



MA-772: ADMINISTRATIVE MEDICAL ASSISTING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

MA - Medical Assisting

Course Number

772

Course Title

Administrative Medical Assisting

Short Title

Administrative Medical Assist

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

Direct instruction, student presentation, student-student interactions, student-instructor interaction and student assessment will occur in this class

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course prepares students for employment in solo-practitioner, multi-physician, outpatient clinics, managed care facilities, and other medical offices. Students learn to perform administrative medical assisting functions, including scheduling patient appointments, maintaining medical records, basic procedural and diagnostic coding, processing insurance, and teamwork within the healthcare environment.

Codes**TOP Code (CB 03)**

1208.20* - *Administrative Medical Assisting

CIP Code

51.0899 - Allied Health and Medical Assisting Services, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Health Services Director/Health Services Coordinator/College (Masters Required)	Or
Health Care Ancillaries	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Evaluate medical law, ethics, and confidentiality concepts as they apply to the administrative assistant's duties and compliance with HIPAA regulations.
2. Schedule and monitor patient appointments through phone contact and in-person interactions.
3. Describe electronic medical record preparation and electronic medical record management.
4. Compare and contrast reimbursement guidelines for various health insurance programs—PPO, HMO, Medicare, Medicaid—and assess patient insurance eligibility.
5. Apply word-processing and communication software to produce professional correspondence and electronic documentation.

6. Perform basic electronic bookkeeping skills to record and post transactions, control accounts receivable, prepare deposits, monitor invoices, and balance records.
7. Evaluate procedures for handling incoming mail, recommending equipment, software, and supply purchases, and maintaining equipment safely.
8. Analyze how cultural, linguistic, and socioeconomic factors influence communication, scheduling, and patient satisfaction in administrative medical assisting.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate professional administrative skills in scheduling, insurance verification, and medical record documentation.
2. The student will apply ethical and legal principles, including HIPAA regulations, to patient communication and documentation.
3. The student will accurately process insurance claims and perform basic bookkeeping and financial reconciliation tasks.
4. The student will communicate effectively and respectfully in culturally diverse healthcare environments, demonstrating inclusivity and professionalism.
5. The student will integrate computer technology to manage medical records, correspondence, and office operations.

Content

Course Lecture Content

1. The Medical Assisting Profession
 - a. Historical Perspective of the profession
 - b. Career Opportunities
 - c. Education of the Medical Assistant
 - d. Accreditation of the Medical Assisting Program
 - e. Attributes of a Medical Assistant Professional
 - f. Regulation of Health Care Providers
2. Health Care Settings and the Health Care Team
 - a. Ambulatory Health Care Settings
 - b. The Health Care Team
 - c. Allied Health Professionals and their Roles
 - d. The Value of the Medical Assistant for the Health Care Team
3. Coping Skills for the Medical Assistant
 - a. What is stress
 - b. Factors causing stress in the work environment
 - c. Ways to reduce stress
 - d. Effect of prolonged Stress-Burnout
4. Therapeutic Communication Skills
 - a. The communication cycle
 - b. Verbal and nonverbal communication
 - c. Roadblocks to therapeutic communication
 - d. Barriers caused by cultural and religious diversity
 - e. Establishing multicultural communication
5. The Therapeutic Approach to the Patient with Life-threatening Illness
 - a. Life-threatening illness
 - b. Choices in life-threatening illness
 - c. The range of psychological suffering
 - d. Communicating in end-of-life care
 - e. Stages of grief
6. Legal Considerations
 - a. Source of law
 - b. administrative law

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- c. Contract law
 - d. Tort law
 - e. Informed consent
 - f. Risk management
 - g. Civil litigation process
 - h. Statute of limitation
 - i. Public duties
 - j. Fraud
 - k. Advance directives
 - 7. Ethical Considerations
 - a. Ethics
 - b. Ethical guidelines for health care providers
 - c. Bioethics
 - d. Allocation of scarce or limited medical resources
 - 8. Emergency Procedures and First Aid
 - a. Recognizing an emergency
 - b. Preparing for an emergency
 - c. Common emergencies
 - d. Breathing emergencies and cardiac arrest
 - e. Safety and emergency practices
 - 9. Creating the Facility Environment
 - a. Creating a welcoming environment
 - b. The reception area
 - c. Clinic design and environment
 - d. Legal compliances in the facility
 - e. Safety
 - f. opening and closing the facility
 - 10. Computers in the Medical Clinic
 - a. Categories of computers
 - b. Basic computer elements
 - c. Cloud computing
 - d. Computer maintenance
 - e. Use of computers in the medical office
 - f. Design considerations for a computerized medical office
 - g. Ergonomics
 - h. Patient confidentiality related to a computerized medical clinic
 - 11. Telecommunications
 - a. Basic telephone techniques
 - b. Routing calls in the medical clinic
 - c. telephone documentation
 - d. Placing out going and long distant calls
 - e. Legal and ethical considerations
 - f. HIPAA guidelines for telephone communication
 - g. Professionalism in Telecommunication
 - 12. Patient Scheduling
 - a. Scheduling style
 - b. Analyzing patient flow
 - c. Legal issues
 - d. Interpersonal skills
 - e. Guidelines for scheduling appointments
 - f. Scheduling software and materials
 - g. Inpatient and outpatient procedures
 - 13. Medical Records and Management
 - a. The purpose of medical records
 - b. Ownership of medical records

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- c. Authorization to release information
 - d. Types of medical records
 - e. Basic rules for filing
 - f. Steps for filing medical documentation in patient files
 - g. Filing techniques, systems, and procedures
 - h. Electronic medical records
 14. Written Communication
 - a. Composing correspondence
 - b. Components of a business letter
 - c. Letter styles
 - d. Processing incoming and outgoing mail
 - e. Legal and ethical issues
 15. Medical Documents
 - a. The changing role of medical transcription
 - b. Confidentiality and legal issues
 - c. Types of medical documents
 - d. Turnaround time and productivity
 16. Medical Insurance
 - a. Understanding the role of health insurance
 - b. Types of medical insurance coverage
 - c. Screening for insurance
 - d. Fee schedules
 - e. Legal and ethical issues
 17. Medical Coding
 - a. Insurance coding system
 - b. Code sets
 - c. Medical Coding
 - d. Completing a CMS-1500
 - e. Managing the claim process
 18. Daily Financial Practices
 - a. Patient fees
 - b. Credit arrangement
 - c. Recording patient transactions
 - d. Banking procedures
 - e. Purchasing supplies and equipment
 19. Billing and Collections
 - a. Billing procedures
 - b. Payment at time of service
 - c. Monthly and cycle billing
 - d. Collection process
 - e. Aging accounts
 - f. Statute of limitations
 20. Accounting Practices
 - a. Bookkeeping and accounting systems
 - b. Accounts receivable and accounts payable
 - c. Cost analysis
 - d. Financial records
 - e. Useful financial data
 - f. Legal and ethical guidelines
 21. Diversity, Equity, and Inclusion in Administrative Medical Assisting
 - a. Understanding cultural and linguistic barriers in patient scheduling and communication
 - b. Inclusive communication practices and interpreter use
 - c. Addressing socioeconomic barriers to care access

- d. Culturally responsive customer service
- e. Ethical considerations in cross-cultural patient interactions

Methods of Instruction

Method

In-class Exercises

Integration

In-class exercises are designed to reinforce lecture theory through practical activities, to reinforce learning from the theoretical and lecture portions of the course/program, and to present scenarios for discussion, generalization, critique, debate, assessment, and evaluation. Students participate in practical administrative exercises that simulate patient flow, data entry, and documentation procedures. These activities reinforce lecture content and develop technical competency in electronic medical records, supporting Learning Objectives 3 and 6.

DE Adaptations for MOI

Interactive scenarios are posted through the Course Management System (CMS) as text, video, or case-based quizzes with written or video reflections. Activities are delivered through CMS templates, fillable forms, or scenario-based quizzes. Students submit completed work electronically, with instructor comments and rubric feedback provided through the CMS. All documents include alternative text and captioning for ADA compliance.

Students respond in discussion boards through the Course Management System (CMS).

The instructor facilitates the session with guiding questions and provides wrap-up feedback that summarizes key points. Activity results and feedback provided within 7 days of submission supporting RSI and continuous improvement.

Method

Group Projects

Integration

Students collaborate on case analyses of administrative challenges such as HIPAA compliance, DEI communication, and insurance verification, aligning with Learning Objectives 1, 4, and 8. This promotes teamwork, peer accountability, and professional collaboration. Students will participate in group and/or individual presentations on contemporary medical office issues such as stress, time management, ethics, sexual harassment, HIPAA compliance, diversity in the workplace, bookkeeping procedures, coding, confidentiality, and other medical office issues.

DE Adaptations for MOI

Group work occurs via CMS discussion boards, shared documents, and video conferencing. The instructor monitors progress, offers guidance at midpoints, and evaluates final presentations. Students use video conferencing software/platform for live or recorded presentations. Peers provide rubric-based feedback through the course management system (CMS) discussions. Peer evaluation rubrics are provided to enable classmates to engage with and critique presentations.

Group project evaluations and peer reviews are returned within 7 days of submission, supporting RSI and continuous improvement.

Method

Lecture

Integration

Lectures and guided discussions introduce administrative medical assisting concepts such as scheduling, insurance processing, documentation, and patient communication. This method supports Learning Objectives 2, 4, and 5 by helping students connect theoretical knowledge to professional administrative practice.

DE Adaptations for MOI

Lectures are recorded as short video modules with embedded quizzes in the Course Management System (CMS). Captioning and transcripts ensure ADA compliance. Students demonstrate comprehension through interactive discussions and applied quiz questions.

Synchronous sessions are used for Q&A and case-based discussion.

Asynchronous discussions: Instructor posts key prompts in the Course Management System (CMS) for students to connect theory to practice in forums; students respond to peers for interaction.

Feedback Timeline: Instructor provides feedback on discussion posts and quizzes within 7 days to maintain Regular Substantive Interaction (RSI).

Method

Role Playing/Simulation

Integration

Students apply communication, professionalism, and problem-solving skills in realistic administrative scenarios. Role-play activities reinforce Learning Objectives 2, 5, and 8 by promoting ethical decision-making, empathy, and cultural competence in patient interactions.

DE Adaptations for MOI

Synchronous: Role-plays conducted in breakout rooms using presentation software through the Course Management System (CMS), then shared with the class in a debrief.

Asynchronous: Students record or participate in live sessions using video conferencing software/platform and upload role-play videos or transcripts in the CMS. Captioning, transcripts, and flexible submission formats ensure accessibility and ADA compliance..

Instructor provides written or video feedback within 7 days, supporting RSI and continuous improvement. Instructor and peers provide structured feedback using rubrics.

Method

Group Projects

Integration

Students collaborate on presentations analyzing ethical and cultural challenges in medical office communication. (DEI integrated)

DE Adaptations for MOI

DE Adaptation: Students use video conferencing software/platform for live or recorded presentations through the Course Management System (CMS). Peers provide rubric-based feedback through Course Management System (CMS) discussions.

Method

Group Projects

Integration

Students work collaboratively to analyze administrative workflows, assign tasks, and resolve communication challenges that occur in healthcare teams. This method supports Learning Objectives 4 and 7 by emphasizing leadership, problem-solving, and efficiency in administrative environments.

DE Adaptations for MOI

Synchronous Cooperative Learning Tasks:

Team activities emphasize collaboration, critical thinking, and accountability in completing administrative and clinical tasks.

Students will work together to solve real-world healthcare scenarios such as patient scheduling, chart documentation, and interoffice communication. These activities promote teamwork, peer learning, and the development of essential employability skills aligned with SCANS competencies.

In the asynchronous online environment, students engage in collaborative learning through Course Management System (CMS) discussion forums and simulated clinic projects. Cooperative tasks are facilitated asynchronously through CMS collaboration tools such as shared templates, discussion forums, and peer checklists. All materials are ADA-compliant, and digital collaboration is

structured to ensure equitable participation for all learners. These digital cooperative assignments mirror in-class teamwork by fostering communication, problem-solving, and shared responsibility. Students will review peer contributions, provide feedback through the Course Management System (CMS), and collectively produce solutions to case-based administrative and clinical scenarios, ensuring engagement and interaction even outside real-time sessions. Instructor provides progress feedback mid-week and summative comments within 7 days of submission.

Methods of Evaluation

Method

Class Participation

Integration

Students are evaluated on their engagement, preparedness, and professionalism during class activities, discussions, and Diversity, Equity, and Inclusion (DEI) case analyses. Participation reflects professional communication, ethical awareness, and the ability to connect theoretical concepts to administrative practice, supporting Learning Objectives 1, 2, and 8. Students demonstrate engagement through verbal and written contributions, active listening, respect for diverse perspectives, and collaboration in cooperative learning tasks. Instructors evaluate both the quality and consistency of participation to ensure each student contributes meaningfully, respectfully, and ethically to a positive and inclusive learning environment.

Evaluation Criteria:

Consistent engagement and contribution to discussions, respectful and professional communication, critical thinking and application of concepts to real-world administrative or ethical issues, and collaboration and support of peers in group activities.

DE Adaptations for MOE

In the online or hybrid format, participation is demonstrated through consistent engagement in the Course Management System (CMS) via discussion boards, peer feedback, and collaborative group activities. Students contribute to DEI case discussions, role-play reflections, and scenario-based prompts that mirror in-class interactions. The instructor facilitates engagement through weekly announcements, guided discussions, and personalized feedback, ensuring ongoing communication and Regular Substantive Interaction (RSI). Participation quality is measured by depth of response, professionalism, and respect for diverse perspectives. Feedback on participation is provided within 7 days of each discussion deadline to promote reflection, accountability, and continuous improvement.

Method

Exams/Tests

Integration

Students complete in-class exams that assess comprehension and application of administrative, communication, and ethical concepts. Exam formats include multiple-choice, short-answer, and situational judgment scenarios, requiring students to demonstrate their ability to produce professional documentation, such as letters, memos, and reports, under timed conditions.

Exams and quizzes evaluate students' comprehension and application of administrative medical assisting concepts, including scheduling, communication, insurance procedures, and ethical decision-making. These assessments measure students' ability to integrate theoretical knowledge with real-world practice, supporting Learning Objectives 2, 4, and 5. Exams may include multiple-choice questions, short written responses, and scenario-based problems that require professional judgment and accurate documentation. Instructors evaluate accuracy, clarity, and critical thinking to ensure mastery of key administrative competencies.

Evaluation Criteria: Accuracy, organization, and clarity of responses, application of theory to professional administrative scenarios, demonstrated understanding of communication and ethical standards, and integrity, and compliance with testing policies

DE Adaptations for MOE

Exams are administered through the Course Management System (CMS) under secure and timed conditions. Assessments may include file uploads for applied documentation exercises or EMR simulations. The instructor provides written feedback, exam review summaries, and guidance for improvement to maintain Regular Substantive Interaction (RSI). Feedback and grades are released within 7 days of exam completion to promote consistent progress and student success. Instructors utilize digital rubrics and provide individualized feedback to assess performance, ensuring academic rigor and ongoing review of student progress through exam review guidance. All testing materials meet ADA accessibility standards.

Method

Oral Presentation

Integration

Students deliver structured presentations on administrative topics such as HIPAA compliance, professional communication, workflow efficiency, or patient scheduling challenges. This evaluation measures students' ability to research, organize, and present information clearly and professionally, aligning with Learning Objectives 1, 5, and 8. Presentations encourage public speaking confidence, ethical reasoning, and the application of DEI principles in administrative healthcare settings.

DE Adaptations for MOE

Students create narrated slide decks or recorded presentations and upload them to the Course Management System (CMS). Presentations may also be shared live through video conferencing software/platform followed by a Q&A or peer feedback session. Peers and instructors assess content accuracy, organization, and professionalism using detailed rubrics. All presentation materials include captions or transcripts to ensure ADA accessibility. Feedback and grades are provided within 7 days to maintain RSI and encourage continuous improvement in communication skills.

Method

Class Work

Integration

Classwork consists of applied activities, including administrative documentation exercises, simulation worksheets, and workflow case studies. These assignments allow students to demonstrate technical accuracy and problem-solving skills in real-time, supporting Learning Objectives 3, 4, and 6. Students complete forms, logs, and other administrative documents to strengthen record-keeping, scheduling, and financial reconciliation skills. Instructors evaluate the completeness, accuracy, and professionalism of students to ensure they meet competency standards in administrative medical assisting.

DE Adaptations for MOE

Students complete interactive forms, spreadsheets, and case-based exercises provided in the Course Management System (CMS). Assignments simulate tasks such as patient data entry, billing accuracy checks, and communication documentation. Students upload completed work through the CMS for review. Instructor feedback is provided using digital rubrics and annotated comments, ensuring Regular Substantive Interaction (RSI) and timely support. Feedback and grades are posted within 7 days of submission. All course materials are ADA-compliant and accessible to all learners.

Method

Homework

Integration

Students prepare professional written assignments such as administrative workflow analyses, DEI reflection papers, or ethical scenario evaluations. Assignments include administrative workflow analyses, DEI reflection papers, or ethical scenario evaluations that integrate professional communication and legal principles. These tasks develop writing proficiency, critical thinking, and cultural awareness, supporting Learning Objectives 1, 5, and 8. These projects assess the ability to apply course principles to practical healthcare settings. Students may present findings orally or through peer review sessions.

Evaluation Criteria:

Clarity, structure, and professional tone in written work, application of course concepts to real-world situations, depth of analysis and integration of ethical and DEI perspectives, and correct formatting (APA or instructor-specified) and citation of sources.

DE Adaptations for MOE

Students submit written projects as a word document digitally through the Course Management System (CMS). The instructor provides annotated feedback, rubric-based evaluations, and optional audio/video comments. The instructor provides detailed rubric feedback and annotated comments, often supplemented with brief audio or video summaries to enhance clarity and understanding. Students may also engage in peer-review discussions to exchange constructive feedback. All assignments adhere to ADA accessibility standards and are returned with feedback and grades within 7 days to maintain RSI and encourage continuous improvement in writing and professionalism.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a three-page paper analyzing how medical law, ethics, and patient confidentiality apply to administrative medical assisting duties. Focus on how these principles guide daily responsibilities, including appointment scheduling, patient communication, medical record management, and insurance documentation.

In your paper:

Explain the importance of maintaining patient confidentiality and compliance with HIPAA regulations.

Describe how ethical and legal principles affect administrative decision-making in the medical office.

Provide one real or hypothetical example of an ethical dilemma an administrative medical assistant might face, and explain how it should be handled professionally.

Formatting Requirements:

Length: Three pages (excluding title and reference pages)

Format: Typed in a word processing file and submitted through the CMS

Font: 12-point, double-spaced, 1-inch margins

Include in-text citations and a reference page (APA format recommended)

Purpose:

This assignment allows you to demonstrate understanding of ethical, legal, and confidentiality principles as they apply to real-world administrative tasks.

Assessment Criteria:

Accuracy and depth of analysis (40%)

Application of ethical and legal concepts to administrative scenarios (30%)

Professional writing quality, organization, and grammar (20%)

Proper formatting and citation (10%)

How assignment will be adapted in online format

This assignment will be completed fully online through the Course Management System (CMS). You will access assignment instructions, grading rubrics, and supporting resources (such as short readings and videos on HIPAA and medical ethics) within the CMS.

You will compose their papers in a word processing file and submit them electronically through the CMS submission tool. Instructor feedback will be provided through annotated comments and rubrics within the CMS, maintaining Regular Substantive Interaction (RSI).



You will also participate in a brief discussion board prewriting activity to share ideas about ethical dilemmas in administrative medical assisting, allowing for peer-to-peer engagement before final submission. All materials and feedback will meet ADA accessibility standards to ensure an equitable learning experience.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Assignment 2: Capstone Simulation – Administrative Skills Assessment

Instructions:

You will participate in a comprehensive, hands-on simulation that demonstrates your mastery of administrative medical assisting skills. You will assume the role of a medical office assistant in a mock clinic and complete several integrated administrative tasks.

Components:

Professional Communication – Role-play a brief intake or follow-up conversation using appropriate therapeutic communication, professionalism, and HIPAA compliance.

Administrative Duties – Create a mock patient record (paper or electronic format), schedule an appointment, and document a phone message or insurance call.

Legal & Ethical Scenarios – Respond in writing to short case studies involving confidentiality, informed consent, or ethical decision-making.

Financial Practice – Record a simple patient payment and prepare a deposit slip or digital ledger entry.

Emergency Response – Outline the proper steps to take if a patient experiences a common medical office emergency (e.g., fainting or chest discomfort).

Purpose:

This simulation measures your ability to integrate multiple administrative competencies—communication, documentation, financial accuracy, and ethical reasoning—into a realistic healthcare setting.

Assessment Criteria:

Accuracy and completeness of documentation (30%)

Professional communication and demeanor (25%)

Correct application of ethical/legal principles (25%)

Organization, attention to detail, and timeliness (20%)

How assignment will be adapted in online format**Online Adaptation:**

This capstone simulation will be completed online through the Course Management System (CMS) using interactive templates and uploaded documentation.



Professional Communication: You will record a short video or audio role-play using approved video conferencing software/platform and upload it to the CMS for instructor review.

Administrative Duties: You will use downloadable EMR or scheduling templates provided in the CMS to create a mock patient record, schedule an appointment, and submit supporting documentation.

Legal & Ethical Scenarios: Case studies are posted in the CMS; You will submit written responses or participate in an asynchronous discussion forum to analyze and defend their decisions.

Financial Practice: You will download a spreadsheet containing patient data, enter transactions, and upload their completed file.

Emergency Response: You will complete a short interactive module or branching scenario in the CMS demonstrating appropriate actions.

Instructor feedback and grading rubrics are delivered through the CMS to ensure Regular Substantive Interaction (RSI). All instructions and materials are designed for ADA accessibility, maintaining an equivalent experience to the face-to-face simulation.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Interactive Case Study: The Multicultural Patient Encounter

Instructions:

You will work collaboratively in small groups to analyze a patient case scenario involving both administrative and interpersonal challenges.

For example:

A new patient who speaks limited English is calling to schedule an appointment. The patient also needs assistance with insurance verification and has questions about billing.

Activity Steps:

Role-Play:

You will assign roles within your group (patient, medical assistant, observer).

You will conduct a brief role-play demonstrating professional communication, cultural sensitivity, and problem-solving.

Documentation Practice:

You will record the appointment and insurance details using the provided scheduling or verification form.

Group Discussion:

As a team, you will discuss how cultural and language barriers may affect administrative processes and patient satisfaction.

Class Debrief:

You will share your group's strategies with the class.

You will reflect on how professionalism, ethics, and empathy contribute to culturally competent patient care.

Purpose:

This activity provides realistic practice in navigating challenges in multicultural communication, scheduling, and documentation. It offers immediate feedback, promotes teamwork, and reinforces inclusive, ethical practices before higher-stakes assessments.

Assessment Criteria:

Demonstration of professional and culturally sensitive communication (40%)

Accuracy of documentation and administrative process (30%)

Team collaboration and participation (20%)

Reflection during class debrief (10%)

How assignment will be adapted in online format

Online Adaptation:

This case study will be completed fully online through the Course Management System (CMS).

You will access the patient scenario and role instructions as downloadable files or interactive pages in the CMS.

For synchronous sessions, you will be placed in breakout rooms via video conferencing software/platform to conduct the role-play.

For asynchronous participation, you will record short video or audio role-plays and upload them to the CMS discussion board.

You will complete the same administrative documentation using the provided digital templates and submit it as Word processing files or PDFs through the CMS.

The instructor provides rubric-based feedback and a summary post highlighting effective strategies, maintaining Regular Substantive Interaction (RSI).

All materials and feedback meet ADA accessibility standards, ensuring an inclusive and equitable experience for all students.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Reading/Writing:

After reading Chapter 5: Therapeutic Communication in your textbook and the article "Cultural Competence in Medical Administration," write a two-page reflection analyzing how cultural beliefs, language barriers, or socioeconomic differences can affect communication, scheduling, and patient satisfaction in a medical office.

In your reflection:

Discuss one real or hypothetical example where cultural or linguistic differences created a challenge in a healthcare administrative setting.

Explain how the medical assistant could respond using inclusive and professional communication techniques.

Propose one actionable strategy to promote equity and understanding in administrative interactions.

Formatting Requirements:

Length: Two pages (excluding title and reference pages)

Format: Typed in a word processing file and submitted through the Course Management System (CMS)

Font: 12-point, double-spaced, 1-inch margins

Include in-text citations and a reference page (APA format recommended)

Purpose:

This assignment encourages cultural awareness and empathy in healthcare communication by connecting classroom learning to real-world administrative practice.

Assessment Criteria:

Application of DEI concepts (40%)

Depth of reflection and connection to course content (30%)

Clarity, organization, and grammar (20%)

Proper formatting and citations (10%)

How assignment will be adapted in online format

DE Adaptation:

This assignment will be completed fully online through the Course Management System (CMS).

You will access the reading materials, guiding prompts, and grading rubric within the CMS.

The reflection paper will be typed in a word processing file and uploaded using the CMS submission tool.

A short discussion forum will allow students to share one insight from their reflection and provide peer feedback, supporting student-to-student interaction.

The instructor will provide written and audio feedback through CMS comments and rubrics to maintain Regular Substantive Interaction (RSI).

Optional multimedia submissions (e.g., short video or audio reflection) may be accepted for accessibility and learner preference.

All instructional materials and feedback are ADA-compliant to ensure an equitable online experience.

Course Materials

Textbooks

Blesi, Michelle. Medical Assisting Administrative and Clinical Competencies, 10th Edition. 2026. Cengage. ISBN: 13:9798214113616

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are woven throughout MA-772 – Medical Office Procedures, preparing students to serve patients and colleagues from diverse backgrounds with cultural humility, empathy, and professionalism. The course intentionally integrates examples, assignments, and learning activities that reflect differences in gender, race/ethnicity, language, ability, religion, age, and sexuality. Students are encouraged to examine their own biases, challenge stereotypes, and apply inclusive communication practices in both academic and professional settings.

The DEI focus of MA-772 is how cultural, linguistic, and socioeconomic factors influence communication, scheduling, and patient satisfaction. Students examine diverse patient scenarios, reflect on implicit bias, and apply strategies for equitable communication. Assignments and discussions emphasize inclusive language, empathy, and professionalism, supported by multimedia and multimodal learning.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Case Studies & Scenarios: Classroom and online case studies feature patients and coworkers from diverse backgrounds to illustrate how culture, language, socioeconomic status, and gender identity influence administrative decisions, confidentiality, and patient communication.

Readings & Media: Course readings and videos emphasize the importance of culturally competent care, language access, and ethics in serving diverse populations.

DEI Reflection Assignment: Students complete a dedicated reflection paper on inclusive communication, analyzing how cultural beliefs or language barriers impact administrative interactions and proposing strategies for equitable service.

Collaborative Learning: Group activities intentionally bring together students of diverse backgrounds and experiences to foster respectful dialogue, shared learning, and teamwork across differences.

Instructor Facilitation: Faculty model inclusive language, maintain equitable participation in discussions, and provide multiple formats (visual, verbal, written) to support diverse learning preferences and accessibility needs.

Evaluation Integration:

Rubrics for written and discussion-based assignments include criteria assessing respectful communication, cultural sensitivity, and ethical awareness.

DEI themes are embedded in participation grading through respectful engagement and inclusive contributions to peer feedback.

Simulations require students to apply inclusive language and decision-making when handling patient communication and administrative documentation.

Distance Education (DE) Adaptation:

In the online format, DEI principles are maintained through: Inclusive digital communication guidelines and discussion norms promote a respectful tone and acknowledgment of differing perspectives. Multimedia content showcasing diverse voices and scenarios.

Optional video or audio submissions for students who communicate best verbally, ensuring accessibility. Instructor-led summaries and announcements reinforce inclusion, empathy, and cultural awareness.

These strategies maintain Regular Substantive Interaction (RSI) and foster a welcoming virtual environment that mirrors the inclusivity of the on-campus classroom.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students collaborate on administrative tasks such as appointment scheduling, billing simulations, and case study discussions through small-group projects and CMS discussion forums. Group activities encourage teamwork and professional communication as students role-play patient interactions, resolve scheduling conflicts, and analyze DEI-based communication scenarios. Peer feedback and reflection posts foster shared learning, accountability, and interpersonal skill development essential to medical office teamwork.

In the face-to-face environment, students collaborate on administrative simulations, such as patient scheduling, insurance verification, and communication scenarios, through in-class group activities and role-playing. These projects encourage teamwork, professionalism, and peer accountability.

In the online or hybrid format, students engage in group case studies and DEI-based discussions through CMS discussion boards, shared documents, and breakout rooms via video conferencing software/platform. Students provide peer feedback on documentation exercises and recorded role-plays, fostering collaboration and consistent Regular Substantive Interaction (RSI) between classmates.

Explain how the course will incorporate instructor-to-student interaction.

The instructor provides consistent, course-specific feedback and support focused on administrative medical assisting skills. Weekly feedback is delivered through CMS announcements, Q&A sessions, and personalized comments on assignments, including scheduling simulations, documentation exercises, and DEI reflection papers. The instructor also provides clarification on topics such as insurance verification, HIPAA compliance, and patient communication strategies.

Online, instructors maintain a continuous presence through weekly CMS announcements, personalized assignment comments, and Q&A sessions. Feedback is provided on activities such as scheduling, billing, and DEI reflection assignments through written comments and video or audio feedback. Virtual office hours and live review sessions via video conferencing software allow for real-time mentoring, maintaining accessibility and RSI across modalities.

Explain how the course will incorporate student-to-content interaction.

Students engage directly with course materials that mirror real-world administrative tasks. Through interactive EMR templates, scheduling simulations, financial documentation exercises, and case-based assignments, students apply theoretical knowledge to practical healthcare scenarios. Embedded quizzes, guided readings, and DEI modules within the Course Management System (CMS) reinforce comprehension and ensure active learning connections between content and clinical practice.

In-person students engage with course concepts through lectures, demonstrations, and case-based exercises using administrative forms, EMR simulations, and documentation templates.

Online students interact with equivalent digital content through the Course Management System (CMS). They complete EMR practice modules, scheduling simulations, and interactive quizzes that connect course theory to real-world administrative processes. Supplemental resources—such as short videos, guided readings, and self-check assignments—ensure that both on-campus and

online students apply administrative procedures in realistic contexts while demonstrating consistent engagement with the course material.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students reflect on their growth as administrative medical assistants through journals and short self-assessments submitted in the CMS. These reflections prompt learners to evaluate their professionalism, communication style, ethical awareness, and cultural competence. Students connect their experiences in role-plays and documentation tasks to personal development goals, fostering self-awareness and continuous improvement in administrative and interpersonal performance.

In class, students participate in reflective discussions and quick-write activities examining their professionalism, communication style, and ethical decision-making. These reflections promote awareness of how their behaviors align with industry standards.

In the online environment, students complete reflective journals or discussion posts through the CMS, analyzing their growth in areas such as cultural competence, communication, and organizational skills. The instructor provides feedback and follow-up questions to guide deeper reflection, promoting personal accountability and continuous improvement. This metacognitive process supports both academic development and professional self-awareness across all instructional modalities.

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