Course Outline

Health Science and Medical Technology **REVISED: July/2021**

Job Title
Medical Assistant

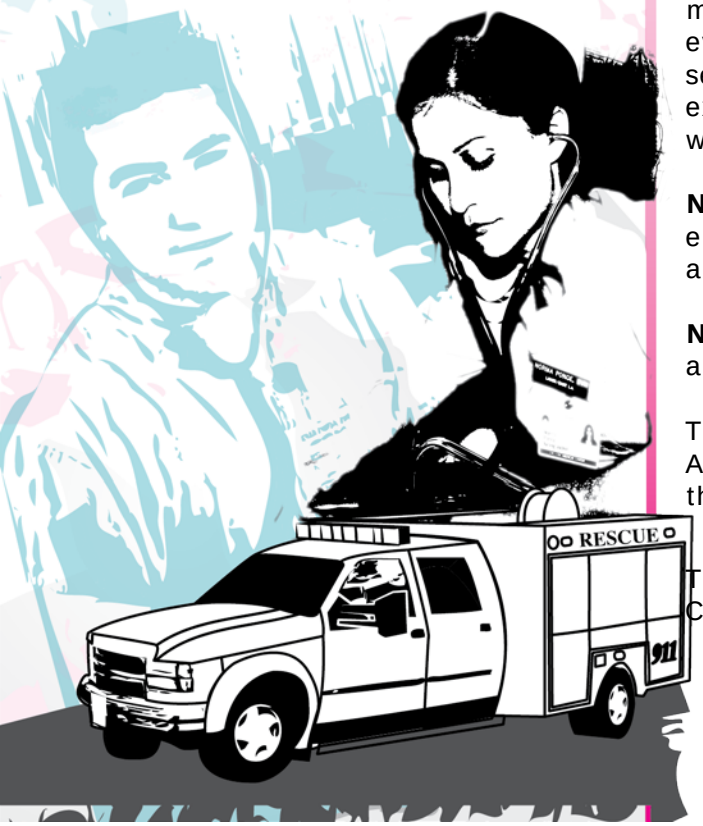
Career Pathway:
Patient Care

Industry Sector:
Health Science and Medical Technology

O*NET-SOC CODE:
31-9092.00

CBEDS Title:
Medical Office

CBEDS No.:
4275



77-40-50

Medical Assistant

Credits: 40 **Hours:** 500

Course Description:
This competency-based course contains information and training for students to gain expertise in the functions of the following competencies: introduction and safety, medical laws and ethics, infection control, communications, administrative assisting, anatomy, physiology and disorders, basic clinical skills, first aid, phlebotomy and blood collection, patient education, math and administration of medications, elecgrocardiography, clinical experience, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Highly recommend completion of MOA/1: Medical Terminology (76-15-50) course. Enrollment requires a 8.0 reading level as measured by the CASAS GOALS test, at least 18 years of age, and evidence of vaccination for: measles, mumps, rubella, hepatitis B series, rubeola, varicella, tuberculosis clearance, and a physical examination form declaring the student to be in good health without restrictions.

NOTE 1: During orientation, students will be notified that an employer or externship facility may require a background check and a drug screening.

NOTE 2: For Perkins purposes this course has been designated as an **introductory / concentrator / capstone** course.

The student must provide proof of a current American Heart Association (AHA) Basic Life Support (BLS) certification card through the duration of the program and prior to clinical rotation.

This course cannot be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling Services Unit
Adult Curriculum Office
www.wearedace.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS	**LOCATION**
GOALS AND PURPOSES	Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 7-21

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 23
Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom. Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	pp. 7-21
EVALUATION PROCEDURES	pp. 23-24
The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved. Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.	

ACKNOWLEDGMENTS

Thanks to CARA BATSON, JORGE GONZALEZ, CAROL GOVIER, VIDHYA KANAGAVEL, SANDRA NEAL, and GLORIA TAVERA for developing and editing this curriculum. Acknowledgment is also given to LUZ GRANADOS for editing the standards and to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional-and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- Kinesiotherapist
- Nurse Anesthetist
- Respiratory Therapist
- Radiologic Technician
- Dental Hygienist

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

B3.0 Know how to apply mathematical computations used in health care delivery system.

B4.0 Recognize and practice components of an intake assessment relevant to patient care.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B7.0 Apply observation techniques to detect changes in the health status of patients.

B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness

B10.0 Comply with protocols and preventative health practices necessary to maintain a safe

B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning

B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS for the Medical Assistant Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION Understand the personal, professional, and legal aspects of medical assisting in patient care. (14 hours)	1. Identify desired personal qualities necessary for medical assistants. 2. Explain the role of the medical assistant as a member of the health team. 3. Identify and spell the title of each practitioner of multiple specialties. 4. Describe the legal differences of licensure and certification. 5. Define Scope of Practice. 6. Describe areas of ethics and law that impact the scope of practice of medical assistants. 7. Describe the legal situation of negligence, assault, defamation, battery, libel, slander, and child/adult/elder abuse. 8. Describe the importance of confidentiality as it relates to Health Insurance Portability and Accountability Act (HIPAA). 9. Describe ownership of records and rights to enclosed information. 10. Describe coping mechanisms for stress causes, symptoms, and management, including community resources. 11. Describe the duties and job specifications of the medical assistant. 12. Describe attendance and course requirements to earn medical assistant certificate of completion. 13. Describe the various organizations/agencies that represent/certify the clinical medical assistant.	**Career Ready Practice:** 1, 2, 3, 7, 8 **CTE Anchor:** Communications: 2.3, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.6 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** B1.1, B5.2, B9.2, B12.1, B12.2
B. SAFETY Learn safety procedures, which protect the medical assistant, patient, and staff in the process of medical care delivery.	1. List general rules of environmental safety. 2. Demonstrate body mechanics to prevent injury. 3. Demonstrate using wheelchairs and gurneys, using brakes and safety belts. 4. Compare procedures in event of fire and earthquakes in clinical/classroom settings. 5. Demonstrate handling and disposal of sharps and sharp objects. 6. Demonstrate handling of biohazardous materials and infectious waste as dictated by Occupational Safety and Health Administration (OSHA). 7. Knowledge of safety data sheets (SDS). 8. Describe electrical safety. 9. Describe Cal/OSHA. 10. Pass a safety test with 100% accuracy.	**Career Ready Practice:** 1, 2, 5, 6, 7, 12 **CTE Anchor:** Communications: 2.1, 2.2., 2.3, 2.5, 2.8 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)		Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B9.1, B9.3, B10.1, B10.2, B10.4, B10.6, B10.7, B11.2, B11.4, B12.1, B12.2, B12.3. B12.4
C. MEDICAL LAW AND ETHICS Understand professional, ethical, and legal behavior in the medical field. (3 hours)	1. Understanding the medical assistant's scope of practice and standard of care. 2. Describe verbal and written consent. 3. Understand the differences between implied and informed consent. 4. Describe obtaining written consent for special procedures. 5. Describe obtaining written consent for care of minors and understanding the rights of emancipated minors. 6. Understand legal implications of HIPAA violations. 7. Explain the elements of a legally binding contract: a. power of attorneys b. advanced directives c. Do Not Resuscitate (DNR) orders d. medical malpractice e. abandonment 8. Verbalize current law of confidentiality about AIDS and reportable communicable diseases. 9. Understand the importance and legal implications of documentation. 10. Recognize the record-keeping necessary to provide legally correct and adequate information. 11. Demonstrate preparing an incident report for any unusual occurrences, including accidental injury or incident.	**Career Ready Practice:** 1, 2, 5, 7, 8, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2 **CTE Pathway:** B1.1, B6.6, B12.2
D. INFECTION CONTROL	1. Explain the importance of infection control. 2. Define asepsis and sepsis. 3. Explain the concept of working from clean to dirty. 4. Define medical and surgical asepsis.	**Career Ready Practice:** 1, 2, 5, 6, 7, 8, 10, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
Understand reasons for specific procedures that will prevent spread of infection. (11 hours)	5. Identify various microorganisms and pathogens. 6. Identify various groupings of bacteria. 7. Explain the growth factors of bacteria. 8. Define spores and explain their importance to the control and destruction of bacteria. 9. Define and explain the chain of infection. 10. Explain the importance of handwashing. 11. Describe and demonstrate the handwashing technique and various cleansing agents. 12. State the difference between sanitation, disinfection, and sterilization. 13. List methods of sterilization. 14. Describe the operation of the autoclave. 15. Name and describe the gauges on the autoclave. 16. List the times and temperature necessary for eliminating pathogenic organisms. 17. List the time and purpose of chemical sterilization. 18. List some chemicals used for chemical sterilization. 19. Explain the body's natural protective mechanisms. 20. Explain the types of immunity: a. innate b. active c. passive 21. Describe meaning and purpose of universal and standard precautions. 22. State precautions taken to prevent spread of Hepatitis (A,B,& C), HIV and AIDS. 23. Describe the transmission of Hepatitis, HIV, and AIDS. 24. Demonstrate the use of goggles, face shields, gloves, gown, mask, and universal precautions (PPE-Personal Protective Equipment). 25. Demonstrate handling of contaminated instruments and supplies.	**CTE Anchor:** Communications: 2.1, 2.2., 2.3, 2.5, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.2, 6.3, 6.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B1.1, B1.2, B1.4, B2.1, B2.2, B2.3, B10.1, B10.2, B10.3, B10.4, B10.5, B10.6, B10.7, B11.2, B11.3, B11.4, B12.1, B12.3, B12.4
E. COMMUNICATION Recognize the importance of non-verbal, oral, and written communication.	1. Define communication. 2. Identify verbal and non-verbal communication and barriers. 3. Describe communication techniques to promote good public relations. 4. Identify language limitations, and cultural and religious beliefs that can affect communication. 5. Understanding and reducing racial disparities in healthcare. 6. Explain how to communicate with medical staff, patients, and visitors. 7. Describe taking and relaying messages. 8. Describe telephone etiquette. 9. Describe reporting observations to the physician. 10. Identify meanings of medical prefixes, suffixes, root words and combining forms. 11. Define medical abbreviations and symbols. 12. Pronounce and spell medical words correctly. 13. Identify the record-keeping necessary to provide legally correct and adequate information.	**Career Ready Practice:** 1, 2, 5, 7, 8, 9, 10 11, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Responsibility and Flexibility: 7.4 Leadership and Teamwork: 9.5, 9.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	14. Describe basic principles for preventing unauthorized disclosure of patient information. 15. Read doctor's orders. 16. Describe the preparation and processing of laboratory and X-ray forms. 17. Identify referral forms for X-ray procedures and consultations.	Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6
F. ADMINISTRATIVE ASSISTING Understand the basics of front office administrative assisting relating to the daily functions of a medical office. (30 hours)	1. Explain the duties of an administrative medical assistant. 2. Explain the duties of the front office reception. 3. Explain the intake process of a patient from start to finish. Examples to include: a. opening/closing the office b. greeting patients c. collect and verify patient information d. collect co-payment e. follow-up after consultation 4. Understand appointment scheduling, types of scheduling systems, and patient's scheduling process. 5. Become familiar with the various programs necessary to use for the medical office. 6. Understand how to verify insurance coverage, and explain the difference between copayment and deductible. 7. Verify insurance coverage and financial eligibility. 8. Understand various types of health insurance. 9. Verify diagnostic and procedural codes. 10. Facilitate general referrals to other healthcare providers. 11. Understand Center of Medicaid/Medicare Services (CMS) billing requirements. 12. Explain the CMS 1500 form. 13. Maintain inventory of office supplies.	**Career Ready Practice:** 1, 2, 4, 5, 7, 8, 9, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Responsibility and Flexibility: 7.4 Leadership and Teamwork: 9.5, 9.7 Demonstration and Application: 11.1 **CTE Pathway:** B1.1, B1.5, B5.1, B5.2, B12.2
G. ANATOMY, PHYSIOLOGY, AND DISORDERS Understand the structure and function of the body systems; recognize the diagnostic procedures related to common diseases and disorders.	1. Define anatomy and physiology. 2. Identify meanings of medical word parts; pronounce, spell, and abbreviate terms from each of the body systems. 3. Identify body planes. 4. Identify body cavities and the organs they contain. 5. Identify body directions. 6. Explain the structural organization of the human body.	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.7, 2.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	7. Describe and identify the structures and function of the musculoskeletal system. 8. List the four main types of tissue. 9. State the main function of bones in the body. 10. Identify and locate four types of bones. 11. Identify the main types of joints. 12. Identify the main types of joint motion. 13. Describe the formation of bones. 14. Relate bone changes to body growth. 15. List the components of the two main parts of the human skeleton. 16. Define four types of bone fractures. 17. Identify common bone and joint injuries. 18. Identify common bone and joint disorders. 19. Describe the functions of muscles. 20. Describe each of the three muscle types. 21. Locate the important skeletal body muscles. 22. Describe the function of these muscles. 23. Describe and identify the structures and function of the cardiovascular system. 24. Describe the function of various parts of the heart. 25. Locate and identify various parts of the heart using a model. 26. Trace the flow of the circulation, pulmonary, systemic and portal. 27. Describe the route of pulmonary circulation. 28. Describe the function of the pulmonary circulation. 29. Name the various blood types. 30. Describe the main disorders of the cardiovascular system and treatments. 31. Identify and describe the structures and function of the lymphatic system. 32. Describe the components of the lymphatic system. 33. Describe and identify the structures and function of the lymph nodes. 34. Describe and identify the structures and functions of parts of the respiratory system. 35. Describe common respiratory disorders and common treatments. 36. Describe and identify the structures and the function of the digestive system. 37. Explain the action of gastric juice. 38. Describe the work of various enzymes in digestion. 39. Describe the function of the liver in digestion. 40. Describe the function of the gallbladder in digestion. 41. Locate the large intestine. 42. Describe the functions of the large intestine. 43. List foods that aid in the function of the colon. 44. Identify common disorders, which interfere with digestion and describe their treatments. 45. Describe basic food requirements to maintain health. 46. Describe a well-balanced diet. 47. Describe the need for water in the body. 48. Describe an adequate diet for each age group, as well as during pregnancy, and lactation.	Problem Solving and Critical Thinking: 5.1, 5.4, 5.6 Technical Knowledge and Skills: 10.1 **CTE Pathway:** B2.1, B2.2, B2.3, B2.4, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B12.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	49. Describe and identify the structures and function of the urinary system. 50. List the parts of the body involved in the urinary system. 51. Describe the three processes involved in urine formation. 52. List signs and symptoms of urinary system pathology. 53. Identify physical and chemical characteristics of urine. 54. Explain how the kidneys regulate water balance. 55. Identify common disorders of the urinary tract and their treatments. 56. Describe the structures and function of the integumentary system. 57. Describe structures found in two skin layers. 58. Explain the function of the skin as a channel of excretion. 59. Describe some common skin disorders and their treatments. 60. Describe the structures and function of the female reproductive system. 61. Identify the organs of the female reproductive system. 62. Describe the structure and function of the male reproductive system. 63. Identify the organs of the male reproductive system. 64. Explain the process of fertilization. 65. Contrast reproduction of simple cells and more complex forms of life. 66. Describe how physical traits are determined. 67. List common disorders of the female reproductive system. 68. List common disorders of the male reproductive system. 69. Identify and describe the structures and function of the endocrine system. 70. Locate the main endocrine glands in the body. 71. Describe how each endocrine gland affects body activities. 72. Describe the functions of the pituitary gland. 73. Describe the functions of the thyroid gland. 74. Describe the functions of the parathyroid and thymus glands. 75. Describe the functions of the adrenals and gonads. 76. Describe the functions of the pancreas. 77. Explain the body's need for insulin. 78. List the causative factors of endocrine gland disorders. 79. Describe how certain endocrine disorders interfere with body function. 80. Describe the signs, symptoms, and treatment of common types of endocrine disorders. 81. Describe the signs, symptoms, and treatment of diabetes (hyperglycemia, hypoglycemia, DKA-diabetic ketoacidosis, and insulin shock) 82. Identify and describe the structures and function of the nervous system. 83. List the main parts of the nervous system. 84. Describe three types of neurons. 85. Define characteristics of the nerve cells. 86. Identify and describe the functions of the various parts of the brain. 87. Describe the structure of the brain and spinal cord.	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(112 hours)	88. Describe the functions of the sympathetic and parasympathetic nervous systems. 89. Define and explain how a simple reflex action is carried out by the nervous system. 90. Describe the signs, symptoms, and treatment for some common nervous system pathology. 91. Identify and describe the structures and function of the sensory organs. 92. Identify the parts of the eye and relate them to their functions. 93. List the parts of the ear and relate them to their function. 94. List the signs, symptoms, and treatment of the common ear and eye disorders and related treatment.	
H. BASIC CLINICAL SKILLS Demonstrate knowledge of clinical skills and procedures required for patient care.	1. Discuss Maslow's Hierarchy of Needs. 2. Discuss Erickson's developmental stages. 3. Define specific physical needs. 4. Describe how a patient may feel an invasion of privacy as it relates to HIPAA. 5. Identify the process of end of life, stages of grief, and defense mechanisms. 6. Describe one's own necessity to adjust to patients with terminal illness and traumatic diagnosis. 7. Discuss how to successfully understand and communicate with patients and display sensitivity to diverse populations. 8. Prepare an examination room for various patient examinations. 9. Clean and replenish exam room with appropriate supplies. 10. List body positions used for various examinations. 11. Correctly drape the patient for examination. 12. State the importance of emotional support for the patient having an examination/treatment. 13. Adjust the environment for ventilation, temperature, noise, and privacy. 14. Define vital signs (T, P, R, BP, and pain). 15. List equipment necessary for measuring vital signs. 16. Describe methods for taking body temperatures. 17. Demonstrate obtaining an oral temperature. 18. Describe cleaning techniques for a thermometer. 19. Understand converting between Celsius and Fahrenheit. 20. Describe methods for taking a pulse. 21. Describe respiration and its importance. 22. Demonstrate measurement of respiration. 23. Describe methods of taking blood pressure. 24. Demonstrate aneroid methods for measuring blood pressure. 25. Demonstrate recording of vital signs 26. Demonstrate reporting of abnormal vital signs. 27. Understand converting between pounds and kilograms. 28. Understand converting between inches and centimeters. 29. Identify purposes of measuring height and weight. 30. Demonstrate the methods of weighing infants, small children, and adults.	**Career Ready Practice:** 1, 2, 4, 5, 6, 7, 8, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.3, 6.6 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B2.1, B3.1, B3.2, B4.4, B5.1, B5.5, B7.1, B7.2, B7.3, B10.4, B10.5, B12.1, B12.3, B12.4, B13.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	31. Describe charting accuracy. 32. Demonstrate accurate charting and graphing. 33. Explain the purpose of accurate medical records. 34. List rules of charting. 35. Identify and demonstrate commonly used abbreviations, signs, and symbols. 36. Demonstrate correcting an error made in charting. 37. Identify instruments used for examination. 38. Set up a sterile field using sterile techniques. 39. Explain donning and doffing sterile gloves without contamination. 40. Describe three ways a sterile field can be contaminated. 41. Demonstrate wrapping a pack for sterilization. 42. List items used for preparation of a patient for minor surgery. 43. State responsibilities of the medical assistant for preparing the room for minor surgery. 44. Describe the medical assistant's duties in anticipating the doctor's needs. 45. Differentiate between a dressing and a bandage. 46. Demonstrate application of dressing and a bandage. 47. Describe types of dressings and purposes of each. 48. Identify instruments and supplies specific to minor surgery and dressing changes. 49. Identify purposes and equipment used in application of cold and heat for minor injuries. 50. Demonstrate screening tests for visual acuity including the Snellen chart. 51. Identify methods of testing hearing, such as audiometer, tuning fork. 52. List items required for eye and ear irrigation. 53. State the rules to follow when removing foreign objects from the eye, ear, nose, and skin. 54. Identify the medical assistant's responsibility in removal of foreign objects. 55. Explain assisting patients in collecting urine specimens for routine, Human Chorionic Gonadotropin (hCG), clean-catch, first-catch (for STD panels), and timed specimens. 56. Fill out laboratory requisitions for ordered lab tests. 57. Describe patient preparation through education prior to laboratory procedures. 58. Demonstrate chemical reagent test and record. 59. Describe the differences between physical, chemical, and microscopic examination of urine. 60. Describe methods and equipment for obtaining stool specimen including hemoccult. 61. Describe method and equipment for obtaining sputum specimens. 62. Describe equipment and method used to obtain a throat culture and rapid Strep test. 63. Describe the method used in obtaining a wound culture.	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours)	64. Describe equipment necessary in preparing tissue sample for biopsy. 65. Demonstrate capillary puncture method for obtaining blood sample for glucose, hematocrit, hemoglobin, and hemoglobin A1C. 66. State normal values for glucose tests, hematocrit, hemoglobin and blood cell count. 67. List the antigens and antibodies present in the A, B, AB, O, and Rh factor blood types. 68. Demonstrate venipuncture, syringe and needle, and butterfly procedure using the vacutainer method. 69. Identify the most common site for obtaining blood. 70. Demonstrate universal precautions in obtaining blood specimens. 71. Explain necessity of filling out lab requisitions for diseases requiring health department reporting. 72. Understand the use of pulmonary function test (PFT) including spirometry, peak flow meters, and pulse oximetry. 73. Differentiate the skills needed in performance of duties in clinics in the area of Cardiology, Dermatology, ENT, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Orthopedics, Ophthalmology, Podiatry, Pediatrics, Phlebotomy lab, Physical Therapy, Surgery, or Urology.	
I. FIRST AID Recognize situations requiring basic first aid and demonstrate appropriate rescue techniques.	1. Explain how to use the Emergency Medical Service (EMS) system. 2. Demonstrate basic life support (BLS) and obtain certification in BLS through the American Heart Association (AHA). 3. Demonstrate proper use of Automated External Defibrillator (AED) equipment. 4. Demonstrate rescue breathing for an adult, child, and infant. 5. Indicate hand position during rescue of an obese or pregnant victim with an airway obstruction. 6. Demonstrate rescue of conscious and unconscious adults with an airway obstruction. 7. Differentiate the symptoms of a heart attack and a stroke. 8. Describe the emergency interventions and care for a heart attack and a stroke. 9. Demonstrate proper technique in basic wound care. 10. Demonstrate proper techniques in applying pressure to control bleeding. 11. Demonstrate bleeding control using arm and leg pressure points. 12. Demonstrate proper techniques in bleeding control. 13. Apply spiral, figure eight, cravat and triangular head bandages. 14. Apply an arm sling. 15. Apply splints and/or buddy taping to extremities, upper arm, forearm, ankle, and knee. 16. Differentiate among positions for victims with shock, head wound, difficulty in breathing, un-splinted fractures, bleeding from mouth or vomiting.	**Career Ready Practice:** 1, 2, 5, 6, 7, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.5 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	17. Distinguish between first aid treatment of conscious and unconscious poisoning victims following the National Poison Control Center guidelines. 18. Identify severity of burns by depth, size and location. 19. Describe first aid treatment for thermal and chemical burns. 20. Describe first aid treatment of a victim with a suspected head injury. 21. Differentiate between signs of heat stroke and heat exhaustion. 22. Describe first aid treatment and interventions for heat stroke and heat exhaustion. 23. Describe first aid treatment of frostbite. 24. Describe signs and symptoms of anaphylaxis. 25. Explain interventions for treatment including use of epinephrine (EpiPen). 26. Set priorities in escaping from a fire. 27. Describe fractures needing immobilization. 28. Assess the need for moving an accident victim.	**CTE Pathway:** B2.1, B2.4, B4.5, B6.5, B7.1, B7.2, B7.3, B7.4, B9.1, B9.2, B9.3, B12.1, B12.2, B12.3, B12.4
J. PHLEBOTOMY & BLOOD COLLECTION Understand the medical assistant's role in phlebotomy and blood collection using the various techniques and equipment. (10 hours)	1. Define phlebotomy. 2. Understand safety precautions and working on an aseptic field when collecting blood. 3. Understand the processes of collecting, handling, and processing the blood specimen. 4. Understand order details: a. review request and verify the test ordered b. proper requisition form c. correct identification of patient 5. Demonstrate proper steps in venipuncture and capillary puncture. 6. Understand safety precautions for blood draw under special circumstances (patients on blood thinners, post-mastectomy, history of central line catheters, arteriovenous fistula and/or shunt). – added new competency 7. Demonstrate use of evacuated tube and butterfly methods. 8. Know the correct "order of draw" and proper selection of sites. 9. General knowledge of additives in blood collection tubes. 10. Handle blood samples as required for transport purposes. 11. Understand possible patient's complications during blood withdraw and appropriate response. 12. Adherence to proper blood specimen collection with regards to OSHA regulations, Centers for Disease Control and Prevention (CDC) guidelines, and Clinical Laboratory Improvement Amendments (CLIA) standards.	**Career Ready Practice:** 1, 2, 5, 7, 8, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.7, 2.8 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Health and Safety: 6.2, 6.2, 6.3, 6.6, 6.8 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.2, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B5.5, B8.1, B10.4, B10.5, B10.6, B12.2, B12.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
K. PATIENT EDUCATION Comprehend the medical assistant's role in patient education. (6 hours)	1. Describe patient teaching methods for various procedures and tests from multiple specialties. 2. Understand patient coaching as it relates to the medical assistant's role. 3. Explain how to coach patients on health maintenance, self-examinations, and screenings. 4. Understand and develop patient-centered education. 5. Explain how community resources benefit medical patients and facilitate referrals. 6. Describe care coordination and patient navigation. 7. Identify how cultural diversity impacts patient education.	**Career Ready Practice:** 1, 2, 4, 5, 6, 7, 8, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Responsibility and Flexibility: 7.3, 7.8 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.5 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B2.1, B4.4, B4.5, B5.1, B6.1, B6.2, B9.4, B9.5, B12.1, B12.2, B12.3, B12.4, B13.1, B13.2, B13.3
L. MATH FOR PHARMACOLOGY AND ADMINISTRATION OF MEDICATIONS Know the mathematics, equipment, and methods used in administering routine medications by oral, topical, , and parenteral (intradermal, intramuscular, and subcutaneous) means.	1. Review use of fractions: add, subtract, multiply, and divide. 2. Review decimals and whole numbers: add, subtract, multiply, and divide. 3. Review converting fractions, decimals, and percentages. 4. Review converting pounds to kilograms and inches to centimeters. 5. Compute medication dosage ordered if same as dose on hand. 6. Compute medicine dosage ordered using the formula method. 7. Demonstrate use of equivalent charts of household, apothecary (Roman numerals), and metric measures in computing problems. 8. List three reasons for learning use of metric system. 9. Identify common approximate equivalents for the meter, gram, and liter. 10. Write the abbreviation for the nine metric units.	**Career Ready Practice:** 1, 2, 4, 5, 7, 8, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.5, 5.6 Technical Knowledge and Skills: 10.1, 10.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(40 hours)	11. Compute problems converting metric measure from smaller to larger and larger to smaller units. 12. Write abbreviations, signs, and symbols used in administration of medications. 13. Identify the action of the most common classification of drugs. 14. State examples of the most common drug classifications. 15. Describe state law governing medical assistants giving prescription and nonprescription medication. 16. Demonstrate use of resources for drug information. 17. Explain responsibilities of doctor, pharmacist, and nurse in drug therapy. 18. Understand the laws governing the schedule for controlled substances (I-V) by state. 19. Prepare prescription under the doctor's authorization. 20. List information that must be recorded for narcotics and controlled drugs. 21. State rules and precautions for administering medications. 22. Describe the methods of administration of medication and reasons for these procedures. 23. List types of injections and purposes. 24. Identify sites for each type of injection for adults. 25. Identify sites for each type of injection for infants and children. 26. State precautions followed when giving injections. 27. Indicate length and gauge of needles for each type of injection. 28. Identify construction of syringes and needles. 29. Identify types of syringes used for various amounts of solutions. 30. List the "three befores" of medication administration. 31. List ten rights in preparing and administering medicines. 32. Demonstrate withdrawal of medication from vial and ampules. 33. Demonstrate proper reconstitution of powdered medication. 34. Demonstrate procedure in administration of intradermal, subcutaneous and intramuscular injections. 35. Explain procedure for administering a tuberculin skin test (TST, PPD, and Mantoux). 36. Explain procedure and rationale for using Z-track method. 37. Demonstrate pouring of liquids and dispensing of tablets. 38. Explain procedure of topical application of medication. 39. Identify signs and symptoms of diabetes mellitus, hyperglycemia, hypoglycemia and the use of insulin. 40. Demonstrate proper preparation for pre-filled syringes. 41. Demonstrate recording of medications.	Demonstration and Application: 11.1 **CTE Pathway:** B1.1, B1.2, B2.1, B3.1, B3.2, B3.3, B5.7, B6.1, B7.3, B12.1, B12.3, B12.4
M. ELECTROCARDIOGRAPHY Understand the equipment necessary and the procedure for performing an electrocardiogram.	1. Define an electrocardiogram (EKG) and explain the reasons for performing an electrocardiogram (EKG). 2. Demonstrate handling of EKG equipment. 3. Describe the electrical conduction system of the heart. 4. Demonstrate application of limb and chest/precordial leads for a twelve-lead EKG, three-lead, four-lead. 5. Demonstrate the procedure of an EKG. 6. Define artifacts and list their causes.	**Career Ready Practice:** 1, 2, 4, 6, 7, 8, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	7. Identify one complete cycle of PQRST waves on EKG graph paper to trace electrical impulses of the heart. 8. Identify abnormal rhythms reportable to the physician. 9. Identify limitation of EKG in diagnosis. 10. Discuss additional EKG tests.	Problem Solving and Critical Thinking: 5.1, 5.2, 5.6 Health and Safety: 6.6 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** B2.1, B4.4, B4.5, B5.1, B7.3, B12.1, B12.2, B12.3, B12.4
N. CLINICAL EXPERIENCE/EXTERNSHIP Demonstrate skills and gain proficiency in working with physicians, staff, and patients.	1. Demonstrate processing the patient to be seen by the doctor. 2. Measure vital signs per clinic procedure. 3. Record vital signs and observations in the medical record. 4. Measure weight and height, and record in chart, on graphs or progress record. 5. Use approved medical terminology in the chart. 6. Use abbreviations and legible printing or writing in chart forms. 7. Describe invasion of privacy and the need for emotional support. 8. Adjust the exam room for comfort and privacy. 9. Prepare examination room for patient exam. 10. Prepare patient for exam with draping. 11. Demonstrate handwashing and hand hygiene techniques before and after care of patients. 12. Demonstrate donning and removing clean gloves. 13. Demonstrate the principle of working from clean to dirty. 14. Demonstrate use of standard and universal precautions. 15. Demonstrate donning and removing of sterile gloves without contamination. 16. Demonstrate handling of contaminated instruments and supplies. 17. Demonstrate setting up a sterile field using sterile technique. 18. Demonstrate communicating with provider(s) when assisting in procedures. 19. Demonstrate application of dressings and bandages (sterile and non-sterile). 20. Demonstrate setting up a dressing tray. 21. Demonstrate applications of heat and cold for minor injuries.	**Career Ready Practice:** 1, 2, 4, 5, 6, 7, 8, 9, 10, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	22. Demonstrate screening tests for visual acuity. 23. Demonstrate filling out consent forms. 24. Answer telephone, take and deliver messages. 25. Record patient history on appropriate forms. 26. Prepare patients by explaining procedures. 27. Clean and restock examination rooms. 28. Prepare patient and equipment for eye and ear irrigation. 29. Demonstrate instructing patients to obtain specimens of stool, sputum, and urine. 30. Demonstrate urine testing using a reagent dipstick. 31. Demonstrate method and equipment for obtaining a throat culture and wound culture. 32. Assist the physician in minor surgery. 33. Perform capillary puncture for hematocrit, hemoglobin, and blood glucose testing. 34. Demonstrate venipuncture procedure using vacutainer method, single and multiple draw. 35. Demonstrate assembling equipment and assisting the physician for general gynecological and STI screenings. 36. Demonstrate filling out requisitions for laboratory tests, specimens, and labeling. 37. Demonstrate the clinic procedure for recording special information on lab requisitions for health department record. 38. Demonstrate use of the Physicians' Desk Reference as a drug information resource. 39. Demonstrate use of provider(s) orders to identify medication, dosage, route, times, and frequency. 40. Perform the "three befores" of medication administration. 41. Demonstrate ten rights in preparing and administering medications. 42. Identify types of syringes, length of needle, and gauge for medication injection. 43. Demonstrate the procedure for withdrawing medicine from vials and ampules. 44. Demonstrate procedure for administering intradermal, subcutaneous, intramuscular injections (including Z-Track). 45. Demonstrate selecting sites for injections of adults, children, and infants. 46. Demonstrate appropriate disposal of used syringes and needles. 47. Demonstrate charting of medications. 48. Explain reasons and possible side effects of medication before administration. 49. Perform Pulmonary function test (PFT) including spirometry, peak flow meters, and pulse oximetry. 50. Demonstrate preparation of patient for EKG. 51. Demonstrate applying limb and chest leads for EKG. 52. Enter patient's demographics into EKG machine. 53. Demonstrate cleaning and replacing EKG equipment. 54. Demonstrate general assessment of electrocardiogram for clarity of pattern and reporting obvious abnormal strips.	**CTE Pathway:** B1.1, B1.2, B2.1, B3.2, B3.3, B4.1, B4.2, B4.3, B4.4, B4.5, B5.1, B5.2, B5.4, B5.5, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B7.1, B7.2, B7.3, B7.4, B8.1, B8.3, B9.3, B10.2, B10.4, B10.5, B11.3, B11.4, B12.1, B12.2, B12.3, B12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(160 hours)	55. Provide patients with written instructions regarding diagnostics exams. 56. Demonstrate professional courtesy to patient, patient's family or guardian. 57. Observe and assist provider with special procedures as requested. 58. Perform clinic duties of cleaning as required. 59. Perform audiometer test. 60. Demonstrate knowledge of emergency evacuation procedures with appropriate action. 61. Perform the supportive service of filing records. 62. Observe and assist with, crutches, walkers, and canes. 63. Observe and assist with procedures such as suture placement, incision and drainage, biopsy, and minor surgery. 64. Demonstrate suture and staple removal. 65. Demonstrate awareness of possible anaphylactic shock and allergic symptoms by observing patient in clinic 15-30 minutes following administration of all medications according to the provider(s) directions. 66. Identify signs, symptoms, and treatment of status asthmaticus or any patient in respiratory distress.	
O. EMPLOYABILITY SKILLS Demonstrate the ability to prepare for and retain employment as a medical assistant. (5 hours)	1. Describe various sites to obtain employment information e.g. internet, newspaper, employment office. 2. Describe application and résumé requirements. 3. Prepare a résumé and a cover letter. 4. Complete a sample application form for various internet platforms. 5. Prepare a professional networking profile and understand boundaries on social media platforms. 6. Prepare and develop an electronic professional portfolio. 7. Understand professional etiquette and appearance for an interview. 8. Describe and demonstrate interview techniques for employment using the SPECIAL acronym: S – smile, P – posture, E - eye contact, C – confidence, I – introduce yourself, A – ask questions, L – learn and listen. 9. Describe resigning from a position including time element and letter format. 10. Understanding and addressing racial disparities in healthcare. 11. List the professional qualities of a strong medical assistant: a. integrity b. empathy c. discretion d. confidentiality e. thoroughness f. punctuality g. congeniality h. proactivity i. competence	**Career Ready Practice:** 1, 2, 3, 4, 5, 7, 8, 10 **CTE Anchor:** Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.6, 3.9 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Responsibility and Flexibility: 7.2 Leadership and Teamwork: 9.1, 9.4 Demonstration and Application: 11.2 **CTE Pathway:** B12.2

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Beaman, Nina; Routh, Kristiana Sue; Papazian-Boyce, Lorraine M.; Mills, Maly, Ron; Nguyen, Jamie; Pearson's Comprehensive Medical Assisting textbook and workbook, 4th Edition, Pearson, 2018.

Ehrlich, Ann; Schroeder, Carol L.; Ehrlich, Laura; Schroeder,, Katrina A.; Medical Terminology for Health Professions, 8th Edition, Cengage Learning, 2017.

Bonewit-West, Kathy, Clinical Procedures for Medical Assistants textbook, 9th Edition, Elsevier, 2015.

Boyer, Mary Jo, Math for Nurses A Pocket Guide to Dosage Calculation and Drug Preparation, 10th Edition, Wolters Kluwer, 2020.

Pickar, Gloria D, Dosage Calculations, 7th Edition, Thompson Delmar-Learning, 2005.

Gray Morris, Deborah C., Calculate with Confidence, 3rd Edition, Elsevier, 2017.

Klieger, Diane, Saunders Essentials of Medical Assisting, 2nd edition, Elsevier, 2009.

Niedzwiecki, Brigitte; Pepper, Julie; Weaver, P. Ann, Kinn's The Medical Assistant: An Applied Learning Approach, 14th Edition, Textbook and Study Guide. Elsevier, 2020.

RESOURCES

Employer Advisory Board members

Foundation Standards
http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf
http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc

www.simtics.com/shop/clinical/medical-assisting/

https://bodyinteract.com

www.biodigital.com

www.pdr.net

Pocket Drug Handbook - available through various publishers.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion

B. Demonstration/participation

C. Multi-media presentation

D. Charts

E. Models

F. Graphic handouts

G. Slides

H. Overhead transparencies

I. Videos

J. Laboratory/clinical practice

EVALUATION

SECTION A – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Safety – Pass the safety test with a score of 100%.

SECTION C – Medical Law and Ethics – Pass all assignments and exams on medical law and ethics with a minimum score of 80% or higher.

SECTION D – Infection Control – Pass all assignments and exams on infection control with a minimum score of 80% or higher.

SECTION E – Communication – Pass all assignments and exams on communication with a minimum score of 80% or higher.

SECTION F – Administrative Assisting – Pass all assignments and exams on administrative assisting with a minimum score of 80% or higher.

SECTION G– Anatomy, Physiology, and Disorders– Pass all assignments and exams on anatomy, physiology, and disorders with a minimum score of 80% or higher.

SECTION H – Basic Clinical Skills – Pass all assignments and exams on basic clinical skills with a minimum score of 80% or higher.

SECTION I – First Aid – Pass all assignments and exams on first aid with a minimum score of 80% or higher.

SECTION J – Phlebotomy & Blood Collection – Pass all assignments and exams on phlebotomy and blood collection with a minimum score of 80% or higher.

SECTION K – Patient Education – Pass all assignments and exams on patient education with a minimum score of 80% or higher.

SECTION L – Math for Pharmacology and Administration of Medications – Pass all assignments and exams on math for pharmacology and administration of medications with a minimum score of 80% or higher.

SECTION M – Electrocardiography – Pass all assignments and exams on electrocardiography with a minimum score of 80% or higher.

SECTION N – Clinical Experience/Externship – Pass all assignments and exams on clinical experience/externship with a minimum score of 80% or higher.

SECTION O – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, societal, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.