

## Department:

Medical Assistant

## Course Description:

Provides healthcare professionals with an orientation for their possible future roles in disaster response and the importance of staying within the scope of practice of their profession. Students will be prepared to meet the expectations of their employers, to volunteer effectively, and to be competent and safe responders.

## Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Postsecondary Technical Education Authority (TEA) for this course as approved by the Kansas Board of Regents.

Upon completion of the course, the student should be able to:

1. Examine the role of the Medical Assistant in emergency preparedness
  - a. describe the role and responsibilities of the Medical Assistant
  - b. identify the roles of the other health care team members
  - c. relate the role of the Medical Assistant to the health care team
2. Identify safety signs, symbols and labels
  - a. identify safety signs, symbols and labels
  - b. interpret the signs, symbols, and labels
  - c. identify the appropriate use of signs, symbols and labels
  - d. read an MSDS sheet
3. Demonstrate the use of safety equipment
  - a. demonstrate the use of an eyewash
  - b. describe the use of a fire extinguisher
  - c. identify the location of the fire extinguisher
  - d. demonstrate safe sharps disposal
4. Develop a plan a personal safety plan
  - a. plan includes safety information necessary if you are getting ready to leave
  - b. plan addresses safety during violence
  - c. plan includes safety at home
  - d. plan includes safety during an order of protection
  - e. plan includes drug and alcohol safety
  - f. plan includes emotional health protection
5. Develop an environmental safety plan
  - a. setup the staffing of a point of distribution site
  - b. write a control of contamination policy which includes PPE and patient isolation
  - c. utilize a laboratory response network

- d. develop a procedure for evacuation a healthcare facility
  - e. identify methods of maintaining protection of medical records
  - f. demonstrate effective communication with patients in the aftermath of a disaster
6. Identify an evacuation safety plan
- a. plan includes a map
  - b. plan includes means of reporting fires and other emergencies
  - c. plan includes evacuation procedures and emergency escape route assignments
  - d. plan includes procedures to account for all employees after an emergency evacuation has been completed
  - e. plan includes rescue and medical duties for those employees who are to perform them
7. Maintain of community resources for emergency preparedness
- a. list includes name of each resource
  - b. list includes contact information
  - c. list includes a summary/description of each resource as it relates to emergency preparedness
  - d. list is organized and professionally presented

## Course Content:

- A. Disasters and Healthcare
- B. Emergency Management
- C. Personal Preparedness
- D. Emergency Response Procedures
- E. Continuity of Care
- F. Skills and Roles, Web sites, Abbreviations, References, and Resources

## Learning Assessments:

Competencies will be assessed by assignments, case problems, quizzes, chapter tests, hands-on projects, and lab assignments.

## Instructional Materials:

Textbook: Landsmen, L. (2017). *Emergency Preparedness for Health Professionals* (2<sup>nd</sup> ed.). St. Paul, MN: Paradigm. ISBN-13: 978-0763881429

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

#### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).