Course/Program Title: MAP 205 Diagnostic Procedures for the Medical Assistant

Date: 5/25/16
Semesters: FA 2015 and SP 2016

Course/Program Team: Melanie Rowland

Expected Learning Outcomes:

1. Identify and justify the importance of respecting cultural, religious, and age related values and beliefs.
2. Demonstrate clinical competency by achieving a minimum score of 80% for each required clinical competency.
3. Utilize all standard precautions and comply with all waste disposal requirements during the performance of CLIA waived tests.
4. Demonstrate ability to utilize appropriate oral, written, and electronic communication skills for patient care, documentation, and education.
5. Demonstrate ability to recognize and address normal and abnormal test results for physician notification per policy.
6. Employ knowledge of quality assurance requirements of CLIA waived testing including documentation and reporting.

Assessment

Course completion: Number passing at 75% or greater.

Course Outcomes: Common final exam for item analysis:

CO #1 Questions (Non-English speaking; elderly)
CO #3 Questions (Universal Precautions; MSDS sheets)
CO #4 Questions (Documenting results; interpreting results)
CO #5 Questions (Abnormal EKG; Diabetic Testing; Cardiac Symptoms))
CO #6 Questions (Quality Control and Assurance)

Clinical Competencies: Number passing with an average score of 75% or greater.
Validation

Course Completion:
Completion of course with an average grade of 75% or greater.

Course Outcomes:
75% of students will correctly answer final exam questions
75% of students will achieve an average score of 75% for clinical competencies

Results

Course Completion: N=20
100% (20/20 students) completed course with a grade of 75% or greater.

Course Outcomes: Clinical Competencies (N=20)
100% (20/20 students) satisfactorily completed all laboratory competencies with a grade of 75% or greater.

Course Outcomes: Final Exam questions (N=20)

<table>
<thead>
<tr>
<th>CO #</th>
<th>Question</th>
<th>% correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>(Non-English speaking)</td>
<td>90%</td>
</tr>
<tr>
<td>#1</td>
<td>(Elderly Pt)</td>
<td>95%</td>
</tr>
<tr>
<td>#3</td>
<td>(Universal Precautions)</td>
<td>75%</td>
</tr>
<tr>
<td>#3</td>
<td>(MSDS sheets)</td>
<td>75%</td>
</tr>
<tr>
<td>#4</td>
<td>(Documenting results)</td>
<td>75%</td>
</tr>
<tr>
<td>#4</td>
<td>(Interpreting results)</td>
<td>100%</td>
</tr>
<tr>
<td>#5</td>
<td>(Abnormal EKG results)</td>
<td>96%</td>
</tr>
<tr>
<td>#5</td>
<td>(Diabetic testing)</td>
<td>42%</td>
</tr>
<tr>
<td>#5</td>
<td>(Cardiac Symptoms)</td>
<td>42%</td>
</tr>
<tr>
<td>#6</td>
<td>(Quality Control &amp; Assurance)</td>
<td>100%</td>
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<tr>
<td>#6</td>
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<tr>
<td>#6</td>
<td>(Quality Control &amp; Assurance)</td>
<td>90%</td>
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Follow-up

There has been limited improvement in the students’ ability to correctly process and answer critical thinking questions. We will continue to utilize the Moodle Forum function to introduce critical thinking scenarios to students throughout the semester and to incorporate critical thinking scenarios with each chapter test and on homework assignments so the students can be better prepared for the final exam critical thinking questions. More in class discussion and scenario analysis will also be included.