

Name: Yusra Salti

Degree Program: Medical Assisting, AAS

MyCred Link: <https://mycred.com/p/6568621475/1234>

AHLT 270 - Articulation Worksheet		
Program/institutional outcome	Course name (where outcome was met)	Brief description of the course portfolio project, including summary of how outcome was met
Communicate and collaborate professionally and effectively with patients, healthcare team and third-party providers in diverse environments.	Clinical Procedures AHLT130	In AHLT130 we did a project where we had to pick a disorder and provide resources for a patient. I picked a patient with Alzheimer's and I provided community resources for support groups, nursing homes, and local hospitals.
Demonstrate a mastery of a complex body of knowledge and specialized skills in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.	Pharmacology AHLT 240	Our assignment in AHLT240 involved giving the brand and generic name, the indication for use, the desired effect, the side effects, and the adverse reactions of a list of drugs.
Demonstrate and practice behavior consistent with the legal and ethical standards of the profession.	Intro to health AHLT111	AHLT111 provided me with a certificate of completion of HIPAA training, demonstrating my compliance with the law and ethics.

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Demonstrate standard, quality, safety, and risk-reduction precautions in the healthcare setting.	Medical Laboratory AHLT230	My AHLT230 project involved identifying safety techniques, safety data sheets, symbols and labels.
Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.	Math 101	Working on this project helped me learn how to take information written on paper and create a table on Excel. Using Excel is a hard skill that will be used constantly in a place of business.
Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.	Psychology PSYC101	With this project, I was able to transfer my knowledge of reinforcement theory into my personal life, for instance, when I graduate I will go on a nice vacation, and that trip will motivate me to continue to do my best.
Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.	Medical Assisting Internship AHLT270	After reviewing my mock CMA exam, I believe I am strong in general and clinical knowledge, but I have opportunities to improve in administrative knowledge. Studying my old quizzes and notes, and using additional resources, I now feel confident about my administrative skills.
Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.	Pharmacology AHLT 240	As a result of taking AHLT 240, I received a certificate of completion for pharmacology dosage calculation. This shows that I can successfully calculate a dosage for a patient.
Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.	Medical Assisting Internship AHLT270	For this project, I asked five questions to a classmate from a different background. It was our goal to have cultural awareness of each other and ourselves so that we can act fairly and ethically.



**AHLT270 INTERNSHIP
PARMA CAMPUS**

Portfolio Presenter/Student: _____ **Date of Presentation:** _____ **Teacher:** _____

	Criteria			Points
	10	20	30	40
Professional Business Criteria	Audience cannot understand presentation because there is no sequence of information. Student not dressed appropriately	Audience has difficulty following presentation because student jumps around. Student not dressed appropriately	Student presents information logical sequence which audience can follow. Student dressed in professional attire	Student presents information in logical, interesting sequence which the audience can follow. Student dressed in professional attire ____/40
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content but fails to elaborate.	Student demonstrates full knowledge (more than required with explanation and elaboration). ____/40
Portfolio Examples of Evidence	Students did not use examples of portfolio evidence during their presentation.	Student occasionally used examples of portfolio evidence that rarely supported their major during their presentation.	Student used several different examples of portfolio evidence during their presentation.	Student used examples of portfolio evidence supporting their major during presentation. ____/40
Mechanics	Presentation handouts have four or more spelling errors and/or grammatical errors.	Presentation handouts have three misspellings and/or grammatical errors.	Presentation handouts have no more than two misspellings and/or grammatical errors.	Presentation handouts do not have misspellings or grammatical errors. ____/40
Presentation Criteria	Student mumbles, incorrectly pronounces terms, and speaks to quietly for audience to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms. ____/40
Total Points	Available: 200			Total Earned: _____/200
Grading Scale:	200 – 180 = A	179 – 160 = B	159 -140 = C	139 – 0 = F



GRADUATION-READY PORTFOLIO PRESENTATION RUBRIC

Student _____

Review led by _____ Date _____

BID _____

Campus _____

Signature of Campus Associate confirming the review _____

List addition Review Committee names here:

<u>EVIDENCE</u>	1	2	
Ability to demonstrate through evidence attainment of each of the outcomes listed below	Student provides partial evidence of their attainment of the outcome	Student provides evidence of their attainment of the outcome	
<u>ARTICULATION</u>	1	2	3
Ability to articulate the acquisition and applicability of acquired knowledge, skills, and behaviors (KSBs) resulting from attainment of each of the outcomes listed below	Student can partially speak to the acquisition <u>and</u> applicability of KSBs resulting from their attainment of the outcome	Student can speak to the acquisition <u>and</u> applicability of KSBs resulting from their attainment of the outcome	Student can speak to both the acquisition <u>and</u> applicability of KSBs resulting from attainment of the outcome <u>and</u> can clearly articulate specific connections to the workplace

Use NE to indicate No Evidence Remitted

AAS Medical Assisting

INSTITUTIONAL OUTCOMES	Evidence	Articulation
Information Literacy and Communication - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.		
Relational Learning - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.		
Thinking Abilities - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.		
Quantitative and Scientific Reasoning - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.		
Community and Career - Participate in social, academic, and professional communities for individual growth and to function as a citizen in a multicultural world.		
PROGRAM OUTCOMES	Evidence	Articulation
Communicate and collaborate professionally and effectively with patients, healthcare team and third-party providers in diverse environments.		
Demonstrate a mastery of a complex body of knowledge and specialized skills in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.		
Demonstrate and practice behavior consistent with the legal and ethical standards of the profession.		
Demonstrate standard, quality, safety, and risk-reduction precautions in the healthcare setting.		