

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Medical Assisting Technology</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>MDCA 1310</u>
<b>COURSE TITLE</b>	<u>Medical Assistant Interpersonal and Communication Skills</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3                      :                      1</u> Credits                      Lec                      Lab

**I. Catalog Description**

Emphasizes the application of basic psychological principles and the study of behavior as they apply to special populations. Includes topics on the procedures for self-understanding and social adaptability in interpersonal communication with patients and co-workers in an ambulatory care setting. A grade of "C" or better is required in this course to take the next course. **Prerequisite: MDCA 1421. Corequisite: MDCA 1417. (3:1).**

**II. Course Objectives**

**A. Lecture Objectives**

Upon satisfactory completion of this course, the student will be able to:

1. Explain the basic psychological principles and developmental stages of life.
2. Differentiate between verbal and non-verbal communication.
3. Identify behaviors that interfere with effective communication.
4. Identify elements of active listening.
5. Discuss the stages of grief.
6. Describe the categories of stressors.
7. Discuss physical illnesses and psychological symptoms of stress on the body.
8. Differentiate between the four stages of burnout.
9. Identify relationships among various health care professions.
10. Describe and demonstrate the professionalism of an effective health care worker.
11. Identify and discuss essential attributes to a professional medical assistant's career.
12. Identify stress factors in the work environment.
13. Explain general stress management techniques.
14. Identify the importance of communication.
15. Identify the types of communication.
16. Explain the four basic elements of the communication cycle.
17. Discuss the channels of communication most pertinent in everyday exchange.
18. Recognize roadblocks or barriers to therapeutic communication.
19. Discuss defense mechanisms.
20. Demonstrate proper use of nonverbal communication: facial expressions, personal space, position, posture, gestures/mannerisms, and touch.
21. Identify the stages of human growth and development.
22. Describe Maslow's hierarchy of needs.

23. Discuss Hans Selye's General Adaptation Syndrome (GAS) theory.
24. Discuss the effects of cultural/religious beliefs on health care.
25. Demonstrate respect for individual diversity.
26. Incorporate an awareness of one's own biases about gender, race, religion, age, and economic status.
27. Identify the challenges of caring for people with life-threatening illnesses.
28. Identify community resources.

## **B. Laboratory Competencies**

Upon satisfactory completion of this course, the student will be able to:

1. Use reflection, restatement, and clarification techniques to obtain a patient's information.
2. Instruct patients according to their needs to promote health maintenance and disease prevention.
3. Document patient education.
4. Respond appropriately to nonverbal communication.
5. Advocate on behalf of patients.
6. Demonstrate empathy in communicating with patients, family, and staff.
7. Apply active listening skills.
8. Model active listening in therapeutic communication.
9. Use appropriate body language and other nonverbal skills in communicating with patients, family, and staff.
10. Demonstrate awareness of the territorial boundaries of the person with whom you are communicating.
11. Demonstrate sensitivity appropriate to the message being delivered.
12. Demonstrate awareness of how an individual's personal appearance affects anticipated responses.
13. Demonstrate recognition of the patient's level of understanding in communication.
14. Analyze communication to provide appropriate responses/ feedback.
15. Recognize and protect personal boundaries in communicating with others.
16. Demonstrate respect for individual diversity, incorporating awareness of one's own biases about gender, race, religion, age, and economic status.
17. Model a positive attitude to reduce the level and duration of stress.

## **III. Learning Outcomes (WECM)**

1. Explain basic psychological principles and developmental stages of life.
2. Differentiate between verbal and non-verbal communication.
3. identify behaviors that interfere with effective communication.
4. Identify elements of active listening.
5. Discuss the stages of grief.
6. Identify relationships among various health care professions.
7. Describe and demonstrate professionalism of an effective health care worker.

## **IV. Evaluation**

- A. The student will participate in small group activities and/or projects that explore interpersonal communication skills or issues.
- B. The student will participate in and evaluate dyadic and/or group interaction.
- C. The student will role-play and model course competencies.
- D. Assessment tools for cognitive skills include exams, quizzes, unit assignments, other exercises.

The following grading scale will be used:

90-100 =A  
80-89 =B  
70-79 =C  
60-69 =D  
Below 60 =F

To successfully complete the course, the student must achieve a minimum of a 70% average. The student's overall grade must be no less than a "C."

\*A course with a grade of "D" or "F" will need to be repeated in order to graduate for all Health Occupations classes. In addition, grades will initially be determined in decimals to the tenths. They will only be recorded in whole numbers.

#### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping a class because exemptions may apply. Refer to the EPCC catalog and website for additional information.

#### **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.