grade	Instructor Signature
30-A	I.P.11c	Assessing Color and Appearance of a Urine Specimen			
30-2	I.P.11c	Chemical Testing of Urine with a Multistix 10SG Reagent Strip			
30-3	I.P.11c	Prepare a Urine Specimen for Microscopic Examination- Kova Method			
30-4	I.P.11c	Perform A Urine Pregnancy Test			
31-1	I.P.2b	Venipuncture- Vacuum Tube Method			
31-2	I.P.2b	Venipuncture- Butterfly Method			
Sup.	I.P.2	Venipuncture- Syringe Method			
31-3	I.P.2c	Skin Puncture- Disposable Semiautomatic Lancet Device			
32-A	I.P.11a	Hemoglobin Determination			
32-2	I.P.11a	Preparation of a Blood Smear for Differential Cell Count			
33-A	I.P.11b	Perform Blood Chemistry Test- Cholestech			
33-B	I.P.11d	Rapid Mononucleosis Testing			
33-1	I.P.11b	Blood Glucose Monitoring with Meter			
Sup.	II.P.3.	Maintain lab results using Flow Sheets			

All Competencies must be passed with a grade of 85 or better in order to pass the course. Any competency not meeting this grade requirement will result in a failure of the class.

Instructor Signature: _____   Date: _____

Program Director Signature: _____   Date: _____

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Clinical Skills I (MED240)

Prerequisites: Medical Terminology (MED110)   **Course Credits/Clock Hours: 3/60**
Course Delivery Mode: Residential

Course Description

This course introduces the student to basic clinical skills. Consideration is given to the fundamentals of vital signs, various methods and equipment used to measure fundamental signs, determine height and weight, patient preparation and positions, methods of examination, assisting the physician with emphasis on routine physical examinations – obstetric, gynecological, urological, and pediatric examinations. Students will also have practical experience in procedures performed in medical specialty facilities. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
Perform a patient history through listening and observational skills.

- Demonstrate chart progress notes, vital signs, chief complaints, and significant patient data.
- Modify the required equipment and set up for assisting physicians in a patient examination or minor office procedure.
- Write pediatric growth on a pediatric growth chart and complete related measurements.
- Demonstrate vital signs including blood pressure/respiratory/ pulse/ temperature
- Identify and document appropriate patient instructions for at home care.
- Apply the concept of education literacy.
- Recognize cultural diversity as it pertains to health care.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
      Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
      Administrative Procedures Study Guide, 3rd Ed. St. Louis: Elsevier.
       (ISBN 9780323311281)
Elsevier Adaptive Quizzing for Today's Medical Assistant, 3rd Edition

Assessment

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-

ernment's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

   • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
   • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
   • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes/Tests	20%
Midterm/Final Examination	20%
Homework	25%
Competencies	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up

tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
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Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	Topic(s)
1	**The Medical Record** • Medical record format • Completion of forms • Taking health histories • Documenting in the medical record
2	**Vital Signs** • Factors That May Influence Vital Signs • Temperature • Pulse
3	**Vital Signs** • Respirations • Blood Pressure • Anthropometric Measurement
4	**Physical Examination** • Preparation of the examination room • Physical examination • Measuring height and weight
5	**Physical Examination** • Preparing the patient for examination • Assessing the patient • Assisting the physician
6	**Assisting in Ophthalmology and Otolaryngology** • Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear
7	**Assisting in Ophthalmology and Otolaryngology (Continue)**

	• Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear
8	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound **Midterm Examination**
9	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound
10	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
11	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
12	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
13	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
14	**Medication Review, Child Growth and Development**
15	***Final Examination Review*** and making sure all competencies are complete and signed off.
16	***Comprehensive Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp,

Student Name_____

Semester_____ **Instructor**_____

Clinical Skills I Competency Procedures (2015 Standards)

Comp	Description of Comp	CAAHEP Correlation	Date Achieved	Grade	Instructor sign off
19-1	Measuring Oral Body Temperature-Electronic Thermometer	I.P.1 b			
19-4	Measuring Aural Body Temperature-Tympanic Membrane Thermometer	I.P.1 b			
19-5	Measuring Temporal Body Temperature	I.P.1 b			
19-6	Measuring Pulse & Respiration	I.P.1 c I.p.1 d			
19-7	Measuring Apical Pulse	I.P.1 c			
19-8	Measuring Pulse Oximetry	I.P.1 i			
19-9	Measuring Blood Pressure	I.P.1 a			
20-1	Measuring Weight & Height	I.P.1 e I.P.1 f			
20-A	Body Mechanics				
20-3	Supine Position	I.P.8 I.P.9			
20-4	Prone Position	I.P.8 I.P.9			
20-6	Lithotomy Position	I.P.8 I.P.9			
20-7	Sims Position	I.P.8 I.P.9			
20-11	Assisting with the Physical Examination	I.P.8 I.P.9			
21-1	Assessing Distance Visual Acuity-Snellen Chart	II.P.2			
21-2	Assessing Color Vision-Ishihara Test	II.P.2			
21-5	Performing an Ear Irrigation	I.P.9 I.A.2			
23-1	Breast Self -Examination Instructions	I.P.8			
23-2	Assisting with a Gynecological Examination	I.P.8 I.A.2 I.A.3			

24-1	Measuring the Weight & Length of an Infant	II.P.3 I.A.2			
24-2	Measuring Head & Chest Circumference of an Infant	II.P.3 I.A.2			
24-3	Calculating Growth Percentiles	II.P.4 I.A.2			
28-1	Fecal Occult Blood Testing	I.P.8			
28-A	Testicular Self Examination Instructions	I.P.8			
38-1	Completion of a Procedure Consent Form	V.P.11 X.A.1			
38-2	Release of Medical Information	V.P.11 X.A.1			
38-3	Obtaining Patient History & Formulating Chief Complaint	V.P.1 a, b, c			
50-5	Community Resource Project	V.P.9 V.P.10			
	25 Vitals Sheet				

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID: _____**   **Instructor: _____**

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Clinical Skills II (MED250)

Prerequisites: **Medical Terminology (MED110)**   **Course Credits/ Clock Hours: 3/60**
                 Anatomy & Physiology (MED120)
                 Business Mathematics (BUS105)
                 Clinical Skills I (MED240)
Course Delivery Mode: Residential

Course Description

This course provides the student with an intense study of the administration of medications. The emphasis is placed on parenteral medication, with an overview of topical, oral, rectal and sub-lingual medications. Students are introduced to pharmacology and the use of the PDR, nutrition, and the procedure for performing an EKG. Universal precautions as prescribed by OSHA will also be reviewed. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Explain patient instructions for at home care and appropriately document in patient progress notes.
- Prepare patient for procedures and treatment through documentation in related progress notes.
- Perform an electrocardiogram test and chart appropriately.
- Identify, list and explain the side effects, contraindications and medication administration procedures for various classifications of medications.
- Define the steps in performing an intradermal, intramuscular and subcutaneous injection.
- Identify and list the role of the medical assistant in various office positions, patient education and advocacy and the medical legal aspects of documentation.
- Describe a variety of types and formats of potential sources for information.
- Perform spirometry test and document appropriately.
- Identify and research dietary plans for patients.
- Perform mathematical calculations for correct dosages of medication.
- Demonstrate the steps in preparing medications for administration.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
       Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
       Administrative Procedures Study Guide, 3rd Ed. St. Louis: Elsevier.
       (ISBN 9780323311281)
Elsevier Adaptive Quizzing for Today's Medical Assistant, 3rd Edition
Supplemental educational learning materials may include and are not limited to
ProQuest Databases, INFOTRAC Databases, EBSCO Host.
Johnson, Julie, Haskell, Helen, Barach, Paul. *Case Studies in Patient Saftey.* Jones & Bartlett
       Learning. 2016. (ISBN 978-1-4496-8154-8)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

> • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
> • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
> • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes/Tests	20%
Midterm/Final Examination	20%
Homework	25%
Competencies	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source underline whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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Satisfactory Progress Standards are designed to assess academic progress for classes taken a

Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

<div align="center">

Topic(s)

</div>

1	Introduction to the course content, materials, and methods and course requirements.
	Physical Agents to Promote Tissue Healing
	• Application of Heat and Cold
	• Applying Heat Pad
	• Applying Ice bag
	• Applying Hot and Cold Compress
2	***Physical Agents to Promote Tissue Healing***
	• Crutch Guidelines and Gaits
	• Canes
	• Walkers
	Vitals

3	*Administering Medication*
	Classification of Drugs
	• Drug References
	• Classification According to Actions
	Pharmacology Drug Project
	Vitals
4	*Administering Medication*
	System of Measurement for Medication
	• Metric System
	• Household System
	• Conversions
	• Controlled Drugs
	Vitals
5	*Administering Medication*
	Guidelines for Preparation and Administration of Medication
	• Prescription
	• Electronic Prescription
	• Medication Records
	• Oral Administration
	Vitals
6	*Administering Medication*
	Parenteral Administration
	• Parts of a Needle and Syringe
	• IM Injections
	• SQ Injections
	• Intradermal Injections
	Vitals
7	*Administering Medication*
	Allergy Testing
	• Tuberculin Skin Testing
	• Types of Skin Testing
	• Allergy Blood Testing
	Vitals
8	*Cardiopulmonary Procedures*
	• Cardiac Cycle
	• Electrocardiograph
	• Leads
	• Electrodes
	Vitals
	Mid-Term Examination.

9	***Cardiopulmonary Procedures*** • Patient Preparation • Artifacts • Holter Monitor ***Vitals.***
10	***Cardiopulmonary Procedures*** • Pulmonary Function Tests • Spirometry • Peak Flow Measurement
11	***Nutrition*** • Nutrients • Carbohydrates • Fat • Protein ***Vitals***
12	***Nutrition*** • Vitamins • Minerals • Water • Dietary Supplements
13	***Nutrition*** • Nutrition Guides • Food Labels • Nutrition Therapy • Weight Management • Food Allergies ***Vitals.***
14	***Review for Comprehensive Final Examination***
15	**Comprehensive Final Examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016, Revised July 2017 klp

Student Name: _____

Semester: _____   **Instructor:** _____

Clinical Skills II Competency Procedures (2015 Standards)

Comp #	CAAHEP ID	Description Of Competency	Date Achieved	Grade	Instructor Signature
22-1	I.P.13	Applying a Heating Pad			
22-3	I.P.13	Applying a Hot Compress			
22-4	I.P.13	Applying an Ice Bag			
22-5	I.P.13	Applying a Cold Compress			
22-6	I.P.13	Applying a Chemical Pack			
22-7	I.P.13	Measuring for Axillary Crutches			
22-8	I.P.13	Instructing a Patient in Crutch Gaits			
22-9 22-10	I.P.13	Instructing a Patient in Use of a Cane and Walker			
26-1	I.P.4a I.P.6	Administering Oral Medications			
26-2	I.P.4a I.P.7	Preparing an Injection- Fill from Vial and Ampule			
26-4	I.P.4a, b, c, d I.p.7	Administering a Subcutaneous Injection			
26-A	I.P.4a, d I.P.5 I.P.7	Locating Intramuscular Injection Sites			
26-5	I.P.4a, b, c, d I.P.5 I.p.7	Administering an Intramuscular Injection			
26-7	I.P.4a, b, c, d I.P.5 I.p.7	Administering an Intradermal Injection			
Sup	II.P.1	Calculate proper dosages of medication for administration			
27-1	I.P.2a	Running a 12 Lead, Three Channel Electrocardiogram			
27-A	I.P.2d	Spirometry Testing			
35-A	IV.P.1 IV.A.1	Instruct a Patient According to Patient's Special Dietary Needs; Special Diets			
		Medication Project			
		Nutrition Project			

All Competencies must be passed with a grade of 85 or better in order to pass the course. Any competency not meeting this grade requirement will result in a failure of the class.

Instructor Signature: _____   **Date:** _____

Program Director Signature: _____   **Date:** __ _____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ **Course ID: _____** **Instructor: _____**

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Professional Medical Coding II (MED260)

Prerequisites: Medical Terminology (MED110)   Course Credits/Clock Hours: 3/60
Professional Medial Coding I (MED150)
Anatomy & Physiology (MED120)
Medical Billing (MED130)
Course Delivery Mode: Residential

Course Description

This course is designed to provide the individual with a comprehensive level of procedural coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. The student will also be introduced to fundamental guidelines of procedural coding, related to evaluation and management services and surgical procedures of the systems. Participants will have a working knowledge of CPT coding and HCPCS supply coding as it relates to physician services. The student will demonstrate an understanding of Medicare law and third party carriers and guidelines and physician documentation requirements. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
- Describe the three levels of HCPCS coding and will be able to navigate through the corresponding manuals.
- Demonstrate an understanding of the terminology that pertains to correct documentation standards.
- Analyze the documentation requirements for office notes, operative notes, and ancillary services.
- Identify the key components associated with the evaluation and management codes and the requirements for meeting key component criteria for each code.
- Demonstrate the key points associated with each set of evaluation and management subsection guidelines.
- Utilizing the global surgical package as defined by CMS and the AMA.
- Define the working knowledge of the anatomy and terminology associated with the systems. Students will demonstrate their ability to choose appropriate procedural codes and modifiers.

Required Course Texts & Course Materials

Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2017 HCPCS level. 2.* 1st ed. Missouri: Elsevier, 2016. Print. (ISBN: 9780323430760)
Optum360 *CPT 2018: Current Procedural Terminology. Professional Edition.* Chicago: American Medical Association, 2018. Print. (ISBN: 9781622026005)
Step by Step Medical Coding, 2017 Edition (Carol J. Buck, MS, CPC, CCS-P)
          Textbook: 978-0-323-43082-1
          Adaptive Learning: 978-0-323-51071-4

Supplemental educational learning materials may include and are not limited to
The instructor will supply.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

> • One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
> • One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
> • One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	20%
Tests	25%
Mid-Term/Final Examinations	20%
Project	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, dis-rupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments,

and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source underscore whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their

program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic
1	*Introduction to Current Procedural Terminology* • History of Current Procedural Terminology • The Structure and Design of CPT • Resequencing Initiative • CPT as Part of HSPCS *Modifiers* • Definition of Purposes of Modifiers • Use of Modifiers for Various Procedures and Service Locations • Modifiers Used for Hospital Outpatient Services • CPT Level I Modifiers
2	*Evaluation and Management* • Documentation Guidelines for Evaluation and Management Services • Overview of the Evaluation and Management Section • Evaluation and Management Coding
3	*Anesthesia* • Guideline Related to the National Correct Coding Initiative • Abbreviations Relating to Anesthesia • What is Anesthesia, and How Is It Administered?

	• Coding and Billing Anesthesia Services • Calculating Anesthesia Charges • Special Billing Considerations-Anesthesia Administered by Physician • Billing Concerns
4	*Surgery and the Integumentary Systems* • Surgery Guidelines • The National Correct Coding Initiative • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Integumentary Systems
5	*Musculoskeletal System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Musculoskeletal system • General Procedures • Procedures for Musculoskeletal Systems by Body Site • Applications of Casts and Strapping • Endoscopy/Arthroscopy *Respiratory System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Respiratory System • Anatomy of the Respiratory system • Procedures Completed on the nose • Procedures Completed on the Accessory Sinuses • Procedures Completed on the Larynx • Procedures Completed on the Trachea and Bronchi • Procedures Completed on the Lungs and Pleura
6	*Cardiovascular System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Cardiovascular • Coding Cardiovascular Procedures • Coronary Artery Bypass Grafts • Arteries and Veins • Vascular Injection Procedures • Arterial and Arteriovenous Procedures
7	*Hemic and Lymphatic Systems* • Guidelines Related to the National coding Initiative • Structures of the Hemic and Lymphatic Systems • Procedures Completed on the Spleen • General Procedures • Procedures performed on the Lymph Nodes and Lymphatic Channels *Mediastinum and Diaphragm* • Guidelines Related to the National Correct Coding Initiative • Procedures Completed in the Mediastinum • Procedures Completed on the Diaphragm *Digestive System*

	• Guidelines Related to the National Correct coding Initiative • Abbreviations Relating to the Digestive System • Lips, Mouth, Tongue, Teeth, Palate, Uvula, and Salivary Glands • Pharynx, Adenoids, and Tonsils • Esophagus • Stomach • Intestines, Except Rectum • Meckel's Diverticulum and the Mesentery • Rectum • Anus • Liver • Biliary Tract • Pancreas • Abdomen, Peritoneum, and Omentum
8	*Urinary System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Associated with the Urinary System • Anatomy of the Urinary System • Procedures completed on the Kidneys • Procedures completed on the Ureter • Procedures completed on the Bladder • Procedures completed on the Urethra
9	*Male Genital System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Male Genital System • Penis • Testis • Epididymis • Scrotum and Vas Deferens and Spermatic Ford and Seminal Vesicles • Prostate • Intersex Surgery *Female Genital System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Female Genital System • Vulva, Perineum, and Introitus • Vagina • Cervix Uteri • Corpus Uteri • Laparoscopy and Hysteroscopy • Oviduct and Ovary • In Vitro Fertilization *Maternity Care and Delivery* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with Maternity Care and Delivery

	• Antepartum Services • Vaginal Delivery and Cesarean Delivery, Antepartum and Postpartum Care • Delivery after Previous Cesarean Delivery • Abortion and Other Procedures
10	*Endocrine System* • Guidelines Related to the National Correct Coding Initiative • Thyroid Gland • Parathyroid, Thymus, Adrenal Glands, Pancreas, and Carotid Body *Nervous System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Nervous System • Anatomy of the Nervous System • Procedures Completed on the Nervous System *Eye and Ocular Adnexa* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated to the Eye and Ocular Adnexa • Anatomy of the Eye • Procedures Completed on the Eyeball • Procedures Completed on the Anterior Segment • Procedures Completed on the Posterior Segment • Procedures Completed on the Ocular Adnexa *Auditory System and Operating Microscope* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Auditory System • Anatomy of the Auditory System • Procedures Completed on the External Ear • Procedures Completed on the Middle Ear • Procedures Completed on the Inner Ear and the Temporal Bone, Middle Fossa Approach • Operating Microscope
11	*Radiology* • Guidelines Related to the National Correct Coding Initiative • Terminology • Abbreviations Associated with Radiology • Diagnostic Radiology • Diagnostic Ultrasound • Radiologic Guidance • Breast Mammography • Bone/Joint Studies • Radiation Oncology • Nuclear Medicine

12	*Pathology and Laboratory* • Guidelines Related to the National Correct coding Initiative • Coding for Pathology and Laboratory Services • Abbreviations Associated with Laboratory Coding
13	*Medicine* • Guidelines Related to the National Correct Coding Initiative • Immune Globulins • Immunization Administration for Vaccines and Toxoids • Vaccines and Toxoids • Psychiatry • Biofeedback • Dialysis • Gastroenterology • Ophthalmology • Special Otorhinolaryngologic Services • Cardiovascular • Noninvasive Vascular Diagnostic Studies • Pulmonary • Allergy and Clinical Immunology • Neurology and Neuromuscular Procedures • Central Nervous Systems Assessments and Tests and Health Behavior Assessment and Intervention • Hydrations, Therapeutic, Prophylactic, Diagnostic Injections and Infusions, and Chemotherapy and Other Highly Complex Drug or Highly Complex Biologic Agent Administration • Photodynamic Therapy • Special Dermatological Procedures • Physical Medicine and Rehabilitation • Additional Procedures
14	*HCPCS Codes* • Certificate of Medical Necessity for DME Items and Advanced Beneficiary Notice • Organization and Use of HCPCS Level II Codes • HCPCS Sections
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018

Professional Medical Coding II

For the Project, the student will be given a worksheet consisting of 200 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the CPT or HCPCS system. Other questions will require the student to read excerpts from a patient's medical record to identify and code the procedures/services. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	**Competent 8-6 points**	**Borderline 5-4 points**	**Unprepared 3 or less points**	**Score**
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ **Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Introduction to Health Information Management (MED270)

Prerequisites: Medical Terminology (MED110)   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

Course Description

This course sets the stage for learners to examine the continuing changes in health care and the impact they have on management of health information. While professional health information management originated in the hospital setting, care has shifted to more cost-effective settings. The more learners can compare and contrast the information demands of these settings, the greater their opportunity for success as medicine becomes more and more invested in the value of information. In addition, this course examines the shift away from fee-for-service medicine toward the managed care model and the demands that managed care makes upon those who work with health information. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate an ability to review and evaluate amendments to medical records for correctness through identification and written justification of examples.
- Employ patient records found in an acute care facility inpatient record and assembly them in a logical filing order.
- Explain the use of pseudonumbers and Soundex codes and proper assign them to sample patients.
- Analyze and interpret data located on disease, procedure and physician indexes
- Discuss case scenarios and determine if patient information should be released.
- Revise a clinic encounter form with up-to-date diagnosis and procedure codes.

Required Course Texts & Course Materials

Foundations of Health Information Management, 4th Edition
        Textbook: 978-0-323-37811-6

Supplemental educational learning materials may include and are not limited to
American Academy of Professional Coders, Ed. *Coding Edge* (2013). Print.
U. S. Department of Health and Human Services. *Centers for Medicare & Medicaid Services.*
        2013. Web. 20 Aug. 2013. <http://www.cms.gov/>.
Other sources available on Infotrac Database, such as *Health Data Management*
Money Driven Medicine Fed Up Documentary

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

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Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
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Homework	15%
Assignments	10%
Project	20%
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Total	100%

Grading Scheme

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Failure to complete courses successfully for any reason will negatively affect Satisfactory

Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson#	Topic(s)
1	*Health Care Delivery System* • Historical Development • Health Care Delivery Systems • Medical Staff
2	*The Health Information Management Profession* • Health Information • Careers
3	*Legal Issues* • Overview of External Forces • Understanding the Court System • Health Record as Evidence • Principles of Liability • Legal Issues in HIM • Fraud and Abuse
4	*Ethical Standards* • Ethical Overview • Ethical Decision Making • Bioethical Issues • Ethical Challenges
5	*Health Care Data Content and Structures* • Types, Users, and Flow of Data • Forms Design and Control • Data Storage, Retention, and Destruction • Indices and Registries
6	*Nomenclature and Classification Systems* • Languages, Vocabularies, and Nomenclatures • Classification Systems • Emerging Issues
7	*Quality Health Care Management*

	• Data Quality • Performance Improvement and Risk Management • Utilization Management
8	Midterm Exam
9	*Health Statistics* • Statistical Literacy • Health Information Management Statistics
10	*Health Statistics* • Research Principles • Research Study Process • Institutional Review Boards • Epidemiology
11	*Database Management* • *Concepts and Functions* • *Data Sets* • *Data Exchange*
12	*Information Systems and Technology* • Information Systems • Systems Architecture *Informatics* • Electronic Health Records • Technology Applications and Trends
13	*Management Organization* • Principles of Management • Management Theories *Human Resource Management* • Employment • Staffing • Employee Rights • Supervision • Workforce Diversity
14	*Financial Management* • Accounting • Budgets • Procurement *Reimbursement Methodologies* • Third-Party Payers • Payment Methodologies • Revenue Cycle Management
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, August 2018 js

Health Information Management Project: Joint Commission on Accreditation of Healthcare Organizations Essay Rubric

	Excellent: 4 points	Average: 3 points	Fair: 2 points	Poor: 1 point	Score:
Content and Completeness: **(5-7 pages)** All questions answered about JACHO	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all academic and scholarly**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points:_____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100

Elmira Business Institute
Student Syllabus: Health Care Reimbursement Issues (MED280)

Prerequisites: Medical Terminology (MED110)   **Course Credits/ Clock Hours: 3/60**
                 Medical Billing (MED130)
Course Delivery Mode: Residential

Course Description

This course is an in-depth examination of insurance and reimbursement methodologies practiced in today's healthcare industry. Topics include private and public insurance systems, prospective and retrospective reimbursement, and managed care. In addition, the student will develop skill in the assignment and reporting of codes for diagnoses and procedures/services and completion of UB-04 (CMS-1450) and CMS-1500 claims for inpatient, outpatient, emergency department, and physician office encounters. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Discuss introductory health insurance concepts.
- Identify career opportunities available in health insurance.
- Apply educational training requirements of a health insurance specialist.
- Demonstrate the job responsibilities of a health insurance specialist.
- Describe the impact of significant events in the history of health care reimbursement.
- Explain managed care and its effect on a physician's practice.
- Identify the role of credit and collections in processing claims.
- Prepare accurate code diagnoses according to ICD-10-CM coding guidelines.
- Prepare accurate code procedures and services according to CPT coding guidelines.
- Define each CMS payment system.
- Define general insurance billing guidelines.
- Explain the characteristics of commercial insurance and government- sponsored health plans.
- Construct Blue Cross Blue Shield, Medicare, Medicaid, TRICARE, and Workers' Compensation insurance claim forms properly.
- Evaluate library online databases for articles and information on topics related to health care reimbursement issues.

Required Course Texts & Course Materials

Optum360 ICD-10-CM Expert for Physicians, 1st Ed. Print. (ISBN: 9781622542246)
2016 ICD-10-CM for Physicians, Volumes 1and 2. Maryland Heights: Elsevier, 2015. Print.
      (ISBN: 9781455774968)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2017 HCPCS level. 2.* 1st ed. Missouri: Elsevier,
      2016. Print. (ISBN: 9780323430760)
Health Insurance Today, A Practical Approach, 6th Edition
      Textbook/Workbook ISBN: 9780323581851
Supplemental educational learning materials may include and are not limited to
Elmira Business Institute Library online databases.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
• One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
• One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
• One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	25%
Tests	25%
Midterm/Final Exam	20%
Project	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their

program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

  • Maintain a minimum cumulative grade point average (CGPA)
  • Achieve the minimum incremental completion rate (ICR) and
  • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "C" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

Lesson #	Topic(s)
1	Chapter 1: Health Insurance Specialist Career: • Overview • Career Opportunities • Education and Training • Job Responsibilities • Professionalism

2	Chapter 2: Introduction to Health Insurance: • Health Insurance Coverage Statistics • Major Developments in Health Insurance • Health care documentation • Electronic Health Record(HER) Chapter 3: Managed Care : • History • Organization • Models • Consumer-Directed Health Plans • Accreditation • Effects on a Physician's Practice
3	Chapter 4: Processing an Insurance Claim : • Processing a Claim • Managing New Patients • Managing Established Patients • Managing Office Insurance finances • Insurance Claim Life Cycle • Maintaining Insurance Claim Files • Credit and collections
4	Chapter 5: Legal and Regulatory Issues : • Legal and Regulatory Considerations • Federal Laws & Events That Affect Health Care • Retention of Records • Health Insurance Portability and Accountability Act (HIPAA) Chapter 6: ICD-10-CM Coding: • Overview of ICD-10-CM • Coding Conventions • Index to Diseases & Injuries • Tabular List of Diseases & Injuries • Official Guidelines for Coding and Reporting
5	Chapter 7: CPT Coding: • Overview • CPT Sections, Subsections, Categories, and Subcategories • CPT Index • CPT Modifiers • Coding Procedures & Services • Evaluation & Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • National Correct Coding Initiative

6	Chapter 8: HCPCS Level II Coding: • Overview • HCPCS Level II National Codes • Determining Pay Responsibility • Assigning HCPCS Level II Codes
7	Chapter 9: CMS Reimbursement Methodologies: • History • CMS Payment Systems • Ambulance Fee Schedule • Ambulatory Surgical Center Payment Rates • Clinical Laboratory Fee Schedule • Durable Medical Equipment, Prosthetics/Orthotics, & Supplies Fee Schedule • End-Stage Renal Disease(ESRD) Composite Rate Payment system • Home Health Prospective Payment System • Hospital Inpatient Prospective Payment system • Hospital Outpatient Prospective Payment System • Inpatient Psychiatric Facility Prospective Payment system • Inpatient Rehabilitation Facility Prospective Payment system • Long –Term (Acute) Care Hospital Prospective Payment system • Skilled Nursing Facility Prospective Payment system • Medicare Physician Fee Schedule • Chargemaster • Revenue Cycle Management • UB-04 Claim
8	Midterm
9	Chapter 12: Commercial Insurance: • Commercial Health Insurance • Automobile, Disability, and Liability Insurance • Commercial Claims • Claims Instructions • Commercial Secondary Coverage • Commercial Group Health Plan Coverage Chapter 13: Blue Cross Blue Shield : • History • Plans • Billing Notes • Claims Instructions • Secondary Coverage
10	Chapter 14: Medicare: • Eligibility • Enrollment • Part A • Part B

	• Part C • Part D • Other Medicare Health Plans • Employer & Union Health Plans • Medi-gap • Participating Providers • Nonparticipating Providers • Mandatory claims submission • Private Contracting • Advance Beneficiary Notice of Non-coverage • Experimental & Investigational Procedures • Medicare as Primary Payer • Medicare as Secondary Payer • Medicare Summary Notice • Billing Notes • Claims Instruction • Medicare & Medi-gap claims • Medicare-Medicaid (Medi-Medi) Crossover Claims • Medicare as Secondary Payer Claims • Roster billing for Mass Vaccination Programs
11	Chapter 15: Medicaid: • Eligibility • Medicaid Covered Services • Payment • Billing Notes • Claims Instructions • Medicaid as Secondary Payer claims • Mother/Baby Claims • SCHIP Claims
12	Chapter 16: TRICARE: • Background • Administration • CHAMPVA • Options • Special Programs • Supplemental Plan s • Billing Notes • Claims Instructions • TRICARE as Secondary Payer • TRICARE & supplemental Coverage
13	Chapter 17: Workers' Compensation: • Federal Programs • State Programs • Eligibility

	• Classification of Cases • Special Handling of Cases • Workers' Compensation & Managed Care • First Report of Injury Form • Progress Reports • Appeals & Adjudication • Fraud & Abuse • Billing Notes • Claims Instructions
14	Review for Comprehensive Final Exam
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017klp, August 2018 js

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ **Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: _____/100