

MAERB Core Curriculum Crosswalk

This document provides a crosswalk between the 2008 and 2015 MAERB Core Curriculum. In the left column, you will find the 2008 Core Curriculum, and, separated by a black border, the middle column contains the 2015 Core Curriculum. Both columns have highlighted areas, and there is a legend to help you understand, as is illustrated below.

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You will find that legend at the top of every page. In the 2015 MAERB Core Curriculum, there has been a lot of renumbering and minor revisions, along with some significant additions. The “Comments about 2015 Curriculum” will help with specifying what types of changes have been made.

We have published the two sets of MAERB Core Curriculum precisely as they are published in Appendix B of the *Standards and Guidelines*. You will note that the two sets of MAERB Core Curriculum do not track precisely because of the changes that have been made. In the 2015 Core Curriculum, you will see a familiar competencies, along with new ones, but they are renumbered or slightly revised. For example, you will see that the 2015 MAERB Curriculum I.P.2 combines the 2008 I.P.2, I.P.3, I.P.4, and I.P.5. The note in the third column, “Comments about 2015 Curriculum” tells you that they are combined, and you can trace that combination by looking at the 2008 Core Curriculum.

2008 Content Area I.P. Anatomy & Physiology	2015 Content Area I.P. Anatomy & Physiology	Comments about 2015 Curriculum
1. Obtain vital signs	1. Measure and record: a. blood pressure b. temperature c. pulse d. respirations e. height f. weight g. length (infant) h. head circumference (infant) i. pulse oximetry	Vital signs are defined and other measurements are added.
2. Perform venipuncture	2. Perform: a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing	Combined 2008 I.P.2, I.P.3, I.P.4, I.P.5
3. Perform capillary puncture	3. Perform patient screening using established protocols	Renumbered 2008 I.P.6
4. Perform pulmonary function testing	4. Verify the rules of medication administration: a. right patient b. right medication c. right dose d. right route e. right time	Moved and expanded from 2008 B.A.1

When there is direct correlation between the two set of standards, you will note that the black border is replaced with light grey.

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**MAERB Core Curriculum Crosswalk:
Cognitive Domain
2008 ⇌ 2015**

**Foundations for Clinical Practice
(2008: Content Areas I-III; 2015: Content Areas I-IV)**

2008 I.C. Anatomy & Physiology		2015 I.C. Anatomy & Physiology	Comments about 2015 Curriculum
1. Describe structural organization of the human body		1. Describe structural organization of the human body	
2. Identify body systems		2. Identify body systems	
3. Describe body planes, directional terms, quadrants, and cavities		3. Describe: a. body planes b. directional terms c. quadrants d. body cavities	Reformatted I.C.3
4. List major organs in each body system		4. List major organs in each body system	
5. Describe the normal function of each body system		5. Identify the anatomical location of major organs in each body system	
6. Identify common pathology related to each body system		6. Compare structure and function of the human body across the life span	Renumbered 2008 I.C.10
7. Analyze pathology as it relates to the interaction of the body systems		7. Describe the normal function of each of body system	Renumbered 2008 I.C.5
8. Discuss implications for disease and disability when homeostasis is not maintained		8. Identify common pathology related to each body system including: a. signs b. symptoms	Revised 2008 I.C.6

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		c. etiology	
9. Describe implications for treatment related to pathology		9. Analyze pathology for each body system including: a. diagnostic measures b. treatment modalities	Revised 2008 I.C.7
10. Compare body structure and function of the human body across the life span		10. Identify CLIA waived tests associated with common diseases	Moved and revised 2008 III.C.10
11. Identify the classifications of medications, including desired effects, side effects and adverse reactions		11. Identify the classifications of medication including: a. indications for use b. desired effects c. side effects d. adverse reactions	Revised 2008 I.C.11
12. Describe relationship between anatomy and physiology of all body systems and medication for treatment in each		12. Identify quality assurance practices in healthcare	Moved and expanded 2008 III.C.9.
		13. List principles and steps of professional/provider CPR	Moved from 2008 XI.C.5
		14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting	Moved and expanded from 2008 XI.C.6

2008 II.C. Applied Mathematics		2015 II.C. Applied Mathematics	Comments about 2015 Curriculum
1. Demonstrate knowledge of basic math computations		1. Demonstrate knowledge of basic math computations	
2. Apply mathematical computations to solve equations		2. Apply mathematical commutations to solve equations	
3. Identify measurement systems		3. Define basic units of measurement in: a. the metric system b. the household system	Expanded 2008 II.C.4
4. Define basic units of measurement in metric, apothecary and household systems		4. Convert among measurement systems	Renumbered 2008 II.C.5

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5. Convert among measurement systems		5. Identify abbreviations and symbols used in calculating medication dosages	Renumbered 2008 II.C.6
6. Identify both abbreviations and symbols used in calculating medication dosages		6. Analyze healthcare results as reported in: a. graphs b. tables	Renumbered, revised, and reformatted 2008 II.C.7
7. Analyze charts, graphs and/or tables in the interpretation of healthcare results			

2008 III.C. Applied Microbiology/Infection Control		2015 III.C. Infection Control	Comments about 2015 Curriculum
1. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit		1. List major types of infectious agents	Renumbered 2008 III.C.5
2. Define asepsis		2. Describe the infection cycle including: a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit	Renumbered and reformatted 2008 III.C.1
3. Discuss infection control procedures		3. Define the following as practiced within the ambulatory care setting: a. medical asepsis b. surgical asepsis	Renumbered and combined 2008 III.C.2 & III.C.8
4. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA)		4. Identify methods of controlling the growth of microorganisms	Renumbered and revised 2008 III.C.6
5. List major types of infectious agents		5. Define the principles of standard precautions	Renumbered and revised 2008 III.C.11

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6. Compare different methods of controlling the growth of microorganisms	6. Define personal protective equipment (PPE) for: <ul style="list-style-type: none"> a. all body fluids, secretions and excretions b. blood c. non-intact skin d. mucous membranes 	Renumbered, combined and revised 2008 III.C.7 & III.C.12
7. Match types and uses of personal protective equipment (PPE)	7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices	Renumbered 2008 III.C.13
8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate		
9. Discuss quality control issues related to handling microbiological specimens 2015 ➔ I.C.12		
10. Identify disease processes that are indications for CLIA waived tests 2015 ➔ I.C.10		
11. Describe Standard Precautions, including: <ul style="list-style-type: none"> a. Transmission based precautions b. Purpose c. Activities regulated 		
12. Discuss the application of Standard Precautions with regard to: <ul style="list-style-type: none"> d. All body fluids, secretions and excretions e. Blood f. Non-intact skin g. Mucous membranes 		
13. Identify the role of the Center of Disease Control (CDC) regulations in healthcare settings		

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2008		2015 IV.C. Nutrition	Comments about 2015 Curriculum
		<ol style="list-style-type: none"> 1. Describe dietary nutrients including: <ol style="list-style-type: none"> a. carbohydrates b. fat c. protein d. minerals e. electrolytes f. vitamins g. fiber h. water 	
		<ol style="list-style-type: none"> 2. Define the functions of dietary supplements 	
		<ol style="list-style-type: none"> 3. Identify the special dietary needs for: <ol style="list-style-type: none"> a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies 	

**Applied Communications
(2008: Content Area IV; 2015: Content Area V)**

2008 IV.C. Concepts of Effective Communication		2015 V.C. Concepts of Effective Communication	Comments about 2015 Curriculum
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1. Identify styles and types of verbal communication		1. Identify styles and types of verbal communication	
2. Identify nonverbal communication		2. Identify types of nonverbal communication	
3. Recognize communication barriers		3. Recognize barriers to communication	
4. Identify techniques for overcoming communication barriers		4. Identify techniques for overcoming communication barriers	
5. Recognize the elements of oral communication using a sender-receiver process		5. Recognize the elements of oral communication using a sender-receiver process	
6. Differentiate between subjective and objective information		6. Define coaching a patient as it relates to: a. health maintenance b. disease prevention c. compliance with treatment plan d. community resources e. adaptations relevant to individual patient needs	
7. Identify resources and adaptations that are required based on individual needs, i.e. culture and environment, developmental life stage, language, and physical threats to communication		7. Recognize elements of fundamental writing skills	Renumbered 2008 IV.C.8
8. Recognize elements of fundamental writing skills		8. Discuss applications of electronic technology in professional communication	Renumbered 2008 IV.C.9
9. Discuss applications of electronic technology in effective communication		9. Identify medical terms labeling the word parts	Renumbered and revised 2008 IV.C.10
10. Diagram medical terms, labeling the word parts		10. Define medical terms and abbreviations related to all body systems	Renumbered 2008 IV.C.11
11. Define both medical terms and abbreviations related to all body systems		11. Define the principles of self-boundaries	Renumbered and revised 2008 IV.C.13
12. Organize technical information and summaries		12. Define patient navigator	
13. Identify the role of self-boundaries in the health care environment		13. Describe the role of the medical assistant as a patient navigator	

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14. Recognize the role of patient advocacy in the practice of medical assisting	14. Relate the following behaviors to professional communication: a. assertive b. aggressive c. passive	Renumbered and revised 2008 IV.C.15
15. Discuss the role of assertiveness in effective professional communication	15. Differentiate between adaptive and non-adaptive coping mechanisms	Renumbered 2008 IV.C.16
16. Differentiate between adaptive and non-adaptive coping mechanisms	16. Differentiate between subjective and objective information	Renumbered 2008 IV.C.6
	17. Discuss the theories of: a. Maslow b. Erikson c. Kubler-Ross	
	18. Discuss examples of diversity: a. cultural b. social c. ethnic	Revised IV.C.7

**Medical Business Practices
(2008: Content Area V-VIII; 2015: Content Area VI-IX)**

2008 V.C. Administrative Functions	2015 VI.C. Administrative Functions	Comments about 2015 Curriculum
1. Discuss pros and cons of various types of appointment management systems	1. Identify different types of appointment scheduling methods	Renumbered and revised 2008 V.C.2
2. Describe scheduling guidelines	2. Identify advantages and disadvantages of following appointment systems a. manual b. electronic	Renumbered and revised 2008 V.C.1

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3. Recognize office policies and protocols for handling appointments	3. Identify critical information required for scheduling patient procedures	Renumbered 2008 V.C.4
4. Identify critical information required for scheduling patient admissions and/or procedures	4. Define types of information contained in the patient's medical record	Renumbered 2008 V.C.6
5. Identify systems for organizing medical records	5. Identify methods of organizing the patient's medical record based on: a. problem-oriented medical record (POMR) b. source-oriented medical record (SOMR)	Combined 2008 V.C.5 & V.C.12
6. Describe various types of content maintained in a patient's medical records	6. Identify equipment and supplies needed for medical records in order to: a. Create b. Maintain c. Store	Renumbered and revised 2008 V.C.8
7. Discuss pros and cons of various filing methods	7. Describe filing indexing rules	Renumbered 2008 V.C.9
8. Identify both equipment and supplies needed for filing medical records	8. Differentiate between electronic medical records (EMR) and a practice management system	Renumbered and revised 2008 V.C.11
9. Describe indexing rules	9. Explain the purpose of routine maintenance of administrative and clinical equipment	Renumbered and revised 2008 V.C.14
10. Discuss filing procedures	10. List steps involved in completing an inventory	
11. Discuss principles of using Electronic Medical Record (EMR)	11. Explain the importance of data back-up	
12. Identify types of records common to healthcare setting	12. Explain meaningful use as it applies to EMR	
13. Identify time management principles		
14. Discuss the importance of routine maintenance of office equipment		

2008 VI.C. Basic Practice Finances	2015 VII.C. Basic Practice Finances	Comments about 2015 Curriculum
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1. Explain basic bookkeeping computations	1. Define the following bookkeeping terms: a. charges b. payments c. accounts receivable d. accounts payable e. adjustments	Revised 2008 VI.C.1
2. Differentiate between bookkeeping and accounting	2. Describe banking procedures as related to the ambulatory care setting	Renumbered and revised 2008 VI.C.3
3. Describe banking procedures	3. Identify precautions for accepting the following types of payments: a. cash b. check c. credit card d. debit card	Renumbered and expanded 2008 VI.C.4
4. Discuss precautions for accepting checks	4. Describe types of adjustments made to patient accounts including: a. non-sufficient funds (NSF) checks b. collection agency transaction c. credit balance d. third party	Revised and expanded 2008 VI.C.13
5. Compare types of endorsement	5. Identify types of information contained in the patient's billing record	
6. Differentiate between accounts payable and accounts receivable	6. Explain patient financial obligations for services rendered	
7. Compare manual and computerized bookkeeping systems used in ambulatory healthcare		
8. Describe common periodic financial reports		
9. Explain both billing and payment options		
10. Identify procedure for preparing patient accounts		

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11. Discuss procedures for collecting outstanding accounts		
12. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections		
13. Discuss types of adjustments that may be made to a patient's account		

2008 VII.C. Managed Care/Insurance		2015 VIII.C. Third Party Reimbursement	Comments about 2015 Curriculum
1. Identify types of insurance plans		1. Identify: <ul style="list-style-type: none"> a. types of third party plans b. information required to file a third party claim c. the steps for filing a third party claim 	Renumbered and revised 2008 VII.C.1-4, VII.C.7 and VII.C.9
2. Identify models of managed care		2. Outline managed care requirements for patient referral	Renumbered 2008 VII.C.6
3. Discuss worker's compensation as it applies to patients		3. Describe processes for: <ul style="list-style-type: none"> a. verification of eligibility for services b. precertification e. preauthorization 	
4. Describe procedures for implementing both managed care and insurance plans		4. Define a patient-centered medical home (PCMH)	
5. Discuss utilization review principles		5. Differentiate between fraud and abuse	
6. Discuss referral process for patients in a managed care program			
7. Describe how guidelines are used in processing an insurance claim			
8. Compare processes for filing insurance claims both manually and electronically			
9. Describe guidelines for third-party claims			

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10. Discuss types of physician fee schedules		
11. Describe the concept of RBRVS		
12. Define Diagnosis-Related Groups (DRGs)		

2008 VIII.C. Procedural and Diagnostic Coding		2015 IX.C. Procedural and Diagnostic Coding	Comments about 2015 Curriculum
1. Describe how to use the most current procedural coding system		1. Describe how to use the most current procedural coding system	
2. Define upcoding and why it should be avoided		2. Describe how to use the most current diagnostic coding classification system	Renumbered 2008 VIII.C.3
3. Describe how to use the most current diagnostic coding classification system		3. Describe how to use the most current HCPCS level II coding system	Renumbered 2008 VIII.C.4
4. Describe how to use the most current HCPCS coding		4. Discuss the effects of: a. upcoding b. downcoding	Renumbered and revised 2008 VIII.C.2
		5. Define medical necessity as it applies to procedural and diagnostic coding	

Medical Law and Ethics
(2008: Content Area IX-X; 2015: Content Area X-XI)

2008 IX.C. Legal Implications		2015 X.C. Legal Implications	Comments about 2015 Curriculum
1. Discuss legal scope of practice for medical assistants		1. Differentiate between scope of practice and standards of care for medical assistants	Revised 2008 IX.C.1
2. Explore issue of confidentiality as it applies to the medical assistant		2. Compare and contrast provider and medical assistant roles in terms of standard of care	Renumbered 2008 IX.C.7

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3. Describe the implications of HIPAA for the medical assistant in various medical settings		3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)	Renumbered and combined 2008 IX.C.2 & IX.C.3
4. Summarize the Patient Bill of Rights		4. Summarize the Patient Bill of Rights	
5. Discuss licensure and certification as it applies to healthcare providers		5. Discuss licensure and certification as they apply to healthcare providers	
6. Describe liability; and professional, personal injury and third party insurance		6. Compare criminal and civil law as they apply to the practicing medical assistant	Renumbered 2008 IX.C.8
7. Compare and contrast physician and medical assistant roles in terms of standard of care		7. Define: <ul style="list-style-type: none"> a. negligence b. malpractice c. statute of limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. living will/advanced directives g. medical durable power of attorney h. Patient Self Determination Act (PSDA) i. risk management 	Renumbered and revised 2008 IX.C.10
8. Compare criminal and civil law as it applies to the practicing medical assistant		8. Describe the following types of insurance: <ul style="list-style-type: none"> a. liability b. professional (malpractice) c. personal injury 	Renumbered and revised 2008 IX.C.6
9. Provide an example of tort law as it would apply to a medical assistant		9. List and discuss legal and illegal applicant interview questions	Renumbered 2008 IX.C.12
10. Explain how the following impact the medical assistant's practice and give examples <ul style="list-style-type: none"> a. negligence b. malpractice c. Statute of Limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. Living will/advanced directives 		10. Identify: <ul style="list-style-type: none"> a. Health Information Technology for Economic and Clinical Health (HITECH) Act b. Genetic Information Nondiscrimination Act of 2008 (GINA) c. Americans with Disabilities Act Amendments Act (ADAAA) 	Renumbered and revised 2008 IX.C.11

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g. Medical durable power of attorney		
11. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession	11. Describe the process in compliance reporting: a. unsafe activities b. errors in patient care c. conflicts of interest d. incident reports	Reworded 2008 X.C.14
12. List and discuss legal and illegal interview questions	12. Describe compliance with public health statutes: a. communicable diseases b. abuse, neglect, and exploitation c. wounds of violence	
13. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations	13. Define the following medical legal terms: a. informed consent b. implied consent c. expressed consent d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondent superior i. res ipsa loquitor j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-mediation n. Good Samaritan Laws	
14. Describe the process to follow if any error is made in patient care. 2015 → X.C.11		

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2008 X.C. Ethical Considerations		2015 XI.C. Ethical Considerations	Comments about 2015 Curriculum
1. Differentiate between legal, ethical, and moral issues affecting healthcare		1. Define: a. ethics b. morals	Revised 2008 X.C.1
2. Compare personal, professional and organizational ethics		2. Differentiate between personal and professional ethics	Revised 2008 X.C.2
3. Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice		3. Identify the effect of personal morals on professional performance	Renumbered 2008 X.C.5
4. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others			
5. Identify the effect personal ethics may have on professional performance			

**Safety and Emergency Practices
(2008: Content Area XI; 2015: Content Area XII)**

2008 XI.C. Protective Practices		2015 XII.C. Protective Practices	Comments about 2015 Curriculum
1. Describe personal protective equipment 2015 ⇒ III.C.6		1. Identify: a. safety signs b. symbols c. labels	Renumbered and reformatted 2008 XI.C.4
2. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment		2. Identify safety techniques that can be used in responding to accidental exposure to: a. blood b. other body fluids	Revised 2008 XI.C.2

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		c. needle sticks d. chemicals	
3. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting		3. Discuss fire safety issues in an ambulatory healthcare environment	Renumbered 2008 XI.C.8
4. Identify safety signs, symbols and labels		4. Describe fundamental principles of evacuation of a healthcare setting	Renumbered 2008 XI.C.7
5. State principles and steps of professional/provider CPR 2015 ↻ I.C.13		5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting	Renumbered and revised 2008 XI.C.3
6. Describe basic principles of first aid 2015 ↻ I.C.14		6. Discuss protocols for disposal of biological chemical materials	Renumbered and revised 2008 XI.C.9
7. Describe fundamental principles for evacuation of a healthcare setting		7. Identify principles of: a. body mechanics b. ergonomics	Renumbered and reformatted 2008 XI.C.10
8. Discuss fire safety issues in a healthcare environment		8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency	Renumbered 2008 XI.C.11
9. Discuss requirements for responding to hazardous material disposal			
10. Identify principles of body mechanics and ergonomics			
11. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency			
12. Identify emergency preparedness plans in your community			
13. Discuss potential role(s) of the medical assistant in emergency preparedness			

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MAERB Core Curriculum Crosswalk: Psychomotor Domain 2008 ➔ 2015

Foundations for Clinical Practice (2008: Content Areas I-III; 2015: Content Areas I-IV)

2008 Content Area I.P. Anatomy & Physiology	2015 Content Area I.P. Anatomy & Physiology	Comments about 2015 Curriculum
1. Obtain vital signs	1. Measure and record: <ul style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight g. length (infant) h. head circumference (infant) i. pulse oximetry 	Vital signs are defined and other measurements are added.
2. Perform venipuncture	2. Perform: <ul style="list-style-type: none"> a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing 	Combined 2008 I.P.2, I.P.3, I.P.4, I.P.5
3. Perform capillary puncture	3. Perform patient screening using established protocols	Renumbered 2008 I.P.6
4. Perform pulmonary function testing	4. Verify the rules of medication administration: <ul style="list-style-type: none"> a. right patient b. right medication c. right dose d. right route e. right time 	Moved and expanded from 2008 II.A.1

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	f. right documentation	
5. Perform electrocardiography	5. Select proper sites for administering parenteral medication	Renumbered 2008 I.P.7
6. Perform patient screening using established protocols	6. Administer oral medications	Renumbered 2008 I.P.8
7. Select proper sites for administering parenteral medication	7. Administer parenteral (excluding IV) medications	Renumbered 2008 I.P.9
8. Administer oral medications	8. Instruct and prepare a patient for a procedure or a treatment	
9. Administer parenteral (excluding IV) medications	9. Assist provider with a patient exam	
10. Assist physician with patient care	10. Perform a quality control measure	Renumbered 2008 I.P.11
11. Perform quality control measures	11. Obtain specimens and perform: a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis test d. CLIA waived immunology test e. CLIA waived microbiology test	Moved from 2008 III.P.7 Renumbered and combined 2008 III.P.8 with renumbered 2008 I.P.12, I.P.13. I.P.14. I.P.15
12. Perform CLIA waived hematology testing	12. Produce up-to-date documentation of provider/professional level CPR	Moved from 2008 X.P.9
13. Perform CLIA waived chemistry testing	13. Perform first aid procedures for: a. bleeding b. diabetic coma or insulin shock c. fractures d. seizures e. shock f. syncope	Expanded and moved 2008 X.P.10
14. Perform CLIA waived urinalysis		
15. Perform CLIA waived immunology testing		
16. Screen test results		

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2008 Content Area II.P. Applied Mathematics		2015 Content Area II.P. Applied Mathematics	Comments about 2015 Curriculum
1. Prepare proper dosages of medication for administration		1. Calculate proper dosages of medication for administration	
2. Maintain laboratory test results using flow sheets		2. Differentiate between normal and abnormal test results	Moved from 2008 II.A.2
3. Maintain growth charts		3. Maintain lab test results using flow sheets	Renumbered 2008 II.P.2
		4. Document on a growth chart	Revised and renumbered 2008 II.P.3

2008 Content Area III.P. Applied Microbiology/Infection Control		2015 Content Area III.P. Infection Control	Comments about 2015 Curriculum
1. Participate in training on Standard Precautions		1. Participate in bloodborne pathogen training	
2. Practice Standard Precautions		2. Select appropriate barrier/personal protective equipment (PPE)	Revised and renumbered 2008 III.P.3
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations		3. Perform handwashing	Renumbered 2008 III.P.4
4. Perform handwashing		4. Prepare items for autoclaving	Renumbered 2008 III.P.5
5. Prepare items for autoclaving		5. Perform sterilization procedures	Renumbered 2008 III.P.6
6. Perform sterilization procedures		6. Prepare a sterile field	
7. Obtain specimens for microbiological testing 2015 ⇨ I.P.11		7. Perform within a sterile field	
8. Perform CLIA waived microbiology testing 2015 ⇨ I.P.11		8. Perform wound care	
		9. Perform dressing change	
		10. Demonstrate proper disposal of biohazardous material a. sharps b. regulated wastes	

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2008		2015 IV.P. Nutrition	Comments about 2015 Curriculum
		1. Instruct a patient according to patient's special dietary need	

**Applied Communications
(2008: Content Area IV; 2015: Content Area V)**

2008 Content Area IV.P. Concepts of Effective Communication		2015 Content Area V.P. Concepts of Effective Communication	Comments about 2015 Curriculum
1. Use reflection, restatement and clarification techniques to obtain a patient history		1. Use feedback techniques to obtain patient information including: a. reflection b. restatement c. clarification	Revised IV.P.1
2. Report relevant information to others succinctly and accurately		2. Respond to nonverbal communication	Renumbered 2008 IV.P.11
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observation		3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients	Revised IV.P.3
4. Explain general office policies		4. Coach patients regarding: a. office policies b. health maintenance c. disease prevention d. treatment plan	
5. Instruct patients according to their needs to promote health maintenance and disease prevention		5. Coach patients appropriately considering: a. cultural diversity b. developmental life stage c. communication barriers	

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6. Prepare a patient for procedures and/or treatment		6. Demonstrate professional telephone techniques	Revised and renumbered 2008 IV.P.7
7. Demonstrate telephone techniques		7. Document telephone messages accurately	
8. Document patient care 2015 ↻ X.P.3		8. Compose professional correspondence utilizing electronic technology	
9. Document patient education		9. Develop a current list of community resources related to patients' healthcare needs	Revised and renumbered 2008 IV.P.12
10. Compose professional/business letters		10. Facilitate referrals to community resources in the role of a patient navigator	
11. Respond to nonverbal communication		11. Report relevant information concisely and accurately	Renumbered and reworded 2008 IV.P.2
12. Develop and maintain a current list of community resources related to patients' healthcare needs			
13. Advocate on behalf of patients			

**Medical Business Practices
(2008: Content Area V-VIII; 2015: Content Area VI-IX)**

2008 Content Area V.P. Administrative Functions		2015 Content Area VI.P. Administrative Functions	Comments about 2015 Curriculum
1. Manage appointment schedule, using established priorities		1. Manage appointment schedule using established priorities	
2. Schedule patient admissions and/or procedures		2. Schedule a patient procedure	Revised V.P.2
3. Organize a patient's medical record		3. Create a patient's medical record	
4. File medical records		4. Organize a patient's medical record	Renumbered 2008 V.P.3
5. Execute data management using electronic healthcare records such as the EMR		5. File patient medical records	Revised and renumbered 2008 V.P.4

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6. Use office hardware and software to maintain office systems		6. Utilize an EMR	
7. Use internet to access information related to the medical office		7. Input patient data utilizing a practice management system	
8. Maintain organization by filing		8. Perform routine maintenance of administrative or clinical equipment	Revised and renumbered 2008 V.P.9
9. Perform routine maintenance of office equipment with documentation		9. Perform an inventory with documentation	Revised and renumbered 2008 V.P.10
10. Perform an office inventory			

2008 Content Area VI.P. Basic Practice Finances		2015 Content Area VII.P. Basic Practice Finances	Comments about 2015 Curriculum
1. Prepare a bank deposit		1. Perform accounts receivable procedures to patient accounts including posting: a. charges b. payments c. adjustments	Revised and renumbered 2008 VI.P.2
2. Perform accounts receivable procedures, including: a. Post entries on a daysheet b. Perform billing procedures c. Perform collection procedures d. Post adjustments e. Process a credit balance f. Process refund g. Post non-sufficient fund (NSF) checks h. Post collection agency payments		2. Prepare a bank deposit	Renumbered 2008 VI.P.1
3. Utilize computerized office billing systems		3. Obtain accurate patient billing information	
		4. Inform a patient of financial obligations for services rendered	

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2008 Content Area VII.P. Managed Care/Insurance		2015 Content Area VIII.P. Third Party Reimbursement	Comments about 2015 Curriculum
1. Apply both managed care policies and procedures		1. Interpret information on an insurance card	
2. Apply third party guidelines		2. Verify eligibility for services including documentation	Revised and renumbered 2008 VII.P.6
3. Complete insurance claim forms		3. Obtain precertification or preauthorization including documentation	Adapted and renumbered VII.P.4, VII.P.5
4. Obtain precertification including documentation		4. Complete an insurance claim form	Renumbered and made singular 2008 VII.P.3
5. Obtain preauthorization, including documentation			
6. Verify eligibility for managed care services			

2008 Content Area VIII.P. Procedural and Diagnostic Coding		2015 Content Area IX.P. Procedural and Diagnostic Coding	Comments about 2015 Curriculum
1. Perform procedural coding		1. Perform procedural coding	
2. Perform diagnostic coding		2. Perform diagnostic coding	
		3. Utilize medical necessity guidelines	

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Medical Law and Ethics
(2008: Content Area IX-X; 2015: Content Area X-XI)

2008 Content Area IX.P. Legal Implications		2015 Content Area X.P. Legal Implications	Comments about 2015 Curriculum
1. Respond to issues of confidentiality		1. Locate a state's legal scope of practice for medical assistants	
2. Perform within scope of practice		2. Apply HIPAA rules in regard to: a. privacy b. release of information	Renumbered and reformatted 2008 IX.P.3
3. Apply HIPAA rules in regard to privacy/release of information		3. Document patient care accurately in the medical record	Revised and renumbered 2008 IX.P.7
4. Practice within the standard of care for a medical assistant		4. Apply the Patient's Bill of Rights as it relates to: a. choice of treatment b. consent of treatment c. refusal of treatment	
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures		5. Perform compliance reporting based on public health statutes	
6. Complete an incident report		6. Report an illegal activity in the healthcare setting following proper protocol	Revised and moved from 2008 X.P.1
7. Document accurately in the patient record		7. Complete an incident report related to an error in patient care	Revised and renumbered 2008 IX.P.6
8. Apply local, state, and federal health care legislation and regulation appropriate to the medical assisting practice setting			

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2008 Content Area X.P. Ethical Considerations		2015 Content Area XI.P. Ethical Considerations	Comments about 2015 Curriculum
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities 2015 ⇨ X.P.6		1. Develop a plan for separation of personal and professional ethics	Renumbered 2008 X.P.2
2. Develop a plan for separation of personal and professional ethics		2. Demonstrate appropriate response(s) to ethical issues	

**Safety and Emergency Practices
(2008: Content Area XI; 2015: Content Area XII)**

2008 Content Area XI.P. Protective Practices		2015 Content Area XII.P. Protective Practices	Comments about 2015 Curriculum
1. Comply with safety signs, symbols and labels		1. Comply with: a. safety signs b. symbols c. labels	Reformatted XI.P.1
2. Evaluate the work environment to identify safe vs. unsafe working conditions		2. Demonstrate proper use of: a. eyewash equipment b. fire extinguishers c. sharps disposal containers	Renumbered 2008 XI.P.5
3. Develop a personal (patient and employee) safety plan		3. Use proper body mechanics	Renumbered 2008 XI.P.11
4. Develop an environmental safety plan		4. Participate in a mock exposure event with documentation of specific steps	Renumbered 2008 XI.P.6

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5. Demonstrate proper use of the following equipment: a. Eyewash b. Fire extinguishers c. Sharps disposal containers		5. Evaluate the work environment to identify unsafe working conditions	Revised and renumbered 2008 XI.P.2
6. Participate in a mock environmental exposure event with documentation of steps taken			
7. Explain an evacuation plan for a physician's office			
8. Demonstrate methods of fire prevention in the healthcare setting			
9. Maintain provider/professional level CPR certification 2015 ↻ I.P.12			
10. Perform first aid procedures 2015 ↻ I.P.13			
11. Use proper body mechanics			
12. Maintain current list of community resources for emergency preparedness			

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**MAERB Core Curriculum Crosswalk:
Affective Domain
2008 ⇌ 2015**

**Foundations for Clinical Practice
(2008: Content Areas I-III; 2015: Content Areas I-IV)**

2008 I.A. Anatomy & Physiology		2015 I.A. Anatomy & Physiology	Comments about 2015 Curriculum
1. Apply critical thinking skills in performing patient assessment and care		1. Incorporate critical thinking skills when performing patient assessment	Revised from 2008 I.A.1
2. Use language/verbal skills that enable patients' understanding		2. Incorporate critical thinking skills when performing patient care	Revised from 2008 I.A.1
3. Demonstrate respect for diversity in approaching patients and families		3. Show awareness of a patient's concerns related to the procedure being performed	

2008 II.A. Applied Mathematics		2015 II.A. Applied Mathematics	Comments about 2015 Curriculum
1. Verify ordered doses/dosages prior to administration 2015 ⇌ I.P.4		1. Reassure a patient of the accuracy of the test results	
2. Distinguish between normal and abnormal test results 2015 ⇌ II.P.2			

2008 III.A. Applied Microbiology/Infection Control		2015 III.A. Infection Control	Comments about 2015 Curriculum
1. Display sensitivity to patient rights and feelings in collecting specimens		1. Recognize the implications for failure to comply with the Center for Disease Control (CDC) regulations in healthcare settings	

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2. Explain the rationale for performance of a procedure to the patient		
3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed		

2008		2015 IV.A. Nutrition	Comments about 2015 Curriculum
		1. Show awareness of patient's concerns regarding a dietary change	

**Applied Communications
(2008: Content Areas IV; 2015: Content Areas V)**

2008 IV.A. Concepts of Effective Communication		2015 V.A. Concepts of Effective Communication	Comments about 2015 Curriculum
1. Demonstrate empathy in communicating with patients, family and staff		1. Demonstrate: a. empathy b. active listening c. nonverbal communication	Revised 2008 IV.A.1, IV.A.2
2. Apply active listening skills		2. Demonstrate the principles of self-boundaries	
3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff		3. Demonstrate respect for individual diversity including: a. gender b. race c. religion d. age e. economic status f. appearance	Revised 2008 IV.A.10

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4. Demonstrate awareness of the territorial boundaries of the person with whom communicating		4. Explain to a patient the rationale for performing a procedure	
5. Demonstrate sensitivity appropriate to the message being delivered			
6. Demonstrate awareness of how an individuals' personal appearance affects anticipated responses			
7. Demonstrate recognition of patient's level of understanding in communications			
8. Analyze communications in providing appropriate responses/feedback			
9. Recognize and protect personal boundaries in communicating with others			
10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status			

**Medical Business Practices
(2008: Content Area V-VIII; 2015: Content Area VI-IX)**

2008 V.A. Administrative Functions		2015 VI.A. Administrative Functions	Comments about 2015 Curriculum
1. Consider staff needs and limitations in establishment of a filing system		1. Display sensitivity when managing appointments	
2. Implement time management principles to maintain effective office function			

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2008 VI.A. Basic Practice Finances		2015 VII.A. Basic Practice Finances	Comments about 2015 Curriculum
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients		1. Demonstrate professionalism when discussing patient's billing record	Revised 2008 IV.A.1
		2. Display sensitivity when requesting payment for services rendered	Revised 2008 IV.A.1

2008 VII.A. Managed Care/Insurance		2015 VIII.A. Third Party Reimbursement	Comments about 2015 Curriculum
1. Demonstrate assertive communication with managed care and/or insurance providers		1. Interact professionally with third party representatives	Revised 2008 VII.A.1
2. Demonstrate sensitivity in communicating with both providers and patients		2. Display tactful behavior when communicating with medical providers regarding third party requirements	Revised 2008 VII.A.2
3. Communicate in language the patient can understand regarding managed care and insurance plans		3. Show sensitivity when communicating with patients regarding third party requirements	Revised 2008 VII.A.3

2008 VIII.A. Procedural and Diagnostic Coding		2015 IX.A. Procedural and Diagnostic Coding	Comments about 2015 Curriculum
1. Work with physician to achieve the maximum reimbursement		1. Utilize tactful communication skills with medical providers to ensure accurate code selection	

Medical Law and Ethics
(2008: Content Area IX-X; 2015: Content Area X-XI)

2008 IX.A. Legal Implications		2015 X.A. Legal Implications	Comments about 2015 Curriculum
1. Demonstrate sensitivity to patient rights		1. Demonstrate sensitivity to patient rights	

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2. Demonstrate awareness of the consequences of not working with the legal scope of practice		2. Protect the integrity of the medical record	
3. Recognize the importance of local, state and federal legislation and regulations in the practice setting			

2008 X.A. Ethical Considerations		2015 XI.A. Ethical Considerations	Comments about 2015 Curriculum
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice		1. Recognize the impact personal ethics and morals have on the delivery of healthcare	Revised 2008 X.A.2
2. Examine the impact personal ethics and morals may have on the individual's practice			
3. Demonstrate awareness of diversity in providing patient care			

**Safety and Emergency Practices
(2008: Content Area XI; 2015: Content Area XII)**

2008 XI.A. Protective Practices		2015 XII.A. Protective Practices	Comments about 2015 Curriculum
1. Recognize the effects of stress on all persons involved in emergency situations		1. Recognize the physical and emotional effects on persons involved in an emergency situation	Revised 2008 X.A.1
2. Demonstrate self awareness in responding to emergency situations		2. Demonstrate self-awareness in responding to an emergency situation	