

Course Outline

Health Science and Medical Technology

REVISED: August/2017

Job Title:

Health Information Technician

Career Pathway:

Healthcare Administrative Services

Industry Sector:

Health Science and Medical Technology

O*NET-SOC CODE:

29-2071.00

CBEDS Title:

Intro to Health Information & Records Systems

CBEDS No.:

4263

76-15-50

Health Information Tech/1: Terminology

Credits: 5

Hours: 90

Course Description:

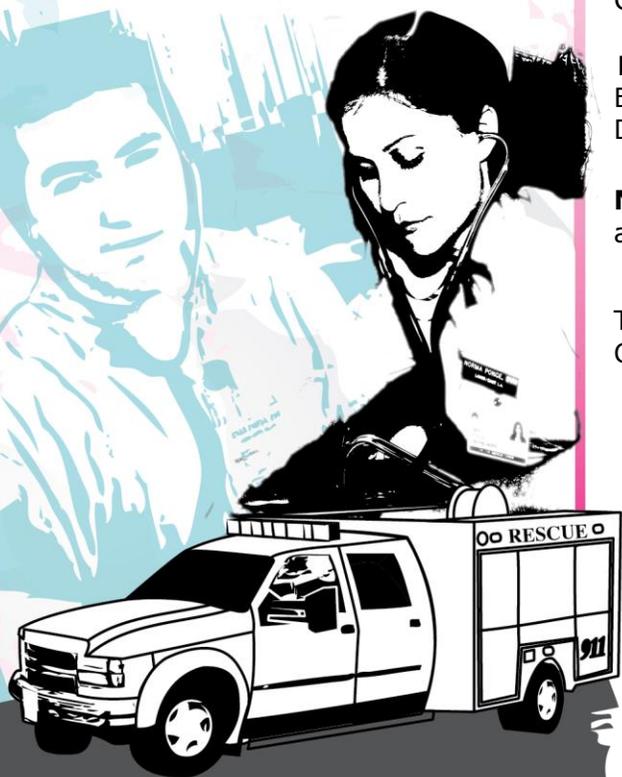
This competency-based course is the first in a sequence of five designed for health information technology. It provides students with project-based experiences in medical and dental health informatics. Technical instruction includes an orientation, workplace safety policies and procedures, resource management, and employability skills. Emphasis is placed on medical word formation, analysis, spelling, pronunciation, abbreviation, and applications, an overview of healthcare specializations, and understanding of case reports, body systems, clinical/diagnostic/surgical procedures, pathological conditions, and medications. Practice in the use of a medical dictionary and other medical reference books is also included. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires reading level of 6.0 as measured by the TABE D 9/10.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

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



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

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

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

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

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

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

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-13

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

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

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

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

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 15
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-13
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 15-16
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

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

1.0 Academics

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

2.0 Communications

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

3.0 Career Planning and Management

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

4.0 Technology

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

5.0 Problem Solving and Critical Thinking

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

6.0 Health and Safety

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

7.0 Responsibility and Flexibility

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

8.0 Ethics and Legal Responsibilities

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

9.0 Leadership and Teamwork

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

10.0 Technical Knowledge and Skills

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

11.0 Demonstration and Application

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

Health Science and Medical Technology Pathway Standards

C. Health Care Administrative Services Pathway

Health care administrative workers include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialists, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems simply could not function.

Sample occupations associated with this pathway:

- ◆ Clinical Data Specialist
- ◆ Ethicist
- ◆ Medical Illustrator
- ◆ Health Care Administrator

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
- C3.0 Understand the overarching concepts of economic and financial management systems, system and information management, and the latest innovations in health care as they affect health care delivery
- C4.0 Know the role and relationship of public policies and community engagement on the health care delivery system.
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
- C6.0 Understand the dynamics of human relations, self-management, organizational, and professional leadership skills necessary within the health care administrative system.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
- C8.0 Understand the resources, routes and flow of information within the health care system and participate in the design and implementation of effective systems or processes.
- C9.0 Use an electronic health care patient information system to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine.
- C10.0 Understand common file formats for document and medical imaging, digitizing paper records, and storing medical images.
- C11.0 Know how to schedule and manage appointments for providers.
- C12.0 Understand how to use health information effectively.
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
- C14.0 Understand how to transfer information to third-parties.
- C15.0 Code health information and bill payers using industry standard methods of classification of diseases, current procedural terminology, and common health care procedure coding system.
- C16.0 Use a systematic method of continual process improvement.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Health Information Tech/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Describe classroom policies and procedures. 4. Describe the different occupations in the Health Science and Medical Technology Industry Sector which have an impact on the role of health information technicians. 5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the health information field. 6. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing health information technicians. 7. Describe the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Terminology Industry Sector practices. 8. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 9. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 10. Describe how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employers’ obligations as they apply to safety c. role of the Division of Workers’ Compensation (DWC) d. avoidance of falls and filing cabinet mishaps 11. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.5 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: C1.1, C1.2, C1.3 C1.4, C1.5, C1.7, C2.4, C3.1, C3.2, C5.1, C5.2, C5.3, C16.1</p>
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management in health care offices.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the management of the following resources in healthcare offices: <ol style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 1, 5, 6, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Career Planning and Management: 3.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ol style="list-style-type: none"> 3. List specific examples of effective management of the following resources in healthcare offices: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the following benefits of effective resource management in healthcare offices: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Technology: 4.5 Problem Solving and Critical Thinking: 5.2, 5.4, 5.5, 5.6 Responsibility and Flexibility: 7.1, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C1.7, C3.1, C3.2, C3.3</p>
<p>C. COMPLIANCE</p> <p>Understand, apply, and evaluate the policies and procedures used to avoid fraud and abuse of laws and regulations in healthcare claims.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. Health Information Portability and Accountability Act of 1996 (HIPAA) b. healthcare claim c. compliance d. medical necessity e. coding f. bundling g. fraud h. abuse 2. Describe the following: <ol style="list-style-type: none"> a. essential elements of a healthcare claim compliance program b. HIPAA confidentiality requirements c. government anti-fraud and abuse initiatives d. penalties for government fraud and abuse e. preventive measures against fraud and abuse f. role of federal, state and private healthcare carriers and agencies in assuring compliance 3. Describe the economic impact of fraudulent healthcare claims on the society. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 12</p> <p>CTE Anchor: Communications: 2.6 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C1.7, C3.1, C3.2, C3.3</p>
<p>D. HEALTHCARE CASE REPORTS</p> <p>Understand, apply, and evaluate terms related to general and specialized healthcare case reports.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. anamnesis (a.k.a. medical history) b. chronic illness c. acute illness d. symptoms e. clinical signs 	<p>Career Ready Practice: 1, 2, 5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> f. diagnosis g. treatment h. care i. prescription medication j. non-prescription medication (a.k.a. over the counter medication) k. controlled medications <p>2. Describe the importance of accurate collection of the following data found in an anamnesis:</p> <ul style="list-style-type: none"> a. identification and demographics: name, age, height, and weight b. chief complaint (CC) – major health problem or concern and its time course c. history of present illness (HPI) d. past medical history (PMH) e. review of systems (ROS) – systematic questioning about different organ systems f. family disease g. childhood diseases h. medication i. allergies j. social history k. sexual history <p>3. Identify the different areas that healthcare professionals specialize in.</p>	<p>CTE Anchor: Communications: 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.4, 5.6 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.1, C1.6, C2.2, C2.4, C7.2, C8.2, C12.2, C15.2</p>
<p>E. STRUCTURE OF MEDICAL TERMS</p> <p>Understand, apply, and evaluate the structure and formation of common medical terms.</p> <p>(15 hours)</p>	<p>1. Define the following:</p> <ul style="list-style-type: none"> a. root words b. prefixes c. suffixes <p>2. Describe the following:</p> <ul style="list-style-type: none"> a. origin of common medical terms b. pronunciation rules for medical terms c. spelling rules for medical terms d. pluralization rules for medical terms <p>3. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> a. spelling, meaning, and pronunciation of at least 75 root words b. spelling, meaning, and pronunciation of at least 20 prefixes c. written combination of at least 25 root words and 10 prefixes d. written combination of at least 25 root words and 10 suffixes e. written combination of at least 25 root words, 10 prefixes, and 10 suffixes f. pronunciation and definition of all the examples in c, d, and e <p>4. Pass an examination on spelling, defining, and analyzing medical terms using roots, prefixes, and suffixes.</p>	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.7 Problem Solving and Critical Thinking: 5.4, 5.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C12.2, C12.3, C13.3, C14.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. MEDICAL ABBREVIATIONS</p> <p>Understand, apply, and evaluate terms and abbreviations that relate to examinations, laboratory results and prescriptions.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify the following terms and abbreviations used in physical examinations: <ol style="list-style-type: none"> a. head, eyes, ears, nose, and throat (HEENT) b. pupils equally round and react to light and accommodation (PERRLA) c. electrocardiogram (ECG/EKG) d. gastrointestinal (GI) 2. Identify and spell the following terms and abbreviations used in laboratory findings: <ol style="list-style-type: none"> a. complete blood count (CBC) b. white blood cell (WBC) c. blood urea nitrogen (BUN) d. hemoglobin (Hgb) 3. Identify and Describe the following terms and abbreviations used in prescriptions: <ol style="list-style-type: none"> a. three times a day (t.i.d) b. intravenous (IV) c. by mouth (p.o.) 4. Identify and Describe the following symbols used in medical reports: <ol style="list-style-type: none"> a. = (equals) b. + (plus) c. - (minus) d. < (less than) e. > (greater than) f. _ (underscore) g. ≠ (not equal to) 5. Pass an examination on spelling and defining medical abbreviations and symbols that relate to patient examinations, laboratory, and prescriptions. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.4, 5.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C12.3, C13.3, C14.1</p>
<p>G. BODY SYSTEMS AND STRUCTURES</p> <p>Understand, apply, and evaluate terms relating to primary body systems, structures and medical specialties.</p>	<ol style="list-style-type: none"> 1. Identify, define the functions of, spell, and pronounce the parts of the musculoskeletal system. 2. Identify, define the functions of, spell, and pronounce the names of the following organs and the related terms of: <ol style="list-style-type: none"> a. the respiratory system b. the circulatory system c. the digestive system d. the nervous system e. the endocrine system f. the urinary system g. the reproductive system h. the integumentary system 3. Identify, define the functions of, spell, and pronounce the names of the sense organs and their related terms. 4. Describe the following medical specialties: <ol style="list-style-type: none"> a. internal medicine b. pulmonary medicine 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C2.4, C13.3, C14.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> c. cardiology d. gastroenterology e. dermatology f. urology g. gynecology h. endocrinology i. nephrology j. neurology k. oncology l. ophthalmology m. orthopedics n. radiology <p>5. Pass an examination on spelling and defining terms relating to body systems, structures and medical specialties.</p>	
<p>H. CLINICAL AND DIAGNOSTIC PROCEDURES</p> <p>Understand, apply, and evaluate terms relating to common clinical and diagnostic procedures.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> 1. Define the following: <ul style="list-style-type: none"> a. clinical procedures b. diagnostic procedures 2. Identify and describe at least 15 common clinical procedures including the following: <ul style="list-style-type: none"> a. computerized axial tomography (CAT) scan b. magnetic resonance imaging (MRI) c. intravenous pyelogram (IVP) d. electro-encephalogram (EEG) 3. Pass an examination on spelling and defining abbreviations and terms relating to clinical procedures. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C10.1, C12.3, C13.3</p>
<p>I. SURGICAL PROCEDURES</p> <p>Understand, apply, and evaluate terms relating to common surgical procedures.</p>	<ul style="list-style-type: none"> 1. Define surgical procedures. 2. Identify and describe at least 15 surgical procedures including the following: <ul style="list-style-type: none"> a. cholecystectomy b. arthroscopy c. appendectomy d. colostomy e. hysterectomy f. laparoscopy 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	3. Pass an examination on spelling and defining terms relating to common surgical procedures.	CTE Pathway: C12.3, C13.3
<p>J. PATHOLOGICAL CONDITIONS</p> <p>Understand, apply, and evaluate terms relating to common diseases and pathological conditions associated with the body systems.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define pathology. 2. Identify and describe at least 20 diseases and conditions relating to the primary body systems including the following: <ol style="list-style-type: none"> a. cholelithiasis b. carcinoma c. hepatitis d. cardiomegaly e. neuropathy f. arteriosclerosis g. Parkinson’s h. hyperthyroidism i. nephritis 3. Pass an examination on spelling and defining common diseases and pathological conditions relating to body systems. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C12.3 C13.3</p>
<p>K. MAJOR CLASSES OF DRUGS</p> <p>Understand, apply, and evaluate terms relating to drugs.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. generic brand b. trade name drugs 2. Identify, spell, and describe the use of the following drugs: <ol style="list-style-type: none"> a. analgesics/pain relievers/painkillers b. anesthetics c. antibiotics d. antifungals e. antituberculars f. antivirals g. anticoagulants h. anticonvulsants i. antidepressants j. antidiabetics k. antihistamines l. antineoplastics m. cardiovascular drugs n. endocrine drugs o. gastrointestinal drugs p. respiratory drugs q. sedatives/hypnotics r. stimulants s. tranquilizers t. non-steroidal anti-inflammatory drugs (NSAIDs) 3. Pass an examination spelling and defining common generic and trade name drugs. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5, 2.8 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C7.2 C12.3 C13.3 C15.2 C15.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>L. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the medical assisting field.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job search. 4. Design sample résumés. 5. Describe the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. Describe the importance of enthusiasm on a job. 8. Describe the importance of appropriate appearance on a job. 9. Describe the importance of the continuous upgrading of job skills. 10. Describe customer service as a method of building permanent relationships between the organization and the customer. 11. Describe and demonstrate appropriate interviewing techniques. 12. Identify the informational materials and resources needed to be successful in an interview. 13. Describe and demonstrate appropriate follow-up procedures. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 10, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 Technology: 4.1, 4.3, 4.6 Problem Solving and Critical Thinking: 5.6 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway: C1.1, C2.4, C5.1, C5.2, C6.1, C6.2, C6.3, C6.4, C6.5, C16.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL MATERIAL

Chabner, Davi-Ellen. Medical Terminology: A Short Course, 5th Edition, Elsevier Health Sciences, 2008.

Chabner, Davi-Ellen. The Language of Medicine, 8th Edition. Elsevier Science, 2007.

Ehrlich, Ann and Carol Schroeder. Medical Terminology for Health Professionals. Cengage Learning, 2008.

Thomas, Clayton L. (Editor) and Robert H. Craven Jr. Taber's Cyclopedic Medical Dictionary, 19th Edition. Davis, F.A. Davis Co., 2001.

Thomas, Clayton L. (Editor) and Robert H. Craven Jr. Taber's Cyclopedic Medical Dictionary (Thumb Indexed), 19th Edition. Davis, F.A. Davis Co., 2001.

RESOURCES

Employer Advisory Board members

[American Health Information Management Association \(AHIMA\)](http://www.ahima.org), 233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800. Phone: (312) 233-1100. Fax: (312) 233-1090.
<http://www.ahima.org>

Teaching and Learning Styles, VARK Strategies, Neil Fleming, August 2001
<http://www.vark-learn.com>

National Library of Medicine, National Institute of Health, MEDlineplus
<http://www.nlm.nih.gov>

Patient Education Institute
<http://www.patient-education.com>

A.D.A.M. Medical Encyclopedia
<http://www.adam.com>

American Academy of Professional Coders
<http://www.aapcnati.org>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

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

SECTION D – Healthcare Case Reports – Pass all assignments and exams on clinical experience with a minimum score of 80% or higher.

SECTION E – Structure of Medical Terms – Pass all assignments and exams on structure of medical terms with a minimum score of 80% or higher.

SECTION F – Medical Abbreviations – Pass all assignments and exams on medical abbreviations with a minimum score of 80% or higher.

SECTION G – Body Systems and Structures – Pass all assignments and exams on body systems and structures with a minimum score of 80% or higher.

SECTION H – Clinical and Diagnostic Procedures – Pass all assignments and exams on clinical and diagnostic procedures with a minimum score of 80% or higher.

SECTION I – Surgical Procedures – Pass all assignments and exams on surgical procedures with a minimum score of 80% or higher.

SECTION J – Pathological Conditions – Pass all assignments and exams on pathological conditions with a minimum score of 80% or higher.

SECTION K – Major Classes of Drugs – Pass all assignments and exams on major classes of drugs with a minimum score of 80% or higher.

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

Statement for Civil Rights

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