

Educational Competencies for the Medical Assistant

**For CAAHEP Accredited Medical
Assisting Educational Programs**

Based on 2008 Standards

MAERB

**MEDICAL ASSISTING
EDUCATION REVIEW BOARD
2009**

Accreditation

Introduction

Development of the Educational Competencies for the Medical Assistant

The Medical Assisting Education Review Board (MAERB) assumed responsibility for drafting revisions to the *Educational Competencies for a Medical Assistant (ECMA)*, bringing the document into agreement with the entry-level competencies found in the psychomotor and affective domains as identified in the Commission of Accreditation of Allied Health Education Programs (CAAHEP) *2008 Standards and Guidelines for Medical Assisting Educational Programs (2008 Standards)* in Appendix B.

The original document was developed by educators from across the country. The final review and editing of this revision of the ECMA was conducted by the MAERB.

Use of the MAERB *Educational Competencies for the Medical Assistant*

The *Educational Competencies for the Medical Assistant* can be used in a variety of ways by educators, practitioners, physicians and AAMA members. The intended purpose of this document is to provide Suggested Evaluation Methods for meeting each of the entry-level competencies as found in the *2008 Standards*. It is not intended that all of the suggested methods of evaluation for each competency included in a curriculum for purposes of accreditation, but this document provides ideas and evaluation methods that can be used to meet the competencies. Documentation of achievement of all competencies found in the psychomotor and affective domains must be evaluated in a manner consistent with the action verb.

The *2008 Standards* (Appendix B) identifies 128 tasks as determined to be entry-level competencies, through an occupational analysis. The entry-level competencies are clearly identified in the heading of each page of this document. Listed under each Entry-Level Competency are outlines of related theory and suggested methods of evaluation. The theory and suggested methods of evaluation are provided as a curricular guide for educators in developing cognitive objectives, performance objectives, evaluation instruments and teaching materials and methods. The scope and depth to which they are included in a medical assisting program is an individual program decision. This decision should be based on outcome assessment criteria by the communities of interest such as employer requirements of the local area, graduate recommendations, and advisory committee suggestions.

In summary, there are 128 entry-level competencies required by the *2008 CAAHEP Standards*. The suggested theory and evaluation methods in the *ECMA* serve as a **guide** for medical assisting educators in developing these competencies as dictated by the local community of interest, the educational facility and the needs of students in acquiring entry-level employment. Also identified are those competencies that require a work product. (See Table of Contents)

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I. Anatomy and Physiology

I.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Obtain vital signs *	<ul style="list-style-type: none">A. Measure and record temperatures using the following equipment:<ul style="list-style-type: none">1. Disposable thermometer2. Digital thermometer3. Tympanic thermometerB. Locate pulse sites on a person.C. Measure and record a radial and apical pulse.D. Measure and record respirations.E. Measure and record blood pressures using an aneroid sphygmomanometer and a stethoscope.F. Document the measurement of all vital signs in patient's chart.G. Demonstrate procedure for cleaning and disposing of all supplies for taking vital signs.
2. Perform venipuncture	<ul style="list-style-type: none">A. Correlate type of specimen required to test ordered.B. Select appropriate venipuncture equipment and supplies for test ordered.C. Demonstrate application of tourniquet.D. Select tubes and place in order of draw for vacutainer, butterfly and syringe methods for requested tests.E. Select needle size and gauge appropriate for patient.F. Position patient, observe site, palpate vein and indicate placement of needle.G. Explain procedure to patient.H. Collect blood sample without undue harm to patient and without compromising the integrity of the sample.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> I. Prepare specimen(s) to be sent to an outside lab including labeling and completion of requisitions for testing following Standard Precautions. J. Demonstrate the application of Standard Precautions and OSHA Guidelines in the performance of venipuncture. K. Check expiration date of supplies collected for performing the procedure. L. Demonstrate first aid for a venipuncture emergency. M. Cite examples of contraindications for the performance of venipuncture.
3. Perform Capillary Puncture	<ul style="list-style-type: none"> A. Correlate type of specimen required to the testing ordered. B. Select capillary puncture equipment and supplies appropriate for patient and test ordered. C. Prepare selected site for puncture. D. Check expiration date of supplies utilized and label specimens. E. Explain procedure to patient. F. Perform capillary puncture without undue harm to patient and without compromising integrity of sample. G. Demonstrate the application of Standard Precautions and OSHA guidelines in performance of capillary puncture. H. Demonstrate first aid for a capillary puncture emergency. I. Cite examples of contraindications for performance of capillary puncture.
4. Perform pulmonary function testing *	<ul style="list-style-type: none"> A. Select the appropriate equipment needed to perform spirometry, peak flow meter, or pulse oximeter.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Explain the procedure to patient. C. Demonstrate the use of spirometer or peak flow meter and allow patient to return demonstration with the testing. D. Assist a patient in use of a spirometer, peak flow meter, and/or pulse oximeter and document the results obtained from testing in patient's record.
<p>5. Perform electrocardiography *</p>	<ul style="list-style-type: none"> A. Assemble equipment and supplies in preparation for taking an ECG. B. Explain procedure to the patient. C. Mark placement of chest leads on a live subject. Place leads in the appropriate positions and record a rhythm strip and a 12-lead ECG tracing. Protect patient's modesty. D. Identify each of the artifacts listed on simulated ECG tracings. Cite possible reasons for a failed recording. E. Given a hand handout with ECG tracings, identify a abnormal and normal tracings.
<p>6. Perform patient screening using established protocols *</p>	<ul style="list-style-type: none"> A. Demonstrate how to respond to a patient when he/she arrives at medical office. Document the in-take interview. B. Use a provider-approved step-by-step screening tool to question the patient and determine next course of action, e.g. appointment today, next available, report to hospital, call for emergency transport. Correctly document action taken. C. Screen patient for visual acuity and record results in the patient's chart. D. Screen patient for hearing acuity and record results in the patient's chart.
<p>7. Select proper sites for administering parenteral medication</p>	<ul style="list-style-type: none"> A. Using anatomical landmarks, locate sites on an adult patient for intramuscular (deltoid, vastus lateralis and gluteal) and Z-track injections.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Locate sites on an adult patient for subcutaneous and intradermal injections. C. Using anatomical landmarks indicate sites for the parenteral administration of immunizations to infants and young children.
<p>8. Administer oral medications *</p>	<ul style="list-style-type: none"> A. Identify the classification(s) of a drug from reading a drug label. B. Use drug references to obtain information on medication to be administered, including any contraindications that might affect administration of the medication to the specific person. C. Interpret the healthcare provider's order correctly. D. Calculate the correct dose ordered and check drug using the correct reading of the label. E. Use the Seven Rights of medication administration. F. Demonstrate procedure for dispensing a solid and liquid medication and preparing solid and liquid oral medication from sample or stock drug bottles. G. Explain and demonstrate the procedure for administration of the simulated solid and liquid oral medication to the patient. H. Document administration of the simulated solid and liquid oral medication in a patient's chart. I. Identify the indication for sublingual administration of a medication. J. Explain the procedure to patient and demonstrate the procedure for administration of simulated sublingual medication. K. Document the administration of a sublingual medication in a patient's chart.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
<p data-bbox="199 199 751 258">9. Administer parenteral (excluding IV) medications *</p> <p data-bbox="188 331 751 489">Note: If legislation in the state does not allow administration of parenteral medications, prepare and administer the medication to an anatomical practice manikin.</p>	<ul style="list-style-type: none"> <li data-bbox="834 199 1382 258">A. Follow the Seven Rights of medication administration. <li data-bbox="834 296 1425 354">B. Identify the classification(s) of a drug from reading a drug label. <li data-bbox="834 392 1422 529">C. Use drug references to obtain information on medication to be administered, including any contraindications that might affect administration of the medication. <li data-bbox="834 567 1398 625">D. Interpret the healthcare provider's order correctly. <li data-bbox="834 663 1360 764">E. Select the correct medication in the correct strength for administration by reading the label correctly. <li data-bbox="834 802 1425 861">F. Withdraw a parenteral medication from an ampule. <li data-bbox="834 898 1409 957">G. Withdraw a parenteral medication from a vial. <li data-bbox="834 995 1393 1096">H. Reconstitute powdered medication for administration following the instructions on the container. <li data-bbox="834 1134 1401 1533">I. Indicate syringe size, needle gauge and length for the following: Adults: Intramuscular injection in gluteal area Intramuscular injection in deltoid area Z-track injection Subcutaneous injection Infants and young children: Intramuscular injection Subcutaneous injection Allergy injection Intradermal injection <li data-bbox="834 1570 1417 1671">J. Administer an intramuscular, intradermal, and subcutaneous injection to a patient and document. <li data-bbox="834 1709 1349 1797">K. Cite the types of immunizations and recommended ages for giving the immunizations.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> <li data-bbox="834 199 1416 262">L. Provide patient information, including VIS forms, to parents/patients. <li data-bbox="834 296 1344 390">M. Indicate route, dose and site for the injection of immunizations to adults, infants and children. <li data-bbox="834 424 1357 487">N. Demonstrate procedure for giving an immunization to an infant. <li data-bbox="834 520 1403 615">O. Complete an immunization record, showing all of the needed information to meet the CDC regulations. <li data-bbox="834 648 1425 743">P. Indicate how injectables for administration should be stored, including storage temperature and rotation of stock. <li data-bbox="834 777 1414 840">Q. Describe procedure for discarding out-of-date medications. <li data-bbox="834 873 1425 1041">R. Demonstrate the procedure for administering ophthalmic, nasal, optic and inhalation medications delivered via nebulizer or metered dose inhaler and document. <li data-bbox="834 1075 1406 1211">S. Identify the indication, explain procedure to the patient, and demonstrate in a simulated procedure for rectal administration of medication. <li data-bbox="834 1245 1373 1308">T. Document simulated administration of rectal medication in a patient's chart. <li data-bbox="834 1341 1406 1509">U. For vaginal administration of medication, identify the indication, explain procedure to the patient, and demonstrate in a simulated procedure vaginal administration of medication <li data-bbox="834 1543 1373 1606">V. Document simulated administration of vaginal medication in a patient's chart. <li data-bbox="834 1640 1406 1776">W. Maintain simulated controlled substance log and cite medical assistant's responsibilities in maintaining controlled substance records.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
10. Assist physician with patient care	<ul style="list-style-type: none"> A. Prepare a exam room for a patient procedure providing for the patient's comfort and privacy based on diversity issues. B. Demonstrate correct maintenance of exam room following each patient visit. C. Instruct patient in the preparation for a physical exam and assemble equipment and supplies for assisting with a routine examination.* D. Assist with the examination(s) as appropriate: <ul style="list-style-type: none"> 1. Position a patient and drape the patient in the positions listed and cite a condition, symptom or reason for placing the patient in the position. <ul style="list-style-type: none"> 1. Supine 2. Recumbent and dorsal recumbent 3. Lithotomy 4. Prone 5. Sims 6. Fowler's and Semi-Fowler's 7. Trendelenberg 8. Knee-chest 2. Measure and record adult patient height and weight. Document in a medical record. 3. Measure infant length, weight, head and chest circumferences and document in chart and on growth chart. E. Perform a surgical scrub. F. Demonstrate the following procedures: <ul style="list-style-type: none"> 1. Perform sterile gloving and gowning 2. Set up a sterile field or tray 3. Open a sterile package 4. Pour a sterile solution 5. Use sterile transfer forceps G. Identify the surgical instruments needed and prepare a surgical tray to remove a sebaceous cyst and/or an incision and drainage of a local lesion.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> K. Identify suture materials and suture needles from actual samples of suture materials and needles. L. Explain a simulated procedure to a patient and set up the sterile field including items that are placed to the side of the sterile field. M. Demonstrate the application and removal of a dressing. N. Demonstrate wound care and provide patient instruction on how to perform the care. O. Perform suture removal in a simulated situation.
11. Perform quality control measures *	<ul style="list-style-type: none"> A. Identify and use quality control methods. B. Use control samples to verify quality control of lab specimens. C. Perform routine clinical equipment maintenance, including temperatures and calibrations, and document. D. Review procedure manuals for correct performance of tests and procedures. E. Check expiration date and storage instructions for all reagents and test kits. F. When opening a new stock container of reagents, medications, or test strips, label with the date opened and initials. G. Perform assigned lab test verifying accuracy of results with control sample test. Document results in appropriate log books. H. Identify assigned values from sample reports and compare to results obtained when testing a lab specimen. I. Label patient specimens with appropriate information.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
12. Perform CLIA-waived hematology testing *	<ul style="list-style-type: none"> A. Obtain information on proper collection methods for hematology testing. B. Explain the procedure to the patient and perform a spun microhematocrit and automated hemoglobin by a single analyte instrument. C. Explain the procedure to the patient and perform an Erythrocyte Sedimentation Rate (ESR). D. Prepare a blood slide for determining a differential blood count.
13. Perform CLIA-waived chemistry testing *	<ul style="list-style-type: none"> A. Identify the more frequently used chemistry tests and their proper method for collection. B. Collect blood samples and perform cholesterol testing. Document the results in the patient chart. C. Collect blood samples and perform glucose testing. Document the results in the patient chart.
14. Perform CLIA-waived urinalysis *	<ul style="list-style-type: none"> A. Provide rationale and desired method of collection of specimen to patient. B. Complete requisition form as appropriate and perform urinalysis. <ul style="list-style-type: none"> 1. Perform a physical assessment of a urine specimen noting its volume, color and transparency and document results. 2. Perform specific gravity using a urinometer or refractometer and document results. 3. Perform a reagent strip analysis for pH, glucose, protein, ketones, bilirubin, urobilinogen, nitrites, leukocytes and specific gravity and document results. C. Centrifuge one or more urine samples and prepare one or more microscopic slides.

I.P Psychomotor (Skills)	Suggested Evaluation Methods
15. Perform CLIA-waived immunology testing *	<ul style="list-style-type: none"> A. Demonstrate the procedure for direct skin testing and describe and document possible results. B. Perform a CLIA-Waived serological test such as a beta HCG, mononucleosis, or rapid strep and document results. C. Demonstrate the procedure for administering a tuberculin skin test intradermally, either by use of PPD or Tine testing. Document the administration. D. Explain the procedure for a patch skin test, prepare the patient, and document the patient education prior to testing. E. Indicate the rationale for, and collect the type of blood sample required for radioallergosorbent test (RAST).
16. Screen test results *	<ul style="list-style-type: none"> A. Evaluate test results from sample lab reports to determine normal and abnormal values and document. B. Define panic values using office protocols and document the proper notification to the health care professional. C. Report normal and abnormal lab results that require follow-up, including patient notification, and document action in chart. D. Evaluate vision or audiometry results according to office protocol and notify health care professional of results. E. Measure and evaluate site of TB skin test and document results. F. Demonstrate the ability to read the results within the required time frame. Document administration and interpretation of results correctly.
I.A Affective (Behavior)	Suggested Evaluation Methods
1. Apply critical thinking skills in performing patient assessment and care.	<ul style="list-style-type: none"> A. Select correct size of blood pressure cuff for the individual patient.

I.A Affective (Behavior)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Use your knowledge of the patient's medical history to determine which limb to use to take a blood pressure. (e.g. status post mastectomy, lymphedema, vascular obstruction) C. After performing assessment of a patient whose chief complaint is a sore throat and fever, anticipate what the provider will need to formulate a diagnosis. If antibiotics are part of the treatment plan, explain the medication to the patient and verify that they have no history of allergies to medications.
<p>2. Use language/verbal skills that enable patients' understanding</p>	<ul style="list-style-type: none"> A. Use appropriate communication skills with a child, facing them at eye level, using simple terms. Ask the child to explain in their own words what you have said, either via role-play or with an actual child. B. Explain the purpose of a lab test to a patient, utilizing non-medical terms.
<p>3. Demonstrate respect for diversity in approaching patients and families</p>	<ul style="list-style-type: none"> A. Research and role-play caring for patients from various cultural and ethnic backgrounds. B. Research and role-play dietetic education of a patient observing ethnic/religious preferences in foods consumed. C. Demonstrate an awareness of cultural differences in which all family members are involved in a patient's care.

II. Applied Mathematics

II. P Psychomotor (Skills)	Suggested Evaluation Methods
1. Prepare proper dosages of medication for administration *	<ul style="list-style-type: none">A. Use drug references and medication labels to obtain information on the correct dosage of a medication to be administeredB. Calculate the correct dose ordered using the appropriate method:<ul style="list-style-type: none">1. Body Surface Area calculation in metric or household units2. Measurement unit conversion3. Measurement system conversion4. West's Nomogram5. Kilogram of body weight6. Proportional method7. Formula method8. Young's, Fried's or Clark's formula9. Sliding scaleC. Verify calculations.D. Select appropriate equipment, measure accurately, and dispense/withdraw correct dose.
2. Maintain laboratory test results using flow sheets *	<ul style="list-style-type: none">A. Use a flow sheet to document laboratory test results. Examples:<ul style="list-style-type: none">1. Prothrombin/INR Coumadin flow sheet2. Glucose flow sheet3. Glycosylated hemoglobin (hemoglobin A1C) flow sheet4. Lipid panel flow sheet5. Liver function panel flow sheet6. Flow sheet of clinical and laboratory dataB. Place completed flow sheets in patient medical record or document on flow sheets in electronic health/medical record.
3. Maintain growth charts *	<ul style="list-style-type: none">A. Measure and record infant length, weight, head and chest circumference in metric and/or household units in a growth chart.B. Measure and record height and weight of a child in metric and/or household units to chart growth.

II. P Psychomotor (Skills)	Suggested Evaluation Methods
	C. Determine growth percentile and document in patient record.
II.A Affective (Behavior)	Suggested Evaluation Methods
1. Verify ordered doses/dosages prior to administration	<p>A. Verify drug order.</p> <p>B. Use drug references to obtain information on normal dosage range for a medication to be administered. Ensure patient safety with the medication by checking allergies, medication interactions and the like.</p> <p>C. Apply math skills to calculate the correct dose ordered.</p> <p>D. Refer discrepancies in orders and recommended dosages to provider.</p>
2. Distinguish between normal and abnormal test results * +	<p>A. Use reference values from sample lab reports to identify normal and abnormal results for CLIA-Waived tests and compare with obtained and tested samples.</p> <p>B. Use reference values found on urinalysis reagent strips to identify normal and abnormal results.</p> <p>C. Analyze results of vision and audiometry testing to identify normal and abnormal responses.</p>

III. Applied Microbiology/Infection Control

III.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Participate in training on Standard Precautions	<ul style="list-style-type: none">A. Participate in training on Standard Precautions using appropriate equipment.B. Complete a pre- and post-test on the training material and document.C. Document training on appropriate forms.D. Prepare a PowerPoint slideshow on Standard Precautions to present to the class.
2. Practice Standard Precautions	<ul style="list-style-type: none">A. Identify the steps to be taken by medical assistants in regard to transmission-based precautions.B. Demonstrate the application of Standard Precautions in a real or simulated scenario.<ul style="list-style-type: none">1. Demonstrate the application of Standard Precautions in the performance of a throat culture for microbiology.2. Demonstrate the application of Standard Precautions in the performance of venipuncture or capillary puncture.C. Explain the difference between work practice controls and engineering controls.D. Differentiate between Standard Precautions and Transmission-Based Precautions.
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations	<ul style="list-style-type: none">A. Select appropriate barrier/personal protective equipment for an assigned activity.B. Use role-playing to demonstrate correct and incorrect use of PPE for different scenarios:<ul style="list-style-type: none">1. Performing vital signs on a patient who has tested positive for tuberculosis and who has not yet initiated antimicrobial treatment.

III.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> 2. Changing a dressing on a patient with second degree burns. 3. Performing venipuncture to obtain blood for a CBC and fasting glucose. 4. Obtaining sample of wound exudate for microbiology.
<p>4. Perform handwashing</p>	<ul style="list-style-type: none"> A. Differentiate between direct and indirect contact and apply to handwashing techniques. B. Apply principles of medical asepsis and perform a medical aseptic handwash and hand sanitization. C. Apply principles of surgical asepsis and perform a surgical scrub. D. Describe the appropriate use of and perform hand sanitization using antibacterial gels and foams.
<p>5. Prepare items for autoclaving</p>	<ul style="list-style-type: none"> A. Select a solution and sanitize instruments in preparation for wrapping and sterilization. B. Select an appropriate wrapping material and indicator and use in preparation of items for autoclaving. C. Explain the differences between a spore strip indicator, a bacterial test vial such as ATTEST®, and autoclave tape. D. Sanitize and wrap an item or items to be autoclaved.
<p>6. Perform sterilization procedures</p>	<ul style="list-style-type: none"> A. Operate an autoclave, observing instructions for time, temperature and pressure appropriate for the item(s) being sterilized. Indicate how long to store sterile items in a medical office. Indicate appropriate place(s) to store sterile items in a medical office.

III.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Develop maintenance log sheet for the operation of the autoclave and maintain the log by recognizing that sterilization may have been compromised. Document any compromise to sterilization and show quality control to correct the error.
7. Obtain specimens for microbiological testing	<ul style="list-style-type: none"> A. Select the equipment and supplies for a throat culture and microbiological testing. B. Identify site(s) for obtaining specimen(s) to collect sufficient quantity of specimen to prevent contamination. C. Identify patient and label all culturettes and plates. Explain the reason for and performance of the procedure to the patient. D. Collect specimen without compromising the integrity of the specimen. E. Document specimen collection for transport in patient record and specimen log book. F. Store and transport specimen appropriately.
8. Perform CLIA -Waived microbiology testing	<ul style="list-style-type: none"> A. Prepare a slide for testing: <ol style="list-style-type: none"> 1. Wet mount 2. KOH prep 3. Gram stain B. Collect a specimen for a throat culture C. Explain how to store culture media, the temperature requirement for growth and prepare a specimen by streaking on culture media. D. Explain how to perform quality control procedures with microbiological specimens and document as appropriate.

III.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> E. Review procedure manual for specific collection requirements for microbiological testing and use procedures for quality control and quality assurance with microbiological testing including checking expirations date on any supplies used to perform testing. F. Document test and results in patient record and in-house test log book.

III.A Affective (Behavior)	Suggested Evaluation Methods
<p>1. Display sensitivity to patient rights and feelings in collecting specimens</p>	<ul style="list-style-type: none"> A. Acknowledge a patient's anxiety and/or embarrassment and respond appropriately when collecting <ul style="list-style-type: none"> 1. a catheterized urine specimen for testing 2. a post-surgical wound culture 3. a throat culture on a young child B. Before initiating procedure, assist a patient into a reclining position if the patient states that he/she has a history of fainting during venipuncture. C. Explain methods of maintaining the patient's privacy during specimen collection. D. Assess the patient's knowledge regarding a procedure and evaluate their level of understanding. E. Accept that the patient has the right to refuse treatment and document the refusal appropriately.
<p>2. Explain the rationale for performance of a procedure to the patient</p>	<ul style="list-style-type: none"> A. Use age-appropriate language to explain to a patient why the provider has ordered a specific procedure such as throat culture, urinalysis, or blood test. B. Explain to a patient the rationale for following instructions when collecting a fecal specimen for occult blood test.

III.A Affective (Behavior)	Suggested Evaluation Methods
3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed	Use role-playing to : A. Respond appropriately to a child who verbalizes fear that a throat culture will be painful. B. Respond appropriately to a patient who questions why you are using PPE when changing a wound dressing.

IV. Concepts of Effective Communication

IV. Psychomotor (Skills)	Suggested Evaluation Methods
1. Use reflection, restatement and clarification techniques to obtain a patient history	<p>A. Following a given scenario, obtain a patient history, asking about past medical, social history and family histories. Use the reflective technique to assist the patient in recalling this information.</p> <p>B. Following a given scenario, obtain a patient history, asking about previous conditions. Use restatement technique to verify the information provided.</p> <p>C. Following a given scenario, obtain a patient history about allergies; when the patient responds in the affirmative. Use clarification technique to determine the patient specific allergies.</p>
2. Report relevant information to others succinctly and accurately	<p>A. Demonstrate how communication barriers during face-to-face patient interaction can affect the successful transfer of information and describe how to overcome these barriers to obtain relevant and accurate information for transfer to others</p> <p>B. Using the telephone in a role-playing scenario, demonstrate how to inform the patient about his/her upcoming lipid panel test results, explaining the difference between “good and bad” cholesterol and triglycerides.</p> <p>C. In a telephone role-playing scenario, the patient reports that he/she cannot take his/her prescribed medication. Obtain the reason for being unable to take the medication and prepare a telephone message for the physician documenting this information.</p>
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations	<p>A. Following a given scenario, communicate with a “patient” about his/her diabetes, or other chronic condition, using medical terms appropriately and pronouncing the words correctly. Describe the medical terms used to the patient, if necessary for understanding.</p>

IV. Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Use appropriate medical terminology to complete a patient history form. Describe terms in the form in language a patient would understand. C. Use appropriate medical terminology when gathering/assembling data for a referral letter. Prepare the letter using the correctly spelled terminology. D. Take and record “patient’s” vital signs and record observations using appropriate medical terminology and pronouncing the words correctly. E. Document in a medical record using the correct medical terminology. In a scenario, orally transfer this information for use by another healthcare provider.
<p>4. Explain general office policies</p>	<ul style="list-style-type: none"> A. Prepare an abbreviated Office Policy manual or brochure and include policies regarding “walk-ins,” after-hours care, methods of payment, etc. B. Prepare appropriate notices about general office policies to be placed in the reception area; for example, policy on co-payments due at each visit, policy on bringing all medications to each visit, etc. C. Obtain a copy of a doctor’s office or other medical facility’s general office policies and bring to class for discussion. After discussion, prepare an evaluation of the document presented.
<p>5. Instruct patients according to their needs to promote health maintenance and disease prevention</p>	<ul style="list-style-type: none"> A. Provide patient education on the importance of health and wellness that is age appropriate for the patient. Provide appropriate brochure(s) located in the “office” pertaining to a particular condition such as diabetes and the importance of diet, exercise, weight control, etc. in relation to that disease.

IV. Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Following appropriate research methods/directions as provided by instructor, prepare a report on the prevention of a particular disease such as “not smoking to reduce the chance of developing lung cancer.” Present report to class. C. Prepare a chart of the medical tests appropriate for each age group. D. Role-play the conversation with an elderly patient who either does not want to take medication prescribed or one who does not understand the importance of taking the needed immunizations, such as DT or flu vaccines.
<p>6. Prepare a patient for procedures and/or treatments</p>	<ul style="list-style-type: none"> A. Using a scenario, prepare a “patient” for a minor office procedure such as removal of lesion on back. Explain to the patient the type of procedure, time needed for the procedure, etc.; prepare the site, drape the patient, and assist the “physician” as needed/directed. Have available a take-home written instruction sheet. B. Using a scenario, help a new employee understand the procedures followed in the office for preparing a patient for procedures and/or treatments. Review/demonstrate positioning, draping, preparing a surgical tray, etc. C. Prepare an information sheet for a procedure manual that would be given to a patient prior to leaving the office when a surgical or x-ray procedure has been scheduled, as determined by the instructor
<p>7. Demonstrate telephone techniques</p>	<ul style="list-style-type: none"> A. Demonstrate the correct technique to use when answering the telephone in a medical office. B. Demonstrate the importance of how to portray a professional image as a medical assistant and the image of the medical office when using the telephone. Explain why the answering of the phone provides a professional image of the medical facility.

IV. Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> C. Use proper telephone etiquette when receiving incoming calls and making outgoing calls in the medical office, including but not limited to, courtesy, attitude, quality of voice, smiling, etc. D. Describe ways that confidentiality might be breached when using the telephone in the medical office. Using a scenario with breaches in confidentiality, correct the information that was breached. E. Role-play a scenario to demonstrate how incoming calls should be screened and evaluated to provide information to the appropriate member of the health team. F. Role-play a scenario, taking a message and identify the items which should be included, such as date and time of call, name of caller, type of situation (emergency, urgent, routine, etc.), phone number of caller, message, medical assistant's name or initials, disposition of message. G. Role-play an emergency phone call, such as a person with severe chest pain and vomiting. Show the evaluation of the situation and the transfer of the call to the appropriate person.
<p>8. Document patient care</p>	<ul style="list-style-type: none"> A. Create a patient record (chart) and identify contents. B. Record/document vital signs and chief complaint on progress notes. C. Document in patient's medical record the removal of sutures or another surgical procedure. D. Prepare a source-oriented and problem-oriented medical record. E. Identify the benefits of creating an electronic database for patient information in a medical office and prepare a medical record using electronic data. Identify procedures for release of medical records.

IV. Psychomotor (Skills)	Suggested Evaluation Methods
	<p>F. Document a phone call and a subsequent prescription in the medical record.</p> <p>G. Document the preparation of a patient for a surgical procedure, x-ray or other treatment in an outpatient facility.</p> <p>H. Using a given scenario, document the results of laboratory tests and treatments using correct medical terminology.</p>
<p>9. Document patient education</p>	<p>A. Given a scenario, communicate information concerning a chronic condition using medical terms appropriately and in language the patient can understand. Document this information in patient's medical record.</p> <p>B. Using the telephone in a role-playing scenario, explain to patient the procedure to follow prior to and after having surgery. Document this information in patient's medical record.</p>
<p>10. Compose professional/business letters</p>	<p>A. Prepare a business letter for signature by the physician indicating the need to change an appointment.</p> <p>B. Prepare business letters using various letter styles. Use the correct punctuation and medical terminology.</p> <p>C. Organize thoughts and compose a letter to be "mailed." Example: Letter to an insurance company regarding question about a patient's bill.</p> <p>D. Proofread and make corrections on the letter that was composed.</p> <p>E. Prepare an envelope following postal guidelines and fold/insert letter in envelope.</p> <p>F. Using information provided by healthcare professional, prepare a letter for mailing to a colleague to whom a patient has been referred.</p>

IV. Psychomotor (Skills)	Suggested Evaluation Methods
11. Respond to nonverbal communication	<ul style="list-style-type: none"> A. Identify items that should be considered regarding nonverbal communication such as space, posture, etc. Respond to these in a role-played scenario. B. Describe/discuss the message that is perceived during patient interaction when eye contact is maintained, touch occurs and the medical assistant maintains a smile. C. Discuss how important it is to respond to nonverbal communication and demonstrate how nonverbal communication can disrupt communication skills. D. Identify barriers to nonverbal communication.
12. Develop and maintain a current list of community resources related to patients' healthcare needs	<ul style="list-style-type: none"> A. Research the community resources available in your area, and create a list of healthcare resources available and identify the services provided by each. B. Select one community resource on the list and make arrangements to interview an employee there, preferably person in management. Prepare report on findings. C. Using the telephone in a role-playing scenario, demonstrate the proper procedure for referring a patient to a local facility, such as the health department or cancer society for assistance. D. Compose and write a letter to a patient that provides instructions on contacting a home health agency.
13. Advocate on behalf of patients	<ul style="list-style-type: none"> A. Identify situations where patients might benefit from intervention by a medical professional such as a medical assistant. B. Explain/identify the process for assisting a patient in obtaining a handicap placard.

IV. Psychomotor (Skills)	Suggested Evaluation Methods
	<p>C. Compose/prepare a letter advocating that a patient be considered as a candidate for a pharmaceutical company's "free drug program."</p> <p>D. Explain/discuss how the medical assistant could work with the physician to get appropriate medical coverage/reimbursement from the patient's insurance company</p>

IV. Affective (Behavior)	Suggested Evaluation Methods
<p>A. Demonstrate empathy in communicating with patients, family and staff</p>	<p>A. Role-play a scenario with a patient who has just been diagnosed with a chronic debilitating disease. Show empathy to the patient and family members.</p> <p>B. Role-play a scenario, showing empathy, in which a staff member makes an error in documentation that affects the reimbursement on an insurance claim.</p> <p>C. Role-play a scenario in which an error has been made on patient billing and the patient is angry. Show empathy and professionalism in the situation.</p> <p>D. Respond to an angry staff professional in a scenario using empathy and understanding.</p>
<p>2. Apply active listening skills</p>	<p>A. Describe what is meant by active listening skills and how important these skills are in obtaining patient information on the telephone.</p> <p>B. Prepare a medical history using active listening skills.</p>
<p>3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff</p>	<p>A. Role-play an interactive scenario in which the patient refuses prescribed treatment using appropriate body language and other nonverbal skills.</p> <p>B. Role-play an interactive scenario in which a family member demands information about a patient using appropriate body language and other nonverbal skills.</p>

IV. Affective (Behavior)	Suggested Evaluation Methods
	<p>C. Role-play an interactive scenario between staff member regarding inappropriate desire for information about a patient using appropriate body language and other nonverbal skills.</p>
<p>4. Demonstrate awareness of the territorial boundaries of the person with whom communicating</p>	<p>A. Prepare a report on the boundaries found with different ethnic groups and then demonstrate the correct communication techniques, especially nonverbally, with one of the ethnic groups.</p> <p>B. Role-play the preparation of a patient for a physical exam when the patient has ethnic or other boundaries that prevent close communication with the medical assistant</p>
<p>5. Demonstrate sensitivity appropriate to the message being delivered</p>	<p>A. Role-play a scenario in which a patient is angry about a bill and wants to speak with the physician.</p> <p>B. Role-play a scenario in which a patient has a sexually transmitted disease.</p> <p>C. Role-play a scenario in which a 14-year old child does not want the parent in the room during a physical examination.</p>
<p>6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses</p>	<p>A. Describe how a person with poor body hygiene would affect the medical care being given</p> <p>B. Describe how clothing and accessories affect patient health care by role-playing a scenario with both an affluent and a indigent patient who need appointments immediately</p> <p>C. Role-play a scenario in which an indigent person who lacks personal hygiene should be treated at the reception desk.</p>
<p>7. Demonstrate recognition of the patient's level of understanding in communications</p>	<p>A. Demonstrate the ability to communicate with a young child, a teenager, and a geriatric patient.</p> <p>B. Demonstrate the ability to use reflective communication when educating a person with limited mental capacity such as a</p>

IV. Affective (Behavior)	Suggested Evaluation Methods
	person mentally challenged or an elderly person with dementia
<p>8. Analyze communications in providing appropriate responses/feedback</p>	<p>A. Using a scenario in which a patient seems to misunderstand a physician's order, demonstrate the ability to analyze the communication to provide positive responses or feedback.</p> <p>B. Have students provide appropriate feedback for each and provide reasoning for each response/feedback in provided scenarios.</p>
<p>9. Recognize and protect personal boundaries in communicating with others</p>	<p>A. Role-play scenarios or have written scenarios in which hostile patients are entering personal boundaries. Describe how these can be recognized and protected.</p> <p>B. Using a scenario in which a patient flirts and wants personal information about the health care professional. Describe how to protect the personal boundaries and remain professional</p>
<p>10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status</p>	<p>A. Using a self-assessment of possible biases, describe how each of the biases can be overcome.</p> <p>B. Using local biases role-play a scenario in which these biases interfere with patient care. Describe why it is important to the staff and patient for these to be addressed prior to providing care to ensure quality care.</p>

V. Administrative Functions

V.P Psychomotor (Skills)	Suggested Evaluation Methods
<p>1. Manage appointment schedule, using established priorities *</p>	<p>A. Schedule patients' office appointments using a manual scheduling book and computer software while following established guidelines</p> <p>B. Adhering to the office policy, perform and document appropriately the following scheduling scenarios:</p> <ol style="list-style-type: none"> 1. A patient cancellation 2. A no-show appointment 3. A rescheduled appointment
<p>2. Schedule patient admissions and/or procedures *</p>	<p>A. Following a given scenario, schedule a simulated inpatient or outpatient admission</p> <p>B. Following a given scenario, schedule a simulated inpatient or outpatient procedure</p>
<p>3. Organize a patient's medical record *</p>	<p>A. Assemble a medical record according to the needs and guidelines of the office</p> <p>B. Sort and place reports, forms, and/or letters in a patient's manual or electronic medical record</p>
<p>4. File medical records</p>	<p>A. Using indexing rules, arrange a group of names in alphabetical order.</p> <p>B. Arrange a group of charts in numerical order.</p> <p>C. Color code groups of names for indexing purposes</p>
<p>5. Execute data management using electronic healthcare records such as the EMR *</p>	<p>A. Using an electronic healthcare software program:</p> <ol style="list-style-type: none"> 1. Complete patient demographic information 2. Complete insurance claim for the patient 3. During procedure, demonstrate time management

V.P Psychomotor (Skills)	Suggested Evaluation Methods
6. Use office hardware and software to maintain office systems *	A. Add hardware to the computer. B. Install software on the computer.
7. Use internet to access information related to the medical office *	A. Access information regarding Medicare using the internet B. Access information regarding the recommendations on influenza
8. Maintain organization by filing	A. Discuss the rationale behind correct and timely filing of charts B. Describe the purpose of out guides and outfolders to maintain organization
9. Perform routine maintenance of office equipment with documentation *	A. Create a maintenance checklist including date and document if maintenance or repairs were needed B. Inspect equipment C. Note and record equipment that requires repair
10. Perform an office inventory *	A. Prepare an inventory of administrative and/or clinical supplies in a medical office B. Accurately count and record number and/or amount of each item C. Indicate if re-ordering is necessary, following the protocol for the exact inventory that should be available

V.A Affective (Behavior)	Suggested Evaluation Methods
<p>1. Consider staff needs and limitations in establishment of a filing system</p>	<p>A. Exercise good judgment in choosing a filing system that meets the practice need for confidentiality, space for expansion, and ease of retrieval. Considerations are:</p> <ol style="list-style-type: none"> 1. Volume of active and inactive records 2. Amount of filing space 3. Frequency of retrieval of records 4. Location of files 5. Cost of purchase and maintenance of system 6. Ease of use 7. Security <p>B. Analyze the types of records maintained to determine type of filing systems used</p> <ol style="list-style-type: none"> 1. Alphabetic 2. Numeric 3. Subject 4. Master Patient Index 5. Electronic
<p>2. Implement time management principles to maintain effective office function</p>	<p>A. Given a list of tasks to accomplish in a specific time frame, and using established policies, prioritize and determine the sequence of events required to accomplish the tasks</p> <p>B. Apply time management tools such as tickler files, “to do lists’ or the “handle it once” principle to sustain office efficiency</p>

VI. Basic Practice Finances

VI.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Prepare a bank deposit *	A. Prepare a sample check with a restrictive endorsement for deposit B. Prepare a sample bank deposit
Perform accounts receivable procedures, including:	
a. Post entries on a daysheet *	A. Post charges and payments for simulated services to a ledger card and daysheet using a manual and/or computerized system
b. Perform billing procedures *	A. Prepare billing statements manually for a simulated medical practice
c. Perform collection procedures *	A. Develop a script for making telephone collection calls and role-play B. Prepare collection letters for a simulated medical practice
d. Post adjustments *	A. Post adjustments to a patient's ledger card and to a daysheet using a manual and/or computer software system
e. Process a credit balance *	A. Process an overpayment by a patient to a simulated patient's account, including finalization of the overpayment result with the patient
f. Process refunds *	A. Process a refund to a patient's account showing the necessary documentation for the patient to receive a refund check
g. Post non-sufficient fund (NSF) checks *	A. Post an NSF check to a patient's account using a manual and/or system.
h. Post collection agency payments *	A. Post collection agency payments to a patient's account and daysheet, showing the necessary adjustment to the account balance
i. Utilize computerized office billing systems*	A. Prepare billing statements on the computer for a simulated medical practice

VI.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> B. Post adjustments to a patient's account using a computerized system

VI.A Affective (Behavior)	Suggested Evaluation Methods
<ul style="list-style-type: none"> 1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients 	<ul style="list-style-type: none"> A. Use role-playing scenario to demonstrate adherence to rules of confidentiality when informing a patient that their insurance plan has denied payment for an office visit indicating the balance due to the practice B. Use role-playing to demonstrate appropriate assertiveness and courtesy when requesting that a patient pay the charges for an office visit or a past due bill

VIII. Managed Care/Insurance

VII.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Apply both managed care policies and procedures *	A. Using role-playing scenario, contact the insurance company with which the medical facility has agreements and obtain correct information about the managed care policies and procedures.
2. Apply third party guidelines *	A. Verify that an “Authorization to Release Medical Information” form has been signed and is current in the patient’s medical record
3. Complete insurance claim forms *	A. Complete the currently approved insurance claim form
4. Obtain precertification, including documentation *	A. Using role-playing scenarios, contact the insurance company and obtain precertification, then document appropriately
5. Obtain preauthorization, including documentation *	A. Using role-playing scenarios, contact the insurance company and obtain preauthorization for surgery, then document appropriately
6. Verify eligibility for managed care services *	A. Using role-playing scenarios, contact the insurance company and obtain preauthorization, then document appropriately

VII.A Affective (Behavior)	Suggested Evaluation Methods
1. Demonstrate assertive communication with managed care and/or insurance providers	A. Using role-playing scenarios, demonstrate assertive communication with managed care and insurance providers
2. Demonstrate sensitivity in communicating with both providers and patients	<p>A. Using role-playing scenarios, demonstrate sensitivity in communicating with insurance providers when a claim has been</p> <ol style="list-style-type: none"> 1. denied 2. lost <p>B. Using role-playing scenarios, demonstrate sensitivity in communicating with patients regarding their insurance</p>

3. Communicate in language the patient can understand regarding managed care and insurance plans

A. Using role-playing scenarios, explain to the patient (in terms that he/she can understand) about managed care and insurance plans

VIII. Procedural and Diagnostic Coding

VIII.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Perform procedural coding *	<ul style="list-style-type: none">A. Locate and document codes from the current CPT code bookB. Analyze a simulated patient chart and code the procedures from the current CPT manual
2. Perform diagnostic coding *	<ul style="list-style-type: none">A. Locate and document codes from the most current diagnostic code bookB. Extract diagnoses from sample medical records and code to the highest level of accuracy

VIII.A Affective (Behavior)	Suggested Evaluation Methods
1. Work with physician to achieve the maximum reimbursement	<ul style="list-style-type: none">A. Simulate a meeting in which the “provider” is educated on the importance of, and methods to achieve, correct coding for reimbursement.B. Using role-playing scenarios, work with a “physician” to achieve the maximum insurance reimbursement when the medical record is incomplete for the procedures performed or the diagnosis does not match the procedures performed

IX. Legal Implications

IX.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Respond to issues of confidentiality	<p>A. Identify legal implications associated with confidentiality issues regarding patients and medical records and indicate responses needed if these issues arise in the medical office.</p> <p>B. Identify how and when a minor's health status and medical treatment is a confidentiality issue and describe how a medical assistant would respond to a parent of a child, a teen, and an emancipated minor, who wanted information concerning the treatment of the minor.</p> <p>C. Describe how confidentiality is maintained with the use of computerized medical records.</p> <p>D. Describe how confidentiality is maintained on the telephone.</p> <p>E. Describe how confidentiality is maintained in the reception/waiting area.</p> <p>F. Discuss the confidentiality issues involved in cases of AIDS, abuse, etc. and the reporting of these to the appropriate authorities.</p> <p>G. Describe the impact HIPAA has had on issues of confidentiality in the medical office.</p>
2. Perform within scope of practice	<p>A. Identify and discuss what is included in the scope of practice for the medical assistant and how this affects the practice in the medical office in the city/state of residence.</p> <p>B. Identify and discuss what is not included in the scope of practice for the medical assistant.</p> <p>C. Using scenarios, demonstrate through role-play examples of the medical assistant performing outside the normal scope of practice.</p>

IX.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> D. Using scenarios, demonstrate through role-play examples of the medical assistant performing within the normal scope of practice. E. Describe how an educational background affects the scope of practice for the medical assistant. F. Describe why it is important for the medical assistant to remain current in the field and how currency affects scope of practice. G. Describe what the potential differences in scope of practice are for an educated medical assistant and one that is on-the-job trained. H. Describe how moving from one type of practice to another may affect scope of practice.
<p>3. Apply HIPAA rules in regard to privacy/release of information</p>	<ul style="list-style-type: none"> A. Obtain a HIPAA policy from a local doctor's office and discuss its compliance with HIPAA regulations. B. Complete an authorization to release medical records. C. Identify the procedures to be followed when a patient's medical record is subpoenaed. D. Identify the requirements for rescinding consent to release medical records. E. Describe steps appropriate in the medical office to be in compliance with HIPAA regulations.
<p>4. Practice within the standard of care for a medical assistant</p>	<ul style="list-style-type: none"> A. Differentiate the roles of the physician, medical assistant, and other medical office personnel as related to practice within the standard of care. B. Identify legal boundaries that apply to the medical assistant in the medical office.

IX.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> C. Identify ethical boundaries that apply to the medical assistant in the medical office. D. Describe how currency in the field affects standard of care.
<p>5. Incorporate the Patient’s Bill of Rights into personal practice and medical office policies and procedures</p>	<ul style="list-style-type: none"> A. Role-play activities to identify the Patient’s Bill of Rights and its components; then demonstrate how this document can be applied to personal practice. B. Role-play activities to identify the Patient’s Bill of Rights and demonstrate how they can be applied to medical office policies and procedures. D. Using the Patient’s Bill of Rights, indicate what steps need to be taken if a patient refuses treatment.
<p>6. Complete an incident report *</p>	<ul style="list-style-type: none"> A. Identify situations/circumstances that require the completion of an incident report. B. Identify the contents of an incident report. C. Complete an incident report.
<p>7. Document accurately in the patient record *</p>	<ul style="list-style-type: none"> A. Identify the characteristics of appropriate documentation in a patient’s medical record. B. Record a procedure in a patient’s medical record utilizing the characteristics of appropriate and accurate documentation. C. Document the results of a lab test in a patient’s medical record including the use of a flow sheet. D. Document a physician’s order for a medication change and the telephone instructions for the change as provided to the patient. E. Document an authorized request in a patient’s medical record to fax a patient report to another physician and the actual transmission of the simulated report.

IX.P Psychomotor (Skills)	Suggested Evaluation Methods
	<ul style="list-style-type: none"> F. Demonstrate the acceptable method to correct an error in the patient's medical record. G. Complete a "consent for medical care" document.
<p>8. Apply local, state and federal healthcare legislation and regulation appropriate to the medical assisting practice setting</p>	<ul style="list-style-type: none"> A. Research local legislation and regulations which impact medical assisting and write a report on how these affect the medical assistant and the scope of practice. B. Research state legislation and regulations which impact medical assisting and write a report on how these affect the medical assistant and the scope of practice. C. Research federal legislation and regulations which impact medical assisting and write a report on how these affect the medical assistant and the scope of practice. D. Identify the steps needed to dispose of contaminated or outdated Schedule II drugs. Indicate what report has to be filed and with whom it is to be filed. E. Prepare the needed documentation for the physician to obtain a DEA number. F. Describe how HIPAA affects the medical practice. G. Research OSHA regulations and describe the areas that affect ambulatory health care. H. Identify the diseases and conditions that must be reported to the health department and/or the CDC. Explain how this relates to HIPAA. I. Identify the diseases that must be reported to law enforcement. Explain how this relates to HIPAA.

IX.P Psychomotor (Skills)	Suggested Evaluation Methods
	<p>J. Describe the importance of Workman's Compensation in the ambulatory care facility for both the employee and the patient. Describe what records must be kept in both instances.</p> <p>K. Describe how sexual harassment and other sections of Title VII of the Civil Rights Act are applied in the medical office.</p>

IX.A Affective (Behavior)	Suggested Evaluation Methods
<p>1. Demonstrate sensitivity to patient rights</p>	<p>A. Using the Patient's Bill of Rights, describe how a healthcare provider should respond to patient's refusal of treatment.</p> <p>B. Describe the meaning of each item in the Patient's Bill of Rights.</p> <p>C. Describe how HIPAA affects patient rights.</p>
<p>2. Demonstrate awareness of the consequences of not working within the legal scope of practice</p>	<p>A. Differentiate between criminal law and civil law as related to the practicing medical assistant.</p> <p>B. Provide examples of tort law as related to the practicing medical assistant.</p> <p>C. Identify examples of risk management techniques the medical assistant should use in the medical office to prevent incidences of liability.</p>
<p>3. Recognize the importance of local, state and federal legislation and regulations in the practice setting</p>	<p>A. Describe how local, state and federal legislation and regulations affect patient care.</p> <p>B. Describe how Fair Debt Collection Practices Act and the Bankruptcy Act affect the billing in the medical office.</p> <p>C. Describe why it is important to report required diseases and conditions to the proper authorities for the protection of the public.</p>

IX.A Affective (Behavior)	Suggested Evaluation Methods
	<ul style="list-style-type: none"><li data-bbox="834 197 1382 289">D. Describe implied contract between the patient and the physician and his employees.<li data-bbox="834 327 1398 390">E. Describe the guidelines that will prevent lawsuits.<li data-bbox="834 428 1382 558">F. Discuss how OSHA is important to the personnel in a medical facility. List the safety devices and documents that are needed by the medical assistant.

X. Ethical Considerations

X.P Psychomotor (Skills)	Suggested Evaluation Methods
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	<ul style="list-style-type: none">A. Describe the AAMA Code of Ethics.B. Compare/contrast the AMA and AAMA Codes of Ethics.C. Interpret the AAMA Creed.D. Identify examples of illegal and/or unsafe activities and behaviors related to the medical profession.E. Describe how, and to whom, the medical assistant should report the following: physician frequently prescribing narcotic pain medication to patients; physician charging different amounts for same procedures; not using correct codes for appropriate reimbursement.F. Prepare a class scenario in which unsafe medical assisting practices, such as improper storage of needles, syringes, and drugs and improper safety issues with extension cords, etc., are found. Find the unsafe practices and explain why they are unsafe.G. Prepare a MedWatch form and know how this should be submitted to FDA.H. Interview an office manager to discuss the importance of reporting unsafe and/or illegal activities. Prepare a report on the interview.I. Invite a lawyer to visit the class to discuss how illegal and unsafe practices affect the public and the cost of malpractice insurance.J. Research the Internet to find the most commonly reported unsafe and/or illegal actions found in ambulatory medical care. Prepare a report to present to the class.

	K. After an Ombudsman visits the class and provides information on where and how to report unsafe/illegal activities, have students complete the necessary information using an illustrative scenario
2. Develop a plan for separation of personal and professional ethics	<p>A. Prepare a list of personal ethics that might affect the professional ethics in the medical assisting profession</p> <p>B. Prepare a report using the list of personal ethics that affect professional ethics and discuss how each affect the activities in the workplace</p> <p>C. Discuss how personal ethics affect professional ethics and then prepare a plan on how these can be separated</p>

X.A Affective (Behavior)	Suggested Evaluation Methods
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	<p>A. Role-play a scenario in which there is the potential to use poor judgment or perform an unethical act.</p> <ol style="list-style-type: none"> 1. A patient pays his bill in cash. At the end of the day, while balancing the daysheet, the medical assistant discovers that you returned the incorrect amount of change to that patient. Describe how this error should be rectified. 2. A medical assistant and coworker are responsible for filing signed lab and radiology test results in patients' medical records. The supervisor discovers that a patient's pathology results were filed in the wrong record and blames your coworker. The medical assistant realizes that it is a report which she filed. Describe the ethical response to this situation.
2. Examine the impact personal ethics and morals may have on the individual's practice	<p>A. Describe a situation in which a medical assistant's personal ethics may interfere with her duty.</p> <p>B. Make a plan to reconcile personal ethics with your obligation to act as a professional.</p>

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- C. Describe a situation in which personal morals may interfere with the ability to perform duties as a medical assistant.
 - D. Respond to this dilemma in a professional manner without compromising integrity.

E. Demonstrate awareness of diversity in providing patient care

- A. Research and discuss with peers how cultural practices impact patient care.
- B. Display professionalism in providing patient care when dealing with a patient whose cultural practices make a medical assistant uncomfortable.
- C. Describe an incident in which the medical assistant would set aside personal beliefs in order to provide compassionate and professional care to a patient who follows a different form of religion than her own.

XI. Protective Practices

XI.P Psychomotor (Skills)	Suggested Methods of Evaluation
1. Comply with safety signs, symbols and labels	<ul style="list-style-type: none">A. Properly store and dispose of supplies and specimens according to Standard Precautions and OSHA guidelines. B. Perform a review of the facility to ensure that the following have the appropriate labels and correct as necessary:<ul style="list-style-type: none">1. Refrigerator used to store reagents, test kits, or biological specimens are labeled with a biohazard symbol and bear the legend “not for storage of food or medications.” 2. Biohazard waste receptacles bear the biohazard symbol and are lined with red plastic bags. Biohazard waste is not disposed of in inappropriate receptacles. 3. Chemicals and reagents are evaluated for hazard category classification and labeled with the National Fire Association’s color and number coding. 4. Signs are clearly posted in appropriate places for prohibiting smoking, eating, drinking, or application of cosmetics or contact lenses in the facility.
2. Evaluate the work environment to identify safe vs. unsafe working conditions	<ul style="list-style-type: none">A. Utilizing a checklist, perform a safety inspection of your facility at intervals according to institution policy and report to your instructor. B. Using scenarios, perform safety inspections of a facility at intervals according to institutional policy and report findings to the instructor. C. Verify that needle stick prevention devices (safety needles) are used and proper disposal is performed.
3. Develop a personal (patient and employee) safety plan *	<ul style="list-style-type: none">A. Have the student develop a plan for herself and family in case of an environmental emergency, such as a tornado or flood.

XI.P Psychomotor (Skills)	Suggested Methods of Evaluation
	<ul style="list-style-type: none"> B. Develop a safety plan for the medical office in case of an environmental emergency such as a tornado or flood. C. Develop an evacuation plan in case of fire D. Develop a safety plan in case of chemical spill in the office.
<p>4. Develop an environmental safety plan *</p>	<ul style="list-style-type: none"> A. Create a safety checklist for an ambulatory care facility. Examples include but are not limited to: <ul style="list-style-type: none"> 1. MSDS sheets are current and easily accessible. 2. Fire extinguishers are present, easily accessible, in good working order, and labeled with inspection date. 3. Eyewash stations are present and have documentation of performance of routine maintenance/inspection. 4. Puncture proof, labeled sharps containers are available and are not overfilled. 5. Biohazard and standard waste receptacles are available and clearly marked for usage. 6. Electrical cords for fraying. 7. Flooring for rolled edges, cracks, or damage. 8. Electrical outlets present near water sources have ground fault interrupter (GFI) rating.
<p>5. Demonstrate proper use of the following equipment:</p>	
<p>a. Eyewash</p>	<ul style="list-style-type: none"> A. Demonstrate use of the eyewash station and explain how the nature of the contaminant influences the length of time for flushing the eyes after exposure.
<p>b. Fire extinguishers</p>	<ul style="list-style-type: none"> B. Evaluate the fire extinguisher's rating and demonstrate the proper method of use according to the manufacturer's instructions.
<p>c. Sharps disposal containers</p>	<ul style="list-style-type: none"> C. Demonstrate the proper use of sharps disposal containers and describe the fill height and proper disposal of the containers.

XI.P Psychomotor (Skills)	Suggested Methods of Evaluation
<p>6. Participate in a mock environmental exposure event with documentation of steps taken</p>	<p>A. Use a scenario to identify exposure control mechanisms in a simulated exposure event and document the steps taken to handle the exposure event.</p> <p>B. Plan and participate in a mock environmental exposure event in the home. Prepare the family members in the necessary steps needed for personal and family safety.</p> <p>C. Plan and participate in a mock environmental exposure event in the medical office. Prepare the staff in the necessary steps needed for personal and patient safety</p> <p>D. Complete an exposure incident form.</p>
<p>7. Explain an evacuation plan for a physician's office</p>	<p>A. Create an evacuation plan with the following information:</p> <ol style="list-style-type: none"> 1. Inspect facility for all possible evacuation routes 2. Create or copy a floor plan of the office with evacuation routes and assembly area clearly marked 3. Determine who is responsible for informing emergency response services and other building occupants if necessary 4. For each area of the office, assign a staff member who is responsible for ensuring evacuation of patients, personnel and visitors 5. After reaching assembly point, verify that all patients, visitors and staff are present. 6. Instruct all parties to remain in place until authorities have cleared the building for entrance <p>B. Discuss how to evacuate patients during a fire alarm in the following situations:</p> <ol style="list-style-type: none"> 1. Hearing-impaired patients in the waiting room 2. Sight-impaired patient with an escort in an exam room 3. Personnel working in the laboratory 4. Wheelchair-bound patient in an exam room

XI.P Psychomotor (Skills)	Suggested Methods of Evaluation
8. Demonstrate methods of fire prevention in the healthcare setting	<ul style="list-style-type: none"> A. Conduct a web search on fire in the workplace and conduct a meeting or in-service program on fire prevention. B. Demonstrate a basic knowledge, identify, and describe or demonstrate elimination of hazards. C. Perform safety maintenance inspections of lighting, wiring, and equipment at intervals according to policy.
9. Maintain provider/professional level CPR certification *	<ul style="list-style-type: none"> A. Participate in and complete provider/professional level CPR certification offered by an approved organization such as the American Heart Association or the American Red Cross. B. Recertify at recommended intervals.
10. Perform first aid procedures	<ul style="list-style-type: none"> A. Perform first aid procedures as defined by the American Heart Association or the American Red Cross. B. Demonstrate the application of the following bandages: <ul style="list-style-type: none"> 1. Triangular bandage 2. Figure-eight over ankle 3. Tubular gauze over finger C. Demonstrate first aid procedures for a patient experiencing: <ul style="list-style-type: none"> 1. suffering shock. 2. suffering hypoglycemia 3. head wound 4. convulsions
4. Use proper body mechanics	<ul style="list-style-type: none"> A. Demonstrate correct body mechanics to safely assist the physician and the patient during an examination. B. Demonstrate correct body mechanics while assisting the patient on and off a scale. C. Demonstrate correct body mechanics while assisting a patient during wheelchair transfer. D. Demonstrate correct body mechanics while lifting or moving a heavy box.

XI.P Psychomotor (Skills)	Suggested Methods of Evaluation
	E. Demonstrate correct body mechanics while sitting at a computer.
5. Maintain a current list of community resources for emergency preparedness*	<p>A. Explore and develop a list of community resources for emergency preparedness such as the Medical Reserve Corp.</p> <p>B. Visit an agency to learn about their role in emergency preparedness in the community.</p> <p>C. Visit the Web page of local emergency preparedness organizations and create a list of community resources from your findings.</p>

XI.A Affective (Behavior)	Suggested Evaluation Methods
1. Recognize the effects of stress on all persons involved in emergency situations	<p>A. Identify the manifestations of stress such as sleep deprivation, decreased social skills, change in appetite and a feeling of powerlessness.</p> <p>B. Relate the manifestation to the stress event.</p>
2. Demonstrate self awareness in responding to emergency situations	<p>A. Perform a self-evaluation of your knowledge and skills required in an emergency situation.</p> <p>B. Create scenarios of how you would handle emergency situations.</p> <p>C. Incorporate these into your personal and patient safety plan.</p>