

# Course Outline

Health Science and Medical Technology

REVISED: August/2017

**Job Title:**

Medical Assistant

**Career Pathway:**

Patient Care

**Industry Sector:**

Health Science and Medical  
Technology

**O\*NET-SOC CODE:**

31-9092.00

**CBEDS Title:**

Medical Office

**CBEDS No.:**

4275

**77-40-50**

## Medical Assistant

**Credits:** 40

**Hours:** 500

**Course Description:**

This competency-based course contains information and training to prepare persons to function as medical assistants through training in ethics, medical terminology, and the preparation of medical forms. In addition, students will gain expertise in the day-to-day functions of the following specialties: ambulatory care, obstetrics and gynecology, pediatrics, out-patient surgery, urology, orthopedics, internal medicine, cardiology, and laboratory. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

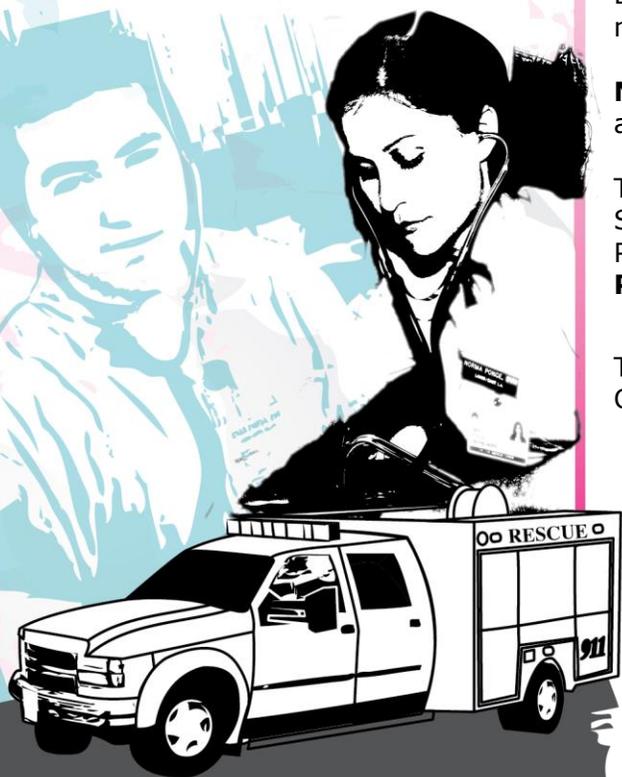
**Prerequisites:**

Enrollment requires a 8.0 reading level as measured by the TABE D 9/10 test, at least 18 years of age, and evidence of measles, mumps, rubella, rubiola, varicella, and TB screenings.

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

THE STUDENT MUST PRESENT A CURRENT CERTIFICATE SHOWING COMPLETION OF AN AHA OR BLS HEALTHCARE PROVIDERS CARDIOPULMONARY RESUSCITATION (CPR) CLASS **PRIOR TO CLINICAL ROTATION.**

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. 7-20

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)**

| <b>COURSE OUTLINE COMPONENTS</b>   | <b>LOCATION</b> |
|--|-----------------|
| <b>INSTRUCTIONAL STRATEGIES</b>  | p. 22           |
| <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>   |                 |
| <b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>   | Cover           |
| <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> |                 |
| <b>EVALUATION PROCEDURES</b>   | pp. 22-23       |
| <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>   |                 |
| <b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>  | Cover           |
| <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>   |                 |

## **ACKNOWLEDGMENTS**

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

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**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***

### **B. Patient Care Pathway**

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

#### **Sample occupations associated with this pathway:**

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

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Medical Assistant Course**

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES  | STANDARDS  |
|--|---|--|
| <p>A. INTRODUCTION</p> <p>Understand the personal, professional, and legal aspects of medical assisting in patient care.</p> <p>(14 hours)</p> | <ol style="list-style-type: none"> <li>1. Identify desired personal qualities necessary for medical assistants.</li> <li>2. Explain the role of the medical assistant as a member of the health team.</li> <li>3. Identify and spell the title of each practitioner of the 36 specialties.</li> <li>4. Describe the legal differences of licensure and certification.</li> <li>5. Describe areas of ethics and law that impact the scope of practice of medical assistants.</li> <li>6. Describe the legal situation of negligence, assault, defamation, battery, libel, slander, and child/adult/elder abuse.</li> <li>7. Describe the importance of confidentiality.</li> <li>8. Describe ownership of records and rights to enclosed information.</li> <li>9. Describe stress causes, symptoms, and management, including community resources.</li> <li>10. Describe the duties and job specifications of the medical assistant.</li> <li>11. Describe attendance and course requirements to earn medical assistant certificate of completion.</li> <li>12. Describe the various organizations that represent the clinical medical assistant.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 3, 7, 8</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.3, 2.6, 2.7<br/>Career Planning and Management:<br/>3.1, 3.2, 3.6<br/>Responsibility and Flexibility:<br/>7.2<br/>Ethics and Legal Responsibilities:<br/>8.4<br/>Technical Knowledge and Skills:<br/>10.1</p> <p><b>CTE Pathway:</b><br/>B1.1, B5.2, B5.3,<br/>B5.4, B5.5, B9.2,<br/>B12.1, B12.2</p> |
| <p>B. COMMUNICATIONS</p> <p>Recognize the importance of non-verbal, oral, and written communication.</p>                                       | <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Identify verbal and non-verbal communication and barriers.</li> <li>3. Describe communication techniques to promote good public relations.</li> <li>4. Identify language limitations, and cultural and religious beliefs that can affect communication.</li> <li>5. Explain how to communicate with medical staff, patients, and visitors.</li> <li>6. Describe taking and relaying messages.</li> <li>7. Describe telephone etiquette.</li> <li>8. Describe reporting observations to the physician.</li> </ol>  | <p><b>Career Ready Practice:</b><br/>1, 2, 7, 8, 9, 10 11, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8</p>   |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES   | STANDARDS  |
|---|--|--|
| (28 hours)  | <ol style="list-style-type: none"> <li>9. Identify meanings of medical prefixes, suffixes, root words and combining forms.</li> <li>10. Define medical abbreviations and symbols.</li> <li>11. Pronounce and spell medical words correctly.</li> <li>12. Identify the record-keeping necessary to provide legally correct and adequate information.</li> <li>13. Describe basic principles for preventing unauthorized disclosure of patient information.</li> <li>14. Read doctor's orders.</li> <li>15. Describe verbal and written consent.</li> <li>16. Describe obtaining written consent for special procedures.</li> <li>17. Describe obtaining written consent for care of minors.</li> <li>18. Describe the preparation and processing of laboratory and X-ray forms.</li> <li>19. Identify referral forms for X-ray procedures and consultations.</li> </ol>   | <p>Responsibility and Flexibility:<br/>7.2<br/>Ethics and Legal Responsibilities:<br/>8.4<br/>Leadership and Teamwork:<br/>9.5, 9.6<br/>Technical Knowledge and Skills:<br/>10.1<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B6.3, B6.4, B6.6, B12.1, B12.2, B12.3, B13.3</p> |
| <p>C. ANATOMY, PHYSIOLOGY, AND DISORDERS</p> <p>Understand the structure and function of the nine body systems; recognize the diagnostic procedures related to common diseases and disorders.</p> | <ol style="list-style-type: none"> <li>1. Define anatomy and physiology.</li> <li>2. Identify body planes.</li> <li>3. Identify body cavities and the organs they contain.</li> <li>4. Identify body directions.</li> <li>5. Describe the process of body formation.</li> <li>6. List the four main types of tissue.</li> <li>7. State the main function of bones in the body.</li> <li>8. Identify and locate four types of bones.</li> <li>9. Identify the main types of joints.</li> <li>10. Identify the main types of joint motion.</li> <li>11. Describe the formation of bones.</li> <li>12. Relate bone changes to body growth.</li> <li>13. List the components of the two main parts of the human skeleton.</li> <li>14. Define four types of bone fractures.</li> <li>15. Identify common bone and joint injuries.</li> <li>16. Identify common bone and joint disorders.</li> <li>17. Describe the functions of muscles.</li> <li>18. Describe each of the three muscle types.</li> <li>19. Locate the important skeletal body muscles.</li> <li>20. Describe the function of these muscles.</li> <li>21. Describe the function of the cardiovascular system.</li> <li>22. List the components of the cardiovascular system.</li> <li>23. Describe the function of various parts of the heart.</li> <li>24. Locate and identify various parts of the heart using a model.</li> <li>25. Trace the flow of the circulation, pulmonary, systemic and portal.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.7, 2.8<br/>Technical Knowledge and Skills:<br/>10.1</p> <p><b>CTE Pathway:</b><br/>B2.1, B2.2, B2.3, B2.4, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B12.1</p>  |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES   | STANDARDS |
|---------------------------------|--|-----------|
|                                 | <ol style="list-style-type: none"> <li>26. Describe the route of pulmonary circulation.</li> <li>27. Describe the function of the pulmonary circulation.</li> <li>28. Name the various blood types.</li> <li>29. Describe the lymphatic system.</li> <li>30. Describe the components of the lymphatic system.</li> <li>31. Describe the function of the lymph nodes.</li> <li>32. Describe the main disorders of the cardiovascular system and treatments.</li> <li>33. List the functions of the respiratory system.</li> <li>34. Describe functions of parts of the respiratory system.</li> <li>35. Describe common respiratory disorders related to infection.</li> <li>36. Describe treatments for respiratory problems.</li> <li>37. Describe the general function of the digestive system.</li> <li>38. List the structures of the digestive system and their functions.</li> <li>39. Explain the action of gastric juice.</li> <li>40. Describe the work of various enzymes in digestion.</li> <li>41. Describe the function of the liver in digestion.</li> <li>42. Describe the function of the gall bladder in digestion.</li> <li>43. Locate the large intestine.</li> <li>44. Describe the functions of the large intestine.</li> <li>45. List foods that aid in the function of the colon.</li> <li>46. Identify common disorders which interfere with digestion and the treatment used for correction.</li> <li>47. Describe basic food requirements to maintain health.</li> <li>48. Describe a well-balanced diet.</li> <li>49. Describe the need for water in the body.</li> <li>50. Describe an adequate diet for each age group, as well as during pregnancy, and lactation.</li> <li>51. Explain the function of the excretory system.</li> <li>52. List the parts of the body involved in elimination.</li> <li>53. Relate the type of waste to the channel of excretion.</li> <li>54. List the organs that make up the urinary system and disorders.</li> <li>55. Describe the function of the kidneys in excretion.</li> <li>56. Explain how the kidneys regulate water balance.</li> <li>57. Describe the function of the skin.</li> <li>58. Describe structures found in two skin layers.</li> <li>59. Explain the function of the skin as a channel of excretion.</li> <li>60. Describe the action of the sweat glands.</li> <li>61. Describe some common skin disorders.</li> <li>62. Contrast reproduction of simple cells and more complex forms of life.</li> <li>63. Explain the process of fertilization.</li> <li>64. Describe how physical traits are determined.</li> <li>65. Identify the organs of the female reproductive system.</li> <li>66. Identify the organs of the male reproductive system.</li> <li>67. Describe the function of the reproductive organs.</li> <li>68. List common disorders of the reproductive system.</li> <li>69. Identify symptoms of some common disorders.</li> <li>70. List the glands that make up the endocrine system.</li> <li>71. Locate the endocrine glands in the body.</li> </ol> |           |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS  |
|--|--|--|
| (112 hours)  | 72. Describe how each endocrine gland affects body activities.<br>73. Locate the pituitary gland.<br>74. List the principal secretions of the pituitary gland.<br>75. Describe the functions of the pituitary gland.<br>76. Locate the thyroid, parathyroid, and thymus gland.<br>77. Describe the important function of the thyroid gland.<br>78. Describe the functions of the parathyroid and thymus glands.<br>79. Locate the adrenal glands and gonads.<br>80. Describe the function of the adrenals and gonads.<br>81. Name the secretions of the adrenals and gonads<br>82. Describe the endocrine function of the pancreas.<br>83. Explain the body's need for insulin.<br>84. List the causative factors of endocrine gland disorders.<br>85. Describe how certain endocrine disorders interfere with body function.<br>86. Describe the treatment of common types of glandular disorders.<br>87. List the main parts of the nervous system.<br>88. Describe the functions of the nervous system.<br>89. Describe three types of neurons.<br>90. Define characteristics of the nerve cells.<br>91. Identify the parts of the brain.<br>92. Describe the functions of the various parts of the brain.<br>93. Describe the structure of the brain and spinal cord.<br>94. Describe the functions of the sympathetic and parasympathetic nervous systems.<br>95. Define the terms associated with reflex action.<br>96. Explain how a simple reflex act is carried out by the nervous system.<br>97. Explain how stimulation of a sense organ results in sensation.<br>98. Identify the parts of the eye and relate them to their functions.<br>99. List the parts of ear and relate them to their function.<br>100. Identify symptoms of some common ailments of the nervous system.<br>101. Describe the treatment for some common nervous system diseases.<br>102. List common ear and eye disorders and related treatment.<br>103. Identify meanings of medical word parts; pronounce, spell, and abbreviate terms from each of the nine body systems. |  |
| D. SAFETY<br><br>Learn safety procedures, which protect the medical assistant, patient, and staff in the process of medical care delivery. | 1. List general rules of environmental safety.<br>2. Demonstrate body mechanics to prevent injury.<br>3. Demonstrate using wheelchairs and gurneys, using brakes and safety belts.<br>4. Compare procedures in event of fire and earthquakes in clinical/classroom settings.<br>5. Demonstrate handling and disposal of sharp objects.<br>6. Demonstrate handling of infectious wastes.<br>7. Describe electrical safety.  | <b>Career Ready Practice:</b><br>1, 2, 5, 6, 7, 10, 12<br><br><b>CTE Anchor:</b><br>Problem Solving and Critical Thinking:<br>5.2, 5.3, 5.4, 5.6 |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS   |
|--|--|---|
| (8 hours)  | <ol style="list-style-type: none"> <li>8. Describe Cal/OSHA.</li> <li>9. Pass a safety test with 100% accuracy.</li> </ol>   | <p>Health and Safety:<br/>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>Responsibility and Flexibility:<br/>7.7</p> <p>Ethics and Legal Responsibilities:<br/>8.3</p> <p>Technical Knowledge and Skills:<br/>10.1, 10.2</p> <p>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B8.1, B8.2, B8.3, B8.4, B8.5, B9.1, B9.3, B10.4, B11.2, B11.4, B12.1, B12.2, B12.3, B12.4</p>                                   |
| <p>E. FIRST AID</p> <p>Recognize situations requiring basic first aid and demonstrate appropriate rescue techniques.</p> | <ol style="list-style-type: none"> <li>1. Demonstrate rescue breathing for an adult victim.</li> <li>2. Demonstrate rescue of conscious and unconscious adults with an airway obstruction.</li> <li>3. Set priorities to control bleeding.</li> <li>4. Demonstrate bleeding control using arm and leg pressure points.</li> <li>5. Demonstrate bleeding control using a tourniquet.</li> <li>6. Apply spiral, figure eight, cravat and triangular head bandages.</li> <li>7. Apply an arm sling.</li> <li>8. Apply splints to upper arm and forearm.</li> <li>9. Apply splints to ankle and knee.</li> <li>10. Demonstrate drag by shoulders and blanket drag.</li> <li>11. Demonstrate two-person carry and carry by extremities.</li> <li>12. Demonstrate three-person hammock carry.</li> <li>13. Demonstrate litter carry.</li> <li>14. Know how to use the Emergency Medical Service (EMS) system.</li> <li>15. Indicate hand position during rescue of an obese or pregnant victim with an airway obstruction.</li> <li>16. Differentiate between signs of heart attack and stroke.</li> <li>17. Differentiate among positions for victims with shock, head wound, difficulty in breathing, unsplinted fractures, bleeding from mouth or vomiting.</li> <li>18. Distinguish between first aid treatment of conscious and unconscious poisoning victims.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 5, 6, 7, 10, 12</p> <p><b>CTE Anchor:</b><br/>Problem Solving and Critical Thinking:<br/>5.1, 5.2, 5.3, 5.4, 5.6</p> <p>Health and Safety:<br/>6.2, 6.3, 6.4, 6.5, 6.6, 6.8</p> <p>Responsibility and Flexibility:<br/>7.2, 7.7</p> <p>Ethics and Legal Responsibilities:<br/>8.3</p> <p>Technical Knowledge and Skills:<br/>10.1, 10.2</p> <p>Demonstration and Application:<br/>11.1</p> |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES  | STANDARDS   |
|---|---|---|
| (6 hours)   | 19. Identify severity of burns by depth, size and location.<br>20. Describe first aid treatment for thermal and chemical burns.<br>21. Describe first aid treatment of a victim with a suspected head injury.<br>22. Differentiate between signs of heat stroke and heat exhaustion.<br>23. Describe first aid treatment of heat stroke and heat exhaustion.<br>24. Describe first aid treatment of frostbite.<br>25. Set priorities in escaping from a fire.<br>26. Describe fractures needing immobilization.<br>27. Assess the need for moving an accident victim.   | <b>CTE Pathway:</b><br>B2.1, B2.4, B9.1, B9.2, B9.3, B10.4, B10.6, B12.1, B12.2, B12.3, B12.4   |
| F. PATIENT CARE<br><br>Perform nursing tasks related to patient care.   | 1. Define specific physical needs.<br>2. Describe how a patient may feel an invasion of privacy.<br>3. Identify the process of terminal illness and death.<br>4. Describe one's own necessity to adjust to patients with terminal illness.<br>5. Acknowledge individual patient's spiritual needs as they express them.<br>6. Define the meaning of Total Health as given by the World Health Organization.<br>7. Prepare an examination room for various patient examinations.<br>8. Clean and replenish exam room with appropriate supplies.<br>9. List body positions used for various examinations.<br>10. Correctly drape the patient for examination.<br>11. State the importance of emotional support for the patient having an examination/treatment.<br>12. Adjust the environment for ventilation, temperature, noise, and privacy. | <b>Career Ready Practice:</b><br>1, 2, 6, 7, 8, 10, 12<br><br><b>CTE Anchor:</b><br>Communications:<br>2.3, 2.5<br>Problem Solving and Critical Thinking:<br>5.2, 5.3, 5.4, 5.6<br>Health and Safety:<br>6.3, 6.4, 6.6<br>Responsibility and Flexibility:<br>7.2, 7.7<br>Ethics and Legal Responsibilities:<br>8.3, 8.4, 8.7<br>Technical Knowledge and Skills:<br>10.1, 10.2<br>Demonstration and Application:<br>11.1<br><br><b>CTE Pathway:</b><br>B6.3, B6.4, B6.6, B8.3, B9.1, B9.3, B12.1, B12.3, B13.3 |
| G. INFECTION CONTROL<br><br>Understand reasons for specific nursing procedures that will prevent spread of infection. | 1. Identify various groupings of bacteria.<br>2. Define spores and explain their importance to the control and destruction of bacteria.<br>3. Explain the growth factors of bacteria.<br>4. Explain the importance of infection control.<br>5. Define asepsis and sepsis.   | <b>Career Ready Practice:</b><br>1, 2, 6, 7, 8, 10, 12  |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS   |
|--|--|---|
| (11 hours)   | <ol style="list-style-type: none"> <li>6. Define medical and surgical asepsis.</li> <li>7. Define and list the portals of entry into the body.</li> <li>8. List methods of sterilization.</li> <li>9. State the difference between disinfection and sterilization.</li> <li>10. Explain the importance of hand washing.</li> <li>11. Describe and demonstrate the hand washing technique and various cleansing agents.</li> <li>12. Describe the operation of the autoclave.</li> <li>13. Name and describe the gauges on the autoclave.</li> <li>14. List the times and temperature necessary for eliminating pathogenic organisms.</li> <li>15. List the time and purpose of chemical sterilization.</li> <li>16. List some chemicals used for chemical sterilization.</li> <li>17. Explain what is meant by body defenses.</li> <li>18. Describe active immunity through immunization and having the disease.</li> <li>19. Describe passive immunity.</li> <li>20. Explain the concept of working from clean to dirty.</li> <li>21. Describe meaning and purpose of universal precautions.</li> <li>22. State precautions taken to prevent spread of Hepatitis and AIDS.</li> <li>23. Describe the transmission of Hepatitis.</li> <li>24. Describe the transmission of AIDS.</li> <li>25. Demonstrate the use of gloves, gown, mask, and universal precautions (PPE-Personal Protective Equipment).</li> <li>26. Demonstrate handling of contaminated instruments and supplies.</li> </ol> | <p><b>CTE Anchor:</b><br/> Academics:<br/> 1.0<br/> Health and Safety:<br/> 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8<br/> Responsibility and Flexibility:<br/> 7.7<br/> Ethics and Legal Responsibilities:<br/> 8.2<br/> Technical Knowledge and Skills:<br/> 10.1, 10.2<br/> Demonstration and Application:<br/> 11.1</p> <p><b>CTE Pathway:</b><br/> B2.1, B10.1, B10.2, B10.3, B10.4, B10.5, B10.6, B10.7, B11.2, B11.3, B11.4, B12.1, B12.3, B12.4</p> |
| <p>H. BASIC NURSING SKILLS</p> <p>Demonstrate knowledge of nursing procedures required for patient care.</p> | <ol style="list-style-type: none"> <li>1. Define vital signs.</li> <li>2. List equipment necessary for measuring vital signs.</li> <li>3. Describe three methods for taking body temperatures.</li> <li>4. Demonstrate obtaining an oral temperature.</li> <li>5. Describe respiration and its importance.</li> <li>6. Demonstrate measurement of respiration.</li> <li>7. Describe methods of taking blood pressure.</li> <li>8. Demonstrate aneroid methods for measuring blood pressure.</li> <li>9. Describe cleaning techniques for a thermometer.</li> <li>10. Demonstrate reporting of abnormal vital signs.</li> <li>11. Demonstrate recording of vital signs.</li> <li>12. Identify purposes of measuring height and weight.</li> <li>13. Describe charting accuracy.</li> <li>14. Demonstrate accurate charting and graphing.</li> <li>15. Demonstrate the methods of weighing infants, small children, and adults.</li> <li>16. Explain the purpose of accurate medical records.</li> <li>17. List rules of charting.</li> <li>18. Identify and demonstrate commonly used abbreviations, signs, and symbols.</li> <li>19. Demonstrate charting specific information accurately.</li> <li>20. Demonstrate correcting an error made in charting.</li> </ol>   | <p><b>Career Ready Practice:</b><br/> 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b><br/> Academics:<br/> 1.0<br/> Communications:<br/> 2.4, 2.6<br/> Problem Solving and Critical Thinking:<br/> 5.2, 5.4<br/> Health and Safety:<br/> 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8<br/> Responsibility and Flexibility:<br/> 7.7<br/> Ethics and Legal Responsibilities:<br/> 8.3, 8.7</p>  |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES  | STANDARDS  |
|---------------------------------|---|--|
|                                 | <ol style="list-style-type: none"> <li>21. Set up a sterile field using sterile techniques.</li> <li>22. Identify instruments used for examination.</li> <li>23. Explain donning and removing sterile gloves without contamination.</li> <li>24. Describe three ways a sterile field can be contaminated.</li> <li>25. Demonstrate wrapping a pack for sterilization.</li> <li>26. List items used for preparation of a patient for minor surgery.</li> <li>27. Describe the health caregiver's responsibility to provide emotional support to patient's family.</li> <li>28. State responsibilities of the medical assistant for preparing the room for minor surgery.</li> <li>29. Describe the medical assistant's duties in anticipating the doctor's needs.</li> <li>30. Differentiate between a dressing and a bandage.</li> <li>31. List four purposes of bandages and give an example of situations where each may be used.</li> <li>32. Describe two types of dressings and purposes of each.</li> <li>33. Identify instruments and supplies specific to minor surgery and dressing changes.</li> <li>34. Demonstrate application of dressing and a bandage.</li> <li>35. Describe setting up a tray for application of warm, moist, and sterile compresses.</li> <br/> <li>36. Identify purposes and equipment used in application of cold and heat.</li> <li>37. Demonstrate screening tests for visual acuity.</li> <li>38. Identify methods of testing hearing, such as audiometer, tuning fork, tympanogram and history.</li> <li>39. List items required for eye and ear irrigation.</li> <li>40. State the rules to follow when removing foreign objects from the eye, ear, nose, and skin.</li> <li>41. Explain the method of removing an insect from the ear.</li> <li>42. Identify the medical assistant's responsibility in removal of foreign objects.</li> <li>43. Identify the purposes and types of enemas.</li> <li>44. Explain assisting patients in collecting urine specimens for routine, clean-catch, sterile (from a catheter) and 24-hour.</li> <li>45. Fill out laboratory requisitions for ordered lab tests.</li> <li>46. Describe patient preparation through education prior to laboratory procedures.</li> <li>47. Demonstrate clinitest and acetest and record.</li> <li>48. Describe urine testing for albumin and specific gravity.</li> <li>49. Describe methods and equipment for obtaining stool specimen including hemocult.</li> <li>50. Describe method and equipment for obtaining sputum specimens.</li> <li>51. Describe equipment and method used to obtain a throat culture.</li> <li>52. Describe equipment and method used in obtaining a wound culture.</li> <li>53. Describe equipment necessary in preparing tissue sample for pathology.</li> </ol> | <p>Technical Knowledge and Skills:<br/>10.1, 10.2</p> <p>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B2.1, B5.1, B6.1, B6.2, B6.3, B6.5, B6.6, B7.1, B7.2, B7.3, B10.1, B10.2, B10.4, B10.6, B10.7, B11.2, B11.4, B12.1, B12.3, B12.4</p> |

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES   | STANDARDS   |
|--|--|---|
| (50 hours)   | 54. Demonstrate finger stick method for obtaining blood for blood sugar, hematocrit capillary tube and hemoglobin.<br>55. State normal values for hematocrit, hemoglobin and white blood count.<br>56. List the antigens and antibodies present in the A, B, AB, O, and Rh+ blood type.<br>57. Demonstrate venipuncture procedure using the vacuum tube method.<br>58. Identify the most common site for obtaining blood.<br>59. Demonstrate universal precautions in obtaining blood specimens.<br>60. Explain methods and equipment used to obtain wet smears for trichomonas and candida (formerly monilia).<br>61. Explain necessity of filling out lab requisitions for diseases requiring health department reporting.<br>62. Verbalize current law of confidentiality about AIDS and venereal diseases.   |   |
| I. ADMINISTRATION OF MEDICATIONS<br><br>Know the mathematics, equipment, and methods used in administering routine medications by oral, direct, and parenteral (intra-dermal, subcutaneous) means. | 1. Review use of fractions: add, subtract, multiply, and divide.<br>2. Review decimals and whole numbers: add, subtract, multiply, and divide.<br>3. Review converting fractions, decimals, and percentages.<br>4. Compute medication dosage ordered if same as dose on hand.<br>5. Compute medicine dosage ordered.<br>6. Demonstrate use of equivalent charts of household, apothecary, and metric measures in computing problems.<br>7. List three reasons for learning use of metric system.<br>8. Identify common approximate equivalents for the meter, gram, and liter.<br>9. Write the abbreviation for the nine metric units.<br>10. Compute problems converting metric measure from smaller to larger and larger to smaller.<br>11. Write abbreviations, signs, and symbols used in administration of medications.<br>12. Identify the action of each classification of drugs.<br>13. State an example of each drug classification.<br>14. Describe state law governing medical assistants giving prescribed medication.<br>15. Demonstrate use of resources for drug information.<br>16. Explain responsibilities of doctor, pharmacist, and nurse in drug therapy.<br>17. List information that must be recorded for narcotics and controlled drugs.<br>18. State rules and precautions for administering medications.<br>19. Describe the methods of administration of medication and reasons for these procedures.<br>20. List types of injections and purposes.<br>21. Identify sites for each type of injection for adults.<br>22. Identify sites for each type of injection for infants and children.<br>23. State dangers involved when giving injections. | <b>Career Ready Practice:</b><br>1, 2, 4, 5, 6, 7, 8, 10, 12<br><br><b>CTE Anchor:</b><br>Academics:<br>1.0<br>Communications:<br>2.5<br>Problem Solving and Critical Thinking:<br>5.2, 5.4, 5.5, 5.6<br>Health and Safety:<br>6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8<br>Responsibility and Flexibility:<br>7.7<br>Ethics and Legal Responsibilities:<br>8.3, 8.7<br>Technical Knowledge and Skills:<br>10.1, 10.2<br>Demonstration and Application:<br>11.1 |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES  | STANDARDS   |
|---|---|---|
| (40 hours)  | <ol style="list-style-type: none"> <li>24. Indicate length and gauge of needles for each type of injection.</li> <li>25. Identify construction of syringes and needles.</li> <li>26. Identify types of syringes used for various amounts of solutions.</li> <li>27. List six rights in preparing and administering medicines.</li> <li>28. Demonstrate withdrawal of medication from vial and ampules.</li> <li>29. Demonstrate procedure in administration of intradermal, subcutaneous and intramuscular injections.</li> <li>30. Explain procedure for administering a tuberculin test.</li> <li>31. Demonstrate pouring of liquids and dispensing of tablets.</li> <li>32. Explain procedure of direct application of medication.</li> <li>33. Explain signs and symptoms of diabetes mellitus, hyperglycemia, and hypoglycemia.</li> <li>34. Assemble a tubex.</li> <li>35. Demonstrate recording of medications.</li> </ol> | <p><b>CTE Pathway:</b><br/>B2.1, B3.1, B3.2, B3.3, B12.1, B12.2, B12.3, B12.4</p>   |
| <p>J. ELECTRO-CARDIOGRAPHY</p> <p>Understand the equipment necessary and the procedure for performing an electrocardiogram.</p> <p>(10 hours)</p> | <ol style="list-style-type: none"> <li>1. Explain the reasons for performing an electrocardiogram (EKG).</li> <li>2. Describe the electrical conduction system of the heart.</li> <li>3. Demonstrate application of limb and chest leads.</li> <li>4. Demonstrate the procedure of measuring an EKG.</li> <li>5. Define artifacts and list their causes.</li> <li>6. Identify relation of P, Q, R, S, and T patterns on EKG graph paper to path of electrical impulses of the heart.</li> <li>7. Identify limitation of EKG in diagnosis.</li> <li>8. Demonstrate handling of EKG equipment.</li> </ol>   | <p><b>Career Ready Practice:</b><br/>1, 2, 4, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Health and Safety:<br/>6.6<br/>Responsibility and Flexibility:<br/>7.7<br/>Ethics and Legal Responsibilities:<br/>8.3<br/>Technical Knowledge and Skills:<br/>10.1, 10.2<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B2.1, B4.4, B4.5, B5.1, B12.1, B12.2, B12.3, B12.4</p> |
| <p>K. DIAGNOSTIC EXAMS</p> <p>Comprehend the medical assistant's role in preparing</p>  | <ol style="list-style-type: none"> <li>1. State the functions of diagnostic and therapeutic X-rays.</li> <li>2. Explain patient preparation for radiological examinations with written instruction.</li> <li>3. Identify dangers and precautions used to prevent overexposure to radiation from X-rays.</li> </ol>  | <p><b>Career Ready Practice:</b><br/>1, 2, 4, 5, 6, 7, 8, 10, 12</p>  |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES  | STANDARDS   |
|---|---|---|
| <p>patients for special diagnostic procedures.</p> <p>(6 hours)</p>   | <ol style="list-style-type: none"> <li>4. Describe nuclear medicine diagnostic test and necessary patient preparation.</li> <li>5. Describe medical assistant's role in patient education in scheduling mammography.</li> <li>6. Describe preparation required for a sonogram.</li> <li>7. Describe patient teaching methods for various procedures and tests.</li> <li>8. Differentiate the skills needed in performance of duties in clinics in the area of Cardiology, Dermatology, ENT, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Orthopedics, Ophthalmology, Podiatry, Pediatrics, Phlebotomy lab, Physical Therapy, Surgery, or Urology.</li> </ol>  | <p><b>CTE Anchor:</b><br/> Academics:<br/> 1.0<br/> Problem Solving and Critical Thinking:<br/> 5.4<br/> Health and Safety:<br/> 6.6<br/> Responsibility and Flexibility:<br/> 7.7<br/> Ethics and Legal Responsibilities:<br/> 8.3<br/> Technical Knowledge and Skills:<br/> 10.1, 10.2<br/> Demonstration and Application:<br/> 11.1</p> <p><b>CTE Pathway:</b><br/> B2.1, B4.4, B4.5,<br/> B5.1, B12.1, B12.2,<br/> B12.3, B12.4</p> |
| <p>L. CLINICAL EXPERIENCE</p> <p>Demonstrate skills and gain proficiency in working with physicians, staff, and patients.</p> | <ol style="list-style-type: none"> <li>1. Demonstrate processing the patient to be seen by the doctor.</li> <li>2. Measure vital signs per clinic procedure.</li> <li>3. Record vital signs and observations on the medical record.</li> <li>4. Use medical terminology in chart.</li> <li>5. Use abbreviations and legible printing or writing in chart forms.</li> <li>6. Describe invasion of privacy and the need for emotional support.</li> <li>7. Prepare examination room for patient exam.</li> <li>8. Prepare patient for exam with draping.</li> <li>9. Measure weight and height, and record in chart, on graphs or progress record.</li> <li>10. Adjust the exam room for comfort and privacy.</li> <li>11. Demonstrate hand washing techniques before and after care of patients.</li> <li>12. Demonstrate donning and removing clean gloves.</li> <li>13. Demonstrate the principle of working from clean to dirty.</li> <li>14. Demonstrate use of standard precautions.</li> <li>15. Demonstrate donning and removing of sterile gloves without contamination.</li> <li>16. Demonstrate handling of contaminated instruments and supplies.</li> <li>17. Demonstrate setting up a sterile field using sterile technique.</li> <li>18. Demonstrate communicating with physician when assisting in procedures.</li> </ol> | <p><b>Career Ready Practice:</b><br/> 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b><br/> Academics:<br/> 1.0<br/> Problem Solving and Critical Thinking:<br/> 5.4<br/> Health and Safety:<br/> 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8<br/> Responsibility and Flexibility:<br/> 7.7<br/> Ethics and Legal Responsibilities:<br/> 8.3, 8.7</p>  |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES   | STANDARDS  |
|---------------------------------|--|--|
|                                 | <ol style="list-style-type: none"> <li>19. Demonstrate application of dressings and bandages (sterile and non-sterile).</li> <li>20. Demonstrate setting up a dressing tray.</li> <li>21. Demonstrate applications of heat and cold.</li> <li>22. Demonstrate screening tests for visual acuity.</li> <li>23. Demonstrate filling out consent forms.</li> <li>24. Answer telephone, take and deliver messages.</li> <li>25. Record patient history on appropriate forms.</li> <li>26. Prepare patients by explaining procedures.</li> <li>27. Clean and restock examination rooms.</li> <li>28. Prepare patient and equipment for ear irrigation.</li> <li>29. Demonstrate instructing patients to obtain specimens of stool, sputum, and urine.</li> <li>30. Demonstrate urine testing for sugar and albumin using a dipstick.</li> <li>31. Demonstrate method and equipment for obtaining a throat culture and wound culture.</li> <li>32. Demonstrate assisting the physician in preparing a biopsy for specimen pathology.</li> <li>33. Perform finger sticks for capillary hematocrit and blood sugar test.</li> <li>34. Demonstrate venipuncture procedure using vacuum tube method, single and multiple draw.</li> <li>35. Demonstrate assembling equipment and assisting the physician in obtaining pap and gonorrhea smears, herpes, trichomonas, and candida specimens.</li> <li>36. Demonstrate filling out requisitions for laboratory tests and specimens, and labeling.</li> <li>37. Demonstrate the clinic procedure for recording special information on lab requisitions for health department record.</li> <li>38. Demonstrate use of the Physicians' Desk Reference as a drug information resource.</li> <li>39. Demonstrate urine testing for sugar and albumin using a dipstick.</li> <li>40. Demonstrate method and equipment for obtaining a throat culture and wound culture.</li> <li>41. Demonstrate assisting the physician in preparing a biopsy for specimen pathology.</li> <li>42. Perform finger sticks for capillary hematocrit and blood sugar test.</li> <li>43. Demonstrate venipuncture procedure using vacuum tube method, single and multiple draw.</li> <li>44. Demonstrate assembling equipment and assisting the physician in obtaining pap and gonorrhea smears, herpes, trichomonas, and candida specimens.</li> <li>45. Demonstrate filling out requisitions for laboratory tests and specimens, and labeling.</li> <li>46. Demonstrate the clinic procedure for recording special information on lab requisitions for health department record.</li> <li>47. Demonstrate use of the Physicians' Desk Reference as a drug information resource.</li> <li>48. Demonstrate use of doctors' orders to identify medication, dosage, route, times, and frequency.</li> <li>49. Demonstrate six rights in preparing and administering medicines.</li> </ol> | <p>Technical Knowledge and Skills:<br/>10.1, 10.2</p> <p>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B2.1, B3.2, B3.3, B4.1, B4.2, B4.3, B4.4, B4.5, B5.1, B5.2, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B7.1, B7.2, B7.3, B7.4, B8.3, B9.3, B10.2, B10.4, B10.5, B11.3, B11.4, B12.1, B12.2, B12.3, B12.4, B13.3</p> |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES   | STANDARDS |
|---------------------------------|--|-----------|
| (200 hours)                     | <ul style="list-style-type: none"> <li>50. Identify types of syringes, length of needle, and gauge for medication injection.</li> <li>51. Demonstrate the procedure for withdrawing medicine from vials and ampules.</li> <li>52. Demonstrate procedure for administering intradermal, subcutaneous, and intramuscular injections.</li> <li>53. Demonstrate selecting sites for injections of adults, children, and infants.</li> <li>54. Demonstrate appropriate disposal of used syringes and needles.</li> <li>55. Demonstrate charting of medications.</li> <li>56. Explain reasons and possible side effects of medication before administration.</li> <li>57. Demonstrate preparation of patient for EKG.</li> <li>58. Demonstrate applying limb and chest leads for EKG.</li> <li>59. Label EKG with patient's name and data before dispensing to physician.</li> <li>60. Demonstrate cleaning and replacing EKG equipment.</li> <li>61. Observe and assist with 24-hour Holter monitoring.</li> <li>62. Demonstrate general assessment of electrocardiogram for clarity of pattern and reporting obvious abnormal strips.</li> <li>63. Demonstrate instruction of patient for diagnostic exams with written instructions.</li> <li>64. Demonstrate professional courtesy to patient's family or guardian.</li> <li>65. Observe and assist examiner with special procedures as requested.</li> <li>66. Perform clinic duties of cleaning as required.</li> <li>67. Perform audiometer test.</li> <li>68. Perform clinic routing noting patient schedule and obtaining charts.</li> <li>69. Demonstrate knowledge of fire alarm procedures with appropriate action.</li> <li>70. Demonstrate knowledge of CPR by working with cardiac arrest team.</li> <li>71. Perform the supportive service of filing records.</li> <li>72. Observe and assist with cervical collars, braces, crutches, walkers, canes, and traction.</li> <li>73. Observe and assist with special procedures, such as bronchoscopy, sigmoidoscopy, sternal puncture, vasectomy, cystoscopy, IVP, and catheter insertion.</li> <li>74. Observe and assist with procedures such as suture removal, insertion and removal of IUD, cryosurgery, incision and drainage, biopsy, minor surgery, and laser treatment.</li> <li>75. Demonstrate awareness of possible anaphylactic shock and allergic symptoms by retaining patient in clinic 30 minutes following administration of penicillin and other common allergens according to the physician's directions.</li> <li>76. Demonstrate preparing an incident report for any unusual occurrences, including accidental injury or incident.</li> </ul> |           |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES  | STANDARDS   |
|---|---|---|
| <p>M. EMPLOYABILITY SKILLS</p> <p>Demonstrate the ability to prepare for and keep employment as a medical assistant.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> <li>1. Describe various sites to obtain employment information e.g. internet, newspaper, employment office.</li> <li>2. Describe application and résumé requirements.</li> <li>3. Prepare a résumé and a cover letter.</li> <li>4. Complete a sample application form.</li> <li>5. Describe grooming for an interview.</li> <li>6. Describe and demonstrate interview techniques for employment.</li> <li>7. Describe resigning from a position including time element and letter format.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 3, 4, 5, 7, 8, 10</p> <p><b>CTE Anchor:</b><br/>Career Planning and Management:<br/>3.3, 3.8, 3.9<br/>Technology:<br/>4.1<br/>Responsibility and Flexibility:<br/>7.2, 7.4, 7.7<br/>Ethics and Legal Responsibilities:<br/>8.3, 8.4<br/>Leadership and Teamwork:<br/>9.1, 9.2, 9.3<br/>Technical Knowledge and Skills:<br/>10.3<br/>Demonstration and Application:<br/>11.1</p> <p><b>CTE Pathway:</b><br/>B6.3, B12.1, B12.2, B12.4</p> |

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Booth Kathryn. Medical Assisting: Administrative and Clinical Procedures, 4<sup>th</sup> Edition. McGraw-Hill Companies, 2010.

Buchman, Michelle. Medical Assisting Made Incredibly Easy: Clinical Competencies, 1<sup>st</sup> Edition. Lippincott Williams and Wilkins, 2007.

Doolin, Peter. Medical Assisting Made Incredibly Easy: Lab Competencies, 1<sup>st</sup> Edition. Lippincott Williams and Wilkins, 2007.

Frazier, Margaret Schell and Christine Malone. Medical Assisting: Foundations and Practices. Prentice Hall, 2009.

Lippincott Williams and Wilkins. LW & W Comprehensive Medical Assisting Text & Study Guide; LW&W for CMA and RMA Certification & Medical Assisting Made Incredibly Easy; Law and Ethics Package. Lippincott Williams & Wilkins, 2010.

Kale-Smith, Geri. Medical Assisting Made Incredibly Easy: Administrative Study Guide, 1<sup>st</sup> Edition. Lippincott Williams and Wilkins, 2007.

Leonard, Peggy C. Quick and Easy Medical Terminology, 6<sup>th</sup> Edition. Elsevier Health Sciences, 2010.

Marshall, Jackie. Medical Assisting Made Incredibly Easy: Professionalism, 1<sup>st</sup> Edition. Lippincott Williams and Wilkins, 2008.

### **RESOURCES**

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstration/participation
- C. Multi-media presentation
- D. Charts
- E. Models
- F. Graphic handouts
- G. Slides
- H. Overhead transparencies
- I. Videos
- J. Laboratory/clinical practice

### **EVALUATION**

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

SECTION B – Communications – Pass all assignments and exams on communications with a minimum score of 80% or higher.

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

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

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

SECTION F – Patient Care – Pass all assignments and exams on patient care with a minimum score of 80% or higher.

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

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

SECTION I – Administration of Medications – Pass all assignments and exams on administration of medications with a minimum score of 80% or higher.

SECTION J – Electro-Cardiography – Pass all assignments and exams on electro-cardiography with a minimum score of 80% or higher.

SECTION K – Diagnostic Exams– Pass all assignments and exams on diagnostic exams with a minimum score of 80% or higher.

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

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

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### Statement for Civil Rights

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

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