

Medical Assistant

Subject: Career and Technical Education

Grade: 11

Expectations: 79

Breakouts: 235

- (a) Introduction. 3mTody ()-12 (602 Tw 0 -2.08Td(13)Tj0 Tc)-3.4()-12 (E)-0.1.w 8t.002 Tw 9.9 -relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 3. The Medical Assistant course provides students with the knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities.
 4. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
 5. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities.

(B) demonstrate how to communicate with patients, caregivers, and the interdisciplinary team to assist in the planning, delivery, and coordination of patient-centered care;

(i) demonstrate how to communicate with patients to assist in the planning of patient-centered care

(ii)

((ii) demonstrate how to communicate with patients to assist in the planning of patient-centered care

(C) evaluate ethical iss

- (iv) analyze different types of health insurance coverage, including Civilian Health and Medical Program of the Department of Veterans Affairs (CHAMPVA)
 - (v) analyze different types of health insurance coverage, including private insurance
 - (vi) analyze different types of health insurance coverage, including employer-based insurance
 - (vii) analyze different types of health insurance coverage, including workers' compensation
- (F) identify the components of an insurance card such as plan name, group number, ID number, patient co-pay, co-insurance, and phone numbers;
- (i) identify the components of an insurance card
- (G) define insurance plan terminology such as prior authorization, formulary, explanation of benefits, denial, appeal, and referrals;
- (i) define insurance plan terminology
- (H) define electronic health records systems and their components such as demographics, financial insurance information, orders and referrals, correspondence, and test results; and
- (i) define electronic health records systems
 - (ii) define electronic health records components
- (I) analyze the benefits and risks of electronic health records systems.
- (i) analyze the benefits of electronic health records systems
 - (ii) analyze risks of electronic health records systems
- (6) The student uses appropriate medical terminology as a medical assistant. The student is expected to:
- (A) use directional terms and anatomical planes related to body structure;
- (i) use directional terms related to body structure
 - (ii) use anatomical planes related to body structure
- (B) use occupationally specific terms such as terms relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and
- (i) use occupationally specific terms
- (C) apply knowledge of prefixes, suffixes, and root words to translate medical terms to conversational language to facilitate communication.
- (i) apply knowledge of prefixes to translate medical terms to conversational language to facilitate communication
 - (ii) apply knowledge of suffixes to translate medical terms to conversational language to facilitate communication
 - (iii) apply knowledge of root words to translate medical terms to conversational language to facilitate communication
- (7) The student practices or models patient intake skills as a medical assistant. The student is expected to:

- (A) collect and document patient information during an intake interview, including chief complaint; patient care team; past medical, surgical, social, and family histories; patient allergies; and comprehensive medication list;
- (i) collect patient information during an intake interview, including chief complaint
 - (ii) document patient information during an intake interview, including chief complaint
 - (iii) collect patient information during an intake interview, including patient care team
 - (iv) document patient information during an intake interview, including patient care team
 - (v) collect document patient information during an intake interview, including past medical histories
 - (vi) document patient information during an intake interview, including past medical histories
 - (vii) collect patient information during an intake interview, surgical histories
 - (viii) document patient information during an intake interview, including surgical histories
 - (ix) collect patient information during an intake interview, including social histories
 - (x) document patient information during an intake interview, including social histories
 - (xi) collect patient information during an intake interview, including family histories
 - (xii) document patient information during an intake interview, including family histories
 - (xiii) collect patient information during an intake interview, including patient allergies
 - (xiv) document patient information during an intake interview, including patient allergies
 - (xv) collect pteollect p

- (D) perform and document a vision screening using the Snellen eye chart; and
 - (i) perform a vision screening using the Snellen eye chart
 - (ii) document a vision screening using the Snellen eye chart
 - (E) locate landmarks for performing a 12-lead electrocardiogram (EKG).
 - (i) locate landmarks for performing a 12-lead electrocardiogram (EKG)
- (9) The student demonstrates knowledge of medication preparation and administration in a clinical setting specific to the role of a medical assistant. The student is expected to:
- (A) apply the six rights of medication administration, including right patient, right medication, right dose, right time, right route, and right documentation;
 - (i) apply the six rights of medication administration, including right patient
 - (ii) apply the six rights of medication administration, including right medication
 - (iii) apply the six rights of medication administration, including right dose
 - (iv) apply the six rights of medication administration, including right time
 - (v) apply the six rights of medication administration, including right route
 - (vi) apply the six rights of medication administration, including right documentation
 - (B) identify drug classifications and the indication for use;
 - (i) identify drug classifications
 - (ii) identify the indication for use [of drug classifications]
 - (C) define drug-related terms, including adverse event, therapeutic response, side effect, drug interactions, and allergic reaction;
 - (i) define drug-related terms, including adverse event
 - (ii) define drug-related terms, including therapeutic response
 - (iii) define drug-related terms, including side effect
 - (iv) define drug-related terms, including drug interactions
 - (v) define drug-related terms, including allergic reaction;
 - (D) calculate the amount of medication to administer based on the dosage ordered and the strength of medication supply on hand;
 - (i) calculate the amount of medication to administer based on the dosage ordered
 - (ii) calculate the amount of medication to administer based on the strength of medication supply on hand
 - (E) evaluate a patient for known allergies and contraindications prior to administering any medication;
 - (i) evaluate a patient for known allergies prior to administering any medication
 - (ii) evaluate a patient for known contraindications prior to administering any medication

- (F) identify routes of medication administration, including oral, buccal, sublingual, inhaled, intranasal, otic, ophthalmic, intravaginal, anal, topical, transdermal, dermal, intranasal, otic,

- (E) explain how socioeconomic factors such as income, transportation, access to community resources, employment, and education level can influence patient outcomes; and
 - (i) explain how socioeconomic factors can influence patient outcomes
 - (F) explain how various multicultural values can affect patient care decisions.
 - (i) explain how various multicultural values can affect patient care decisions
- (12) The student demonstrates knowledge of safety practices and procedures as related to medical assisting. The student is expected to:
- (A) employ standard precautions in a healthcare scenario;
 - (i) employ standard precautions in a healthcare scenario
 - (B) identify various modes of disease transmission, including vector borne, air borne, direct or indirect contact, and vehicle;
 - (i) identify various modes of disease transmission, including vector borne
 - (ii) identify various modes of disease transmission, including air borne
 - (iii) identify various modes of disease transmission, including direct or indirect contact
 - (iv) identify various modes of disease transmission, including vehicle
 - (C) distinguish between the types of isolation precaution signage used to address modes of disease transmission such as contact, droplet, and airborne;
 - (i) distinguish between the types of isolation precaution signage used to address modes of disease transmission
 - (D) identify personal protective equipment (PPE);
 - (i) identify personal protective equipment (PPE)
 - (E) apply the knowledge of PPE used in various situations such as venipuncture, collecting a throat swab, or dipping urine;
 - (i) apply the knowledge of PPE used in various situations
 - (F) demonstrate proper putting on (donning) and removing (doffing) of PPE;
 - (i) demonstrate proper putting on (donning) of PPE
 - (ii) demonstrate proper removing (doffing) of PPE
 - (G) define the use of a sharps container, biohazard container, shredding bin, and trash receptacle;
 - (i) define the use of a sharps container
 - (ii) define the use of a biohazard container
 - (iii) define the use of a shredding bin
 - (iv) define the use of a trash receptacle
 - (H) practice safe handling of sharps such as not recapping after injection and prompt disposal in a sharps container;
 - (i) practice safe handling of sharps

- (I) identify symptoms of anaphylaxis and the proper emergency response;
 - (i) identify symptoms of anaphylaxis
 - (ii) identify proper emergency response
- (J) explain storage requirements for medications, vaccines, and lab specimens;
 - (i) explain storage requirements for medications
 - (ii) explain storage requirements for vaccines
 - (iii) explain storage requirements for lab specimens
- (K) locate and use the safety data sheets (SDS) to retrieve information such as proper storage, clean up, and exposure response; and
 - (i) locate safety data sheets (SDS) to retrieve information
 - (ii) use the safety data sheets (SDS) to retrieve information
- (L) define and apply knowledge of medical asepsis.
 - (i) define medical asepsis
 - (ii) apply knowledge of medical asepsis