



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**MA1410 Clinical Procedures I**  
**5 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

**1. Perform clinical functions**

- a. Measure and record:
  - i. Length (infant) (I.P.1.g.)
  - ii. Head circumference (infant) (I.P.1.h.)
  - iii. Weight (infant) (I.P.1.f.)
- b. Explain diagnostic testing concepts:
  - i. Perform standard 12-lead (I.P.2.a.)
  - ii. Pulmonary function testing (I.P.2.d.)
- c. Instruct and prepare a patient for a procedure or treatment (I.P.8.)
- d. Assist provider with patient exam (I.P.9)
- e. Identify common pathology related to each body system including:
  - i. Signs (I.C.8.a)
  - ii. Symptoms (I.C.8.b)
  - iii. Etiology (I.C.8.c)
- f. Analyze pathology for each body system including:
  - i. Diagnostic measures (I.C.9.a)
  - ii. Treatment modalities (I.C.9.b)
- g. Incorporate critical thinking skills when performing patient assessment (I.A.1)
- h. Show awareness of a patient's concerns related to the procedure being performed (I.A.3.)

**2. Apply mathematics to patient care**

- a. Analyze healthcare results are reported in:
  - i. Graphs (II.C.6.a)
  - ii. Document on a growth chart (II.P.4.)

**3. Implement infection control concepts and procedures within an ambulatory care setting**

- a. Define the following as practiced within an ambulatory care setting:

- i. Surgical Asepsis (III.C.3.b.)
- b. Identify methods of controlling the growth of microorganisms (III.C.4)
- c. Identify personal protective equipment (PPE) for:
  - i. All body fluids, secretions and excretions (III.C.6.a)
  - ii. Blood (III.C.6.b)
  - iii. Non-intact skin (III.C.6.c)
  - iv. Mucous membranes (III.C.6.d)
- d. Identify quality assurance practices in healthcare (I.C.12)
- e. Prepare items for autoclaving (III.P.4)
- f. Perform sterilization procedures (III.P.5)
- g. Prepare a sterile field (III.P.6)
- h. Perform within a sterile field (III.P.7)
- i. Perform wound care (III.P.8)
- j. Perform dressing change (III.P.9)
- k. Demonstrate proper disposal of biohazardous material
  - i. Sharps (III.P.10.a)
  - ii. Regulated wastes (III.P.10.b)
- l. Identify Center for Disease Control (CDC) regulations that impact healthcare practices (III.C.7)
- m. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings (III.A.1)

**4. Interpret fundamental nutritional knowledge for patient awareness and compliance in the healthcare setting**

- a. Describe dietary nutrients including:
  - i. Carbohydrates (IV.C.1.a)
  - ii. Fat (IV.C.1.b)
  - iii. Protein (IV.C.1.c)
  - iv. Minerals (IV.C.1.d)
  - v. Electrolytes (IV.C.1.e)
  - vi. Vitamins (IV.C.1.f)
  - vii. Fiber (IV.C.1.g)
  - viii. Water (IV.C.1.h)
- b. Define the function of dietary supplements (IV.C.2.)
- c. Identify the special dietary needs for:
  - i. Weight control (IV.C.3.a)
  - ii. Diabetes (IV.C.3.b)
  - iii. Cardiovascular disease (IV.C.3.c)
  - iv. Hypertension (IV.C.3.d)
  - v. Cancer (IV.C.3.e)
  - vi. Lactose sensitivity (IV.C.3.f)

- vii. Gluten-free (IV.C.3.g)
- viii. Food allergies (IV.C.3.h)
- d. Instruct a patient according to patients' special dietary needs (IV.P.1)
- e. Show awareness of patients concerns regarding a dietary change (IV.A.1)

**5. Explain concepts of effective communication with the workplace**

- a. Define coaching a patient as it relates to:
  - i. Health maintenance (V.C.6.a)
  - ii. Disease prevention (V.C.6.b)
  - iii. Compliance with treatment plan (V.C.6.c)
  - iv. Adaptations relevant to individual patient needs (V.C.6.e)
- b. Coach patients regarding:
  - i. Health maintenance (V.P.4.a)
  - ii. Disease prevention (V.P.4.b)
  - iii. Compliance with treatment plan (V.P.4.c)

**6. Identify the protective practices used in ambulatory care**

- a. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting (XII.C.5.)
- b. Discuss protocols for disposal of biological chemical materials (XII.C.6.)

## **Big Ideas and Essential Question**

### **Big Idea**

- Sterile technique
- Assisting the provider
- Patient education
- Diagnostic testing

### **Essential Questions**

1. What is surgical asepsis?
2. What is the importance of nutrition as it relates to diseases?
3. How do diagnostic tests assist the provider with a diagnosis?
4. What is the medical assistants role in patient education?

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SLOs developed from the CAAHEP established 2015 Standards and Guidelines for Medical Assisting and formatted by the Baker College System Medical Assisting Program Coordinators.

These SLOs are not approved for experiential credit.

**Effective: Fall 2021**