



MAPE Program

End of Semester Course Report

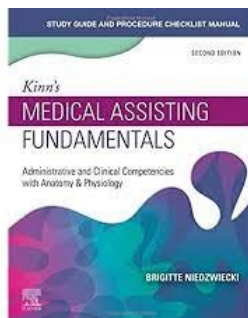
1. Course Number and Name: MAPE 150-Medical Business Finance MA II
2. Year / Semester: 2024 Spring (16 week course)
3. Course Faculty: Dr. Brian Dankowski, DNP, MSN-Ed, RN, CCMA

COURSE STATISTICS

4. Theory Ratio 7:1 Practicum Ratio No practicum
(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)
5. Final Theory Outcomes:
 - a. Percent Passed: $7/8 = 87.5\%$
 - b. Percent Failed: 12.5% 1 student did not participate in course after week 4.
 - c. Range of Scores: 15.03%-100.14%
6. Final Clinical Outcomes: 140 clinical hours for this course
 - a. Percent Satisfactory: $7/8 = 87.5\%$
 - b. Percent Unsatisfactory: $1/8 = 12.5\%$
7. Course Attrition:
 - a. Beginning number of students: 8
 - b. Withdrawals: 0 1 student did not participate in course after week 4.
 - c. Incompletes (with expected date of completion): 0

THEORY EVALUATION

8. Textbooks used and evaluation of each:
 - Kinn's Medical Assisting Fundamentals (2022) Administrative and Clinical Competencies with Anatomy & Physiology (2nd ed.) St. Louis, MO. ISBN- 978-0-323-82450-7



Students enjoy this book and the online resources. Strong in class activities that can be adapted for didactic portion of class.

- Hartman Publishing (2019). *Hartman's complete guide for the EKG technician*. Albuquerque, NM: Hartman Publishing, Inc. ISBN-978-1-60425-107-4



Workbook Hartman's Complete Guide for the EKG Technician.
ISBN-9781604251524

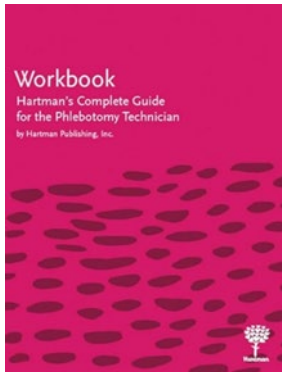
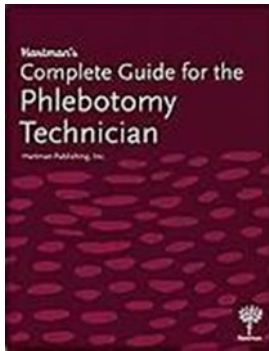
Easy to read and understand. The workbook assignments reinforce key concepts and prepare students to practice in the skills lab. Strong positive student feedback for the use of this book and the Workbook.

- American Psychological Association (2020). *Publication manual of the American psychological association*. (7th ed.) Washington, DC: American Psychological Association. ISBN-13: 978-1433832161



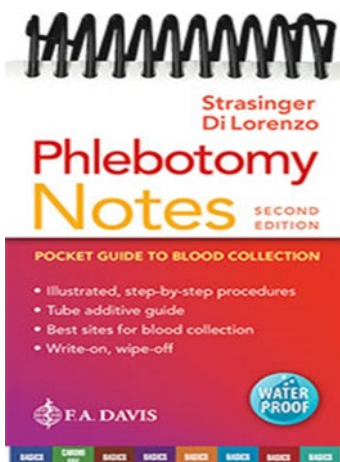
All students have not taken their English courses at this point in the program. This book provides an easy to understand reference for in text citations and reference lists in APA format.

- Hartman Publishing (2020). *Hartman's complete guide for the phlebotomy technician*. Albuquerque, NM: Hartman Publishing, Inc. ISBN-978-1-60425-129-6 and workbook.



Students found the book and workbook easy to read and useful for both theory and clinical. The book does not go into depth with rhythm analysis.

- Phlebotomy Notes: Pocket Guide to Blood Collection, 2nd Edition
Susan King Strasinger
Marjorie Schaub Di Lorenzo
ISBN-13: 978-0-8036-7565-0



Students found the flip reference guide easy to use in skills lab, clinical, and for quizzes. This is a great reference guide for professional practice as well.

National Health Career Association Online Access for the following components. – Required

***Students must purchase the following modules online through NHA at the following website.

<https://www.nhanow.com/>

1. MA SkillsBuilder: Clinical
2. MA SkillsBuilder: Administrative
3. CCMA Medical Assistant Online Practice Test 2.0
4. CCMA Medical Assistant Online Study Guide 2.0
5. Certified EKG Technician (CET) Online Practice Test 2.0
6. Certified EKG Technician (CET) Online Study Guide 2.0
7. Certified Phlebotomy Technician (CPT) Online Practice Test 2.0
8. Certified Phlebotomy Technician (CPT) Online Study Guide 2.0.

NHA Modules for MAPE 150:

- Laboratory Tests
- Phlebotomy Related Testing
- Minor Surgical Tasks
- CCMA Practice Exam
- Phlebotomy Practice Exam
- EKG Practice Exam
-

Students are engaged and active with the online modalities for NHA. They had strong feedback. It is easy to navigate and helps emphasize key content for their exam/credentialing exam.

9. Weekly content: See attached theory schedule.

10. Special Experiences related to student learning outcomes and competencies: Students have 1 clinical rotation for this course where they can apply the concepts they have learned. Students shared their takeaways.

11. Teaching Methods:

This course used an online (WebCampus) format consisting of weekly required reading assignments, including evidence-based practice literature, and discussion questions with posted responses and additional required responses to other students, written summaries, National Health career Association (NHA) modules and activities. Learning activities included demonstration of ability to analyze material available directly through the course and through online content-related websites, learning resources available through Great Basin College's library services, as well as the virtually unlimited resources available through the Internet that related to the topics studied. Students had a total of eight (16) weeks to complete eight (15) Learning Modules. Students were expected to finish every assignment for each learning modules as scheduled. Students had 7 weeks of skills lab activities where they complete NHA modules in advance to be prepared to have a scholarly discussion.

PRACTICUM/CLINICAL EXTERNSHIP EVALUATION –140 Clinical hours for MAPE 150

12. Practicum Site Evaluation – NNRH, Golden Health, Morning Star, Senior Terraces
(Please list strengths and/or limitations specific to each site)

NNRH:

IV clinicals- Students had a day in the ER performing IVs, starting IV fluids and pulling

labs from an IV. Students were able to troubleshoot and gain a practical understanding for these clinical rotations. This clinical was well received by students and the ER nurse entors.

Phlebotomy/Lab clinicals: Students were able to mentor with phlebotomy technicians in the NNRH lab to obtain venipuncture and capillary blood samples in the lab, ER, MSP, and ICU units. Students had two lab rotations.

Golden Health:

Strong Clinical experience for students where they trained in occupational health, primary care, pediatrics, and acute care. They performed a variety of skills including patient intake, patient coaching, specimen collection, medication administration, spirometry, audiometry, , EKG, and others. Students performed well on their clinical packets and the clinical site relayed the high quality of the students. The partnership with Golden Health creates a rich clinical learning experience for the MAPE students.

GH Lab: Students had 1 rotation in the GH lab where they performed community labs, and facility labs, as well as run CLIA waived tests for acute care and primary care for diagnostics.

Morning Star:

Strong Clinical Experience with primary care. Students trained with strong MA's and RN's with a focus on primary care. Students provide a number of screenings including GAD-7 and PHQ-9 and others. They perform a variety of skills including patient intake, coaching, specimen collection, procedure setup, immunizations, and medication administration.

Senior Terraces:

Students presented a nutrition/myplate presentation with a bingo game for seniors at the senior center in Elko. The community and students learned a lot from this education and it was a strong clinical assignment to meet accreditation needs for MAs to have proficiency with nutrition coaching for patients.

13. Briefly describe any concern(s) regarding practicum site(s) used.

None. The clinical sites provided a rich clinical experience for students.

14. Practicum changes and reason(s):

Looking at adding one more lab clinical at GH after receiving feedback from students. Would also like to add a second IV day for students.

15. Special Experiences related to student learning outcomes and competencies:

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16. Teaching Methods

Online pedagogy with online discussions, peer responses, online modules, and weekly quizzes, final exam, nutrition presentation, case studies, and review days.

FULL COURSE OVERVIEW

17. What worked well and reason(s):

NHA Modules worked well in preparing students for the Clinical/Practicum as well as theory. Focusing on medical business practices and finances for medical assistants. Students prepared for Career entry by creating their cover letters and resumes. Conducting all aspects of the course online was instrumental to student learning and allowed for flexibility in their clinical schedules for their MAPE 150 course. They were then able to apply this knowledge in a meaningful way for

other courses and clinicals as they understood J codes and administration codes that are used in back office/patient care rather than front office alone. .

Learning content was foundational to the MAPE Students.

18. Anticipated Changes-

No anticipated changes. Students responded positively to this course and performed well in their quizzes, projects, and final exam.

19. Changes to weekly content and reason(s): None at this time Would like to see the course continue to run for ongoing evaluation.

20. Changes to point allocation and reason(s): None

21. Other changes and reason(s):none

SLO Survey Results:

80% of respondents awarded a rank of 4 for the metrics of preparation, feedback, and encouragement

100% of responded awarded a rank of 5 , timeliness, communication, content, application of content, and course expectations.

Overall rating of the course was a 5= Excellent.

22. Administrative:

- a. Syllabus has been saved to file. ✓
- b. The course was backed up on WebCampus. ✓
- c. Grades have been entered. ✓
- d. Grade book has been saved to file. ✓
- e. Curriculum map has been updated with all changes made and filed. x

Faculty Signature(s): Dr. *Brian Dankowski, DNP, MSN-Ed, RN, RN*

Date: 5.10.2024

Directions: Complete and save in Dropbox/MAPE Shared Files/Course Reports along with syllabus, grade book, curriculum map