

Component I: Core

Module A: Introduction to the Profession of the Medical Assistant

Topic 7: Study Skills and Critical Thinking

Statement of Purpose

To prepare the learner for the student role.

Student Learning Outcomes

Upon completion of this topic, the learner will be able to:

1. Spell and define the key terms.
2. Identify the major responsibilities of the Medical Assistant student.
3. Discuss the value of high standards for the Medical Assistant student.
4. Describe the relationship between achievement standards as a student and future standards as a Medical Assistant.
5. Outline effective study habits that improve student learning.
6. Develop power reading skills that will lead to better methods of memorizing material for long-term recall.
7. Discuss attitudes toward studying and current study skills habits.
8. Identify learning styles.

Terminology

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| 1. Attitudes | 6. Reading skills |
| 2. Auditory | 7. Self-testing system |
| 3. Kinesthetic | 8. Study skill habits |
| 4. Objectives | 9. Visual |
| 5. Performance | |

References

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2. French, L.L., & Fordney, M.T. (2013). *Administrative Medical Assistant* (7th Ed.) Clifton Park, NY: Delmar, Cengage Learning.
3. Blesi, M., Wise, B.A., & Kelley-Arney, C, (2012) *Medical Assisting Administrative and Clinical Competencies* (7th Ed.) Clifton Park, NY: Delmar, Cengage Learning.
4. Lindh, W., Pooler, M., Tamparo, C. & Dahl, B., (2013). *Comprehensive Medical Assisting Administrative and Clinical Competencies* (5th Ed.). Clifton Park, NY: Delmar, Cengage Learning.
5. Kronenberger, J., Southard D. L., & Woodson, D. (2012). *Comprehensive Medical Assisting* (4th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
6. Booth, K.A., Whicker, L.G., Wyman, T.D., & Moaney-Wright, S. (2011). *Medical Assisting: Administrative & Clinical Competencies with Anatomy and Physiology*. (4th Ed.). New York, NY: McGraw-Hill Company, Inc.
7. Dennerll, J.T., & Davis, P.E. (2010). *Medical Terminology: A Programmed Systems Approach* (10th Ed.). Clifton Park, NY: Delmar, Cengage Learning.

8. Proctor, D. B., & Young-Adams, A. P. (2011). *Kinn's The Medical Assistant: An Applied Learning Approach* (11th Ed.). Philadelphia, PA: Saunders Elsevier.

Websites

1. www.vark-learn.com

Content Outline/Theory Objectives	Suggested Learning Activities
Objective 1 Spell and define key terms. <ul style="list-style-type: none"> A. Review the terms listed in the terminology section. B. Spell the listed terms accurately. C. Pronounce the terms correctly. D. Use the terms in their proper context. 	<ul style="list-style-type: none"> A. Games: word searches, crossword puzzles, Family Feud, Jeopardy, bingo, spelling bee, hangman and concentration. B. Administer vocabulary pre-test and post-test. C. Discuss learning gaps and plan for applying vocabulary.
Objective 2 Identify the major responsibilities of the Medical Assistant student. <ul style="list-style-type: none"> A. Take full advantage of every opportunity to learn. B. Determine the purpose in each assignment. C. Determine what standards will guide performance. D. Decide one's standards as they relate to student performance. E. Use student experience to practice future work ethic and standards. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading
Objective 3 Discuss the value of high standards for the Medical Assistant student. <ul style="list-style-type: none"> A. High standards are expected for members of the medical profession. B. Gaps in knowledge and performance skills affect the safety of every patient. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading
Objective 4 Describe the relationship between achievement standards as a student and future performance standards as a Medical Assistant. <ul style="list-style-type: none"> A. When high standards for achievement are set during the classroom setting these high standards will carry over into performance as health care provider. B. Students should strive to do their best. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading
Objective 5 Outline effective study habits that improve student learning. <ul style="list-style-type: none"> A. Create a weekly study schedule. B. Prioritize daily, weekly and long term assignments. C. Reserve a specific time of day for uninterrupted study time. D. Use objectives as stated by the instructor and in the text book to guide one with learning expectations. E. Devise a self-testing system to determine mastery of objectives. F. Divide material into parts. Learn and review small sections of material spread over time. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading C. Have students make a calendar of study; work and family activities.(Core A:7.5)

<p>Objective 6 Develop power reading skills that will lead to better methods of memorizing material for long-term recall.</p> <ul style="list-style-type: none"> A. Overview of reading skills <ul style="list-style-type: none"> 1. Survey material. 2. Examine the title of each chapter. 3. Note headings and subheadings and their relationship. 4. Glance at diagrams, graphs or visuals. 5. Quickly skim the introductory and concluding sections of each chapter. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading
<p>Objective 7 Discuss attitudes towards studying and current study skill habits.</p> <ul style="list-style-type: none"> A. Identify attitudes toward studying. B. Determine what makes a student successful. C. Create steps that develop a positive and motivational attitude. D. Implement desired steps to create successful study skill habits. E. Establish a self-reward system. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading C. Refer to opportunities offered by your school.
<p>Objective 8 Identify learning styles.</p> <ul style="list-style-type: none"> A. Learning styles vary between individuals <ul style="list-style-type: none"> 1. Learning modes <ul style="list-style-type: none"> a. Sensory input. b. Learned early in development. 2. Many assessment instruments available <ul style="list-style-type: none"> a. Multiple intelligences. b. Verbal, auditory and tactile. B. Kolb Learning style inventory <ul style="list-style-type: none"> 1. Simple self-descriptive test. 2. Based on experiential learning. 3. Conceived in a four stage cycle <ul style="list-style-type: none"> a. Concrete experience. b. Reflective observation. c. Abstract conceptualization. d. Active experimentation. 4. Learning modes <ul style="list-style-type: none"> a. Concrete experience <ul style="list-style-type: none"> 1) Empathetic. 2) People-oriented. 3) Learn best from specific examples. 4) Oriented more toward peers. 5) Benefit from feedback and discussion with peers. b. Abstract conceptualization <ul style="list-style-type: none"> 1) Analytical approach to learning. 2) Relies heavy on logic and rational evaluation. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Reading C. Select and administer a learning style inventory such as the Kolb Learning Style Inventory or VARK. D. Search for free online learning style assessments. <ul style="list-style-type: none"> 1. www.vark-learn.com

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| <ul style="list-style-type: none"> 3) More oriented toward things. 4) Learn best in authority-directed environment. 5) Dislike discovery learning approaches. c. Active experimentation <ul style="list-style-type: none"> 1) Active orientation to learning. 2) Likes projects, homework and small groups. 3) Dislikes lectures. 4) Tends to be extroverted. d. Reflective observation <ul style="list-style-type: none"> 1) Tentative in impartial approach to learning. 2) Relies heavy on careful observation. 3) Likes lectures. 4) Impartial observer role. 5) Tends to be introverted. <p>C. VARK guide to learning styles</p> <ul style="list-style-type: none"> 1. Visual <ul style="list-style-type: none"> a. Preference for information depicted in maps, spider diagrams, charts, graphs, flow charts and labeled diagrams. b. Does not include still pictures or photographs of reality, movies, videos or PowerPoint. c. Must be more than just words in boxes. 2. Auditory <ul style="list-style-type: none"> a. Preference for information that is heard or spoken. b. Learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. 3. Read/Write <ul style="list-style-type: none"> a. Preference for information displayed as words. b. Text-based input and output; reading and writing in all forms; PowerPoint. 4. Kinesthetic <ul style="list-style-type: none"> a. Preference is simulated or real practice or experience. b. Hands on activities/labs. 5. Most learners require a combination of all learning styles to effectively process information. | |
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