



# Regional Occupational Program

## Medical Assistant 2025-2026

### COURSE DESCRIPTION

This course provides the basic skills necessary for employment in a physician’s office or medical clinic. Medical assistants perform administrative and certain clinical duties under the direction of a physician. In California, medical assistants are unlicensed but can be certified by an organization approved by The Medical Board of California. Successful completion of this course will prepare students to take a certification exam administered by the California Certifying Board of Medical Assistants <http://www.ccbma.org>. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.

#### Course Information

Course Length: 2 Years  
 Prerequisite: None  
 Course Level: Capstone  
 UC: No  
 Articulated: No  
 Industry Cert.: Certified Medical Assistant, CPR and First Aide  
 Industry Sector: Health Science and Medical Technology  
 Pathway: Patient Care  
 CALPADS: 7922

#### O\*Net SOC Codes

31-9092.00 Medical Assistants  
 43-6013.00 Medical Secretaries  
 43-4171 Receptionists and Information Clerks  
 29-2072.00 Medical Records Specialists

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in Education

*Includes updates from 24/25 Health Science and Medical Technology Advisory  
[Advisory Minutes](#)*

## Medical Assistant

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

### Big Six: Career Ready Essentials

| 1. Effective Communication  | CTE - PS | CRP  | CTE - AS   | CCSS  | ISTE  |
|---|----------|--|--|---|---|
| <ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol> |          | <u>1</u><br><u>2</u><br><u>11</u>            | <u>2</u><br><u>3</u><br><u>4</u><br><u>5</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>10</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>11-12.2</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u> | <u>1b,c</u><br><u>2c</u><br><u>3b,c</u><br><br><u>5c</u><br><u>6b,c,d</u> |
| 2. Collaboration, Creativity, and Critical Thinking   | CTE - PS | CRP  | CTE - AS   | CCSS  | ISTE  |
| <ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>  |          | <u>2</u><br><u>4</u><br><u>5</u><br><u>7</u> | <u>2</u><br><u>3</u><br><u>4</u><br><u>5</u>   | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u>  | <u>1c</u><br><u>3c,d</u><br><u>4a-d</u><br><u>5c,d</u>                    |

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|---|-----------------|------------------------------------|---|---|---|
| <ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul> |                 | <u>9</u><br><u>10</u><br><u>11</u> | <u>7</u><br><u>8</u><br><u>9</u><br><u>11</u>             | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u> | <u>6c</u><br><u>7b,c,d</u>              |
| <b>3. Leaders and Teams: Roles and Responsibilities</b>   | <b>CTE - PS</b> | <b>CRP</b>                         | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b>                             |
| <ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>d. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>e. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>f. Examine situations in which a follower becomes the leader.</li> <li>g. Describe twenty-first-century skills required across all occupations.</li> <li>h. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>i. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>   |                 | <u>7</u><br><u>8</u><br><u>9</u>   | <u>3</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>SLS</u><br><u>11-12.2</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.6</u>                   | <u>7a,c</u>                             |
| <b>4. Legal, Ethical, and Environmental Considerations</b>  | <b>CTE - PS</b> | <b>CRP</b>                         | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b>                             |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> </ul>   |                 | <u>5</u><br><u>7</u><br><u>8</u>   | <u>3</u><br><u>5</u><br><u>7</u>                          | <u>WS</u><br><u>11-12.6</u><br><u>11-12.7</u>   | <u>2a,b</u><br><u>3a,b</u><br><u>5c</u> |

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| <ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>  |                 | <u>12</u>   | <u>8</u><br><u>9</u><br><u>11</u>  | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-</u><br><u>12.1d</u><br><u>11-12.2</u>   | <u>6c</u>   |
| <b>5. Personal Growth and Career Planning</b>   | <b>CTE - PS</b> | <b>CRP</b>  | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b>   |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>  |                 | <u>1</u><br><u>2</u><br><u>3</u><br><u>4</u><br><u>6</u>  | <u>2</u><br><u>3</u><br><u>4</u><br><u>7</u><br><u>8</u><br><u>11</u>              | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.6</u> | <u>1a</u><br><u>3a,c</u><br><u>4d</u><br><u>6a,d</u><br><u>7b</u> |
| <b>6. Workplace Safety and Personal Wellness</b>  | <b>CTE - PS</b> | <b>CRP</b>  | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b>   |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> </ul> |                 | <u>2</u><br><u>5</u><br><u>6</u><br><u>8</u><br><u>12</u> | <u>2</u><br><u>5</u><br><u>6</u><br><u>7</u><br><u>8</u><br><u>10</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u> | <u>1a,d</u><br><u>2a,d</u><br><u>5b</u>                           |

| <ul style="list-style-type: none"> <li>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</li> <li>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</li> </ul>   |  |  |  |   |      |
|--|--|--|--|---|------|
| <b>Medical Assistant Units of Instruction</b>  |  |  |  |   |      |
| <b>7. History and Trends of Healthcare</b>   | CTE - PS   | CRP  | CTE - AS   | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Discuss the historical timeline of key contributions to medicine and examine current trends and changes to healthcare.</b></li> <li>b. Identify early beliefs about the cause of disease and treatment; compare current beliefs about disease and treatment.</li> <li>c. Distinguish what you believe are the most important discoveries in healthcare and explain why you believe they are important.</li> <li>d. Examine and compare several current trends or changes in healthcare. Identify how they may change your employment opportunities.</li> </ul>  | <a href="#">B1.0</a>   | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |      |
| <b>8. Roles and Responsibilities of a Medical Assistant</b>  | CTE - PS   | CRP  | CTE - AS   | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Know and understand the scope of practice for a medical assistant.</b></li> <li>b. Describe and discuss different types of healthcare career pathways.</li> <li>c. Contrast entry-level occupations, certifications, registration, and preparation for licensing.</li> <li>d. Discuss the scope of practice for a medical assistant and the legal and ethical implications.</li> <li>e. List professional organizations available for medical assistants and describe their function.</li> </ul>  | <a href="#">B12.0</a><br><a href="#">B12.1</a><br><a href="#">B12.2</a>                      | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">8</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">8</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">SLS</a><br><a href="#">11-12.1d</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |
| <b>9. Communication Skills in Healthcare</b>   | CTE - PS   | CRP  | CTE - AS   | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate principles of effective verbal and written communication skills. Use the correct medical terminology.</b></li> <li>b. Demonstrate positive verbal and non-verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and worksite.</li> <li>c. Practice professional verbal skills for resolving a conflict.</li> <li>d. Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.</li> <li>e. Read and interpret written information and directions.</li> <li>f. Explain the role of the medical assistant in patient education.</li> </ul> | <a href="#">B5.0</a><br><a href="#">B5.1</a><br><a href="#">B6.0</a><br><a href="#">B6.2</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |      |
| <b>10. Cultural Diversity in Healthcare</b>  | CTE - PS   | CRP  | CTE - AS   | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Research factors that define cultural differences between and among different ethnic, racial, cultural groups, and special populations.</b></li> </ul>  | <a href="#">B13.0</a><br><a href="#">B13.2</a>   | <a href="#">1</a><br><a href="#">2</a>   | <a href="#">1</a><br><a href="#">2</a>   | <a href="#">LS</a><br><a href="#">9-10</a>  |      |

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|--|----------------------------|--|---|--|-------------|
| <ul style="list-style-type: none"> <li>b. Recognize and discuss basic characteristics of culture.</li> <li>c. Differentiate between culture, ethnicity, and race.</li> <li>d. Illustrate acculturation in the United States.</li> <li>e. Create an example of how bias, prejudice, or stereotype can cause barriers to effective relationships.</li> <li>f. Recognize ways in which language, personal space, touch, eye contact, and gestures are affected by cultural diversity.</li> <li>g. Compare and contrast the diverse health beliefs of different religions and cultural groups.</li> </ul>  |                            | <u>5</u><br><u>8</u><br><u>11</u>                                      | <u>5</u><br><u>8</u><br><u>11</u>                         | <u>11-12.6</u><br><u>SLS</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.7</u>                                 |             |
| <b>11. Healthcare Systems and Providers</b>  | <b>CTE - PS</b>            | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Describe various types of healthcare systems and distinguish the different types of services provided to patients/clients.</b></li> <li>b. Identify and differentiate the various healthcare systems and providers.</li> <li>c. Identify and develop an understanding of career pathways and the facilities which hire from those pathways.</li> <li>d. Explain how healthcare providers have modified their practices to provide patients quality healthcare at lower cost.</li> <li>e. Compare and contrast health maintenance organizations and preferred provider organizations.</li> <li>f. List governmental agencies providing healthcare services.</li> <li>g. Analyze and predict where and how certain factors such as cost, managed care, technology, and an aging population may affect various healthcare delivery system models.</li> </ul>   | <u>B1.0</u><br><u>B1.3</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u><br><u>12</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u>                                      |             |
| <b>12. Ethical and Legal Responsibilities</b>  | <b>CTE - PS</b>            | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>  | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Know and understand the ethical and legal responsibilities of a medical assistant.</b></li> <li>b. Determine the general requirements of the Medical Practice Acts for obtaining and maintaining a license to practice medicine.</li> <li>c. Study and analyze laws, guidelines and professional codes of the healthcare workplace.</li> <li>d. Describe how a physician-patient contract is created.</li> <li>e. Outline the circumstances under which a physician may be held liable in a malpractice suit.</li> <li>f. Explain the legal aspects of medical records.</li> <li>g. Describe the physician and patient's bill of rights.</li> <li>h. Maintain confidentiality of patient information</li> <li>i. Identify ways to decrease the chances of being sued.</li> <li>j. Maintain written guidelines of Health Information Patient Privacy Act (HIPPA) regulations in all communications.</li> </ul> | <u>B6.6</u>                | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>11</u><br><u>12</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>8</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.7</u> |             |

| 13. Anatomy and Physiology Review   | CTE - PS  | CRP   | CTE - AS  | CCSS   | ISTE |
|---|---|---|---|--|------|
| <p><b>a. Apply appropriate terminology; identify basic structure function and relationships among the body systems.</b></p> <p>b. Review body as a whole including the multiple systems.</p> <ol style="list-style-type: none"> <li>1. Structural units</li> <li>2. Anatomical divisions</li> <li>3. Positions and directions</li> <li>4. Body planes</li> <li>5. Common diseases and pathology</li> </ol> <p>c. Review the basic structure and function of the human body and relate normal function to common disorders.</p> <ol style="list-style-type: none"> <li>1. Musculoskeletal</li> <li>2. Integumentary</li> <li>3. Nervous</li> <li>4. Cardiovascular hematopoietic and lymphatic</li> <li>5. Respiratory</li> <li>6. Digestive</li> <li>7. Endocrine</li> <li>8. Sensory</li> </ol> <p>d. Medical Terminology Review</p> <ol style="list-style-type: none"> <li>1. Roots or stems</li> <li>2. Prefixes</li> <li>3. Suffixes</li> <li>4. Abbreviations</li> <li>5. Surgical procedures</li> <li>6. Diagnostic procedures</li> <li>7. Medical specialties</li> </ol> | <p><a href="#">B2.0</a><br/> <a href="#">B2.1</a><br/> <a href="#">B2.3</a><br/> <a href="#">B5.3</a><br/> <a href="#">B5.4</a></p> | <p><a href="#">1</a><br/> <a href="#">5</a><br/> <a href="#">11</a></p>   | <p><a href="#">1</a><br/> <a href="#">5</a><br/> <a href="#">11</a></p>   | <p><a href="#">WS</a><br/> <a href="#">11-12.7</a></p>   |      |
| 14. Pathogens and the Chain of Infection  | CTE - PS  | CRP   | CTE - AS  | CCSS   | ISTE |
| <p><b>a. Understand how microorganisms and viruses are contagious and know how to interrupt the chain of infections.</b></p> <p>b. Identify characteristics of pathogens, blood borne pathogens, and non-pathogenic microorganisms.</p> <p>c. Identify blood borne pathogens commonly observed in a medical workplace.</p> <p>d. Explain the difference between microorganisms and viruses.</p> <p>e. State difference between aerobic and non-aerobic pathogens.</p> <p>f. Discuss conditions affecting the growth of bacteria and identify ways to break the chain of infection.</p>  | <p><a href="#">B10.0</a><br/> <a href="#">B10.1</a></p>   | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">6</a><br/> <a href="#">11</a></p> | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">6</a><br/> <a href="#">11</a></p> | <p><a href="#">LS</a><br/> <a href="#">9-10</a><br/> <a href="#">11-12.6</a><br/> <a href="#">RSTS</a><br/> <a href="#">9-10</a><br/> <a href="#">11-12.4</a><br/> <a href="#">WS</a><br/> <a href="#">11-12.7</a></p> |      |

| 15. Infection Control   | CTE - PS  | CRP  | CTE - AS   | CCSS  | ISTE |
|---|---|--|--|---|------|
| <p>a. <b>Prevent the spread of communicable disease by practicing aseptic techniques, protocols and complying with Standard Precautions regulations.</b></p> <p>b. Apply safety procedures based on OSHA and (CDC) regulations.</p> <p>c. Follow health and safety practices for maintaining the workplace environment.</p> <p>d. Apply proper biohazard disposal protocols.</p> <p>e. Comply with safety signs, symbols, and labels.</p> <p>f. Routinely follow proper hand washing techniques to minimize risk of spreading disease.</p> <p>g. Demonstrate proper protective gloving and contaminated glove removal.</p>  | <a href="#">B10.0</a><br><a href="#">B10.2</a><br><a href="#">B10.5</a><br><a href="#">B11.2</a><br><a href="#">B11.3</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a>                       | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |
| 16. Daily Facility Operations and Occupational Safety   | CTE - PS  | CRP  | CTE - AS   | CCSS  | ISTE |
| <p>a. <b>Describe the general operational functions of a medical facility including safety and security.</b></p> <p>b. Demonstrate proper procedures for opening and closing of the facility,</p> <p>c. Discuss the importance of facility safety and security as it relates to personnel and patients.</p> <p>d. Examine and demonstrate ergonomics and proper body mechanics in relationship to personal safety and working conditions.</p> <p>e. Review the importance of body mechanics for moving, lifting, and transporting patients, materials, or equipment.</p> <p>f. Prepare an emergency contingency plan.</p> <p>g. List and describe the use of each class of fire extinguisher.</p> <p>h. Discuss elements of personal protection in a healthcare workplace.</p> <p>i. Recognize, locate and adhere to Material Data Safety Sheets (MSDS) information.</p> <p>j. Describe acceptable methods to report a potential safety hazard to a supervisor.</p> <p>k. Identify major regulatory agencies and discuss impact on healthcare facilities.</p> | <a href="#">B8.0</a><br><a href="#">B8.2</a><br><a href="#">B10.0</a><br><a href="#">B10.4</a>                            | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a>                       | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |
| 17. Emergency Preparedness and First Aid  | CTE - PS  | CRP  | CTE - AS   | CCSS  | ISTE |
| <p>a. <b>Prepare and develop protocols for medical office staff to respond appropriately.</b></p> <p>b. Prepare and practice policies for assessing emergency situations and establish first aid procedures to respond to a variety of emergency situations.</p> <p>c. Complete CPR and First Aid certification courses.</p> <p>d. Establish office crash cart, prepare AED station.</p> <p>e. Discuss legal implications and documentation requirements for emergency procedures.</p> <p>f. Develop comprehensive office emergency plan with policies to prepare for any contingency.</p>  | <a href="#">B10.0</a><br><a href="#">B11.1</a>  | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">10</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |

| 18. Health Insurance and Health Benefits Program  | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
|---|--|---|---|---|------|
| <p>a. Differentiate between the various types of insurance programs and describe the characteristics of each plan.</p> <p>b. Describe changes in healthcare coverage in the last two decades and the reasons for the change.</p> <p>c. Classify and identify the various types of insurance coverage including Medicare Parts A-B-D, Medi-Cal, Tricare, Champva, Worker’s Compensation, HMO, PPO, EPO, and disability.</p> <p>d. List types of insurance and patient information required determining insurance coverage and filing a claim for the various types of insurance plans.</p> <p>e. Identify different methods of filing insurance claims and discuss the responsibility of the Medical Assistant information technician in filing claims.</p> <p>f. Correctly calculate percentage of benefits for various types of claims.</p>  | <u>B6.6</u>  | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u> |      |
| 19. CPT – 4 and HCPCS Coding  | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
| <p>a. Identify sections and guidelines in the CPT Coding Book to correctly code procedures quickly and efficiently.</p> <p>b. Review the current procedural terminology.</p> <p>c. Discuss the purpose of CPT.</p> <p>d. Explain the sections of the CPT coding book.</p> <ol style="list-style-type: none"> <li>1. Medicine</li> <li>2. Anesthesiology</li> <li>3. Surgery</li> <li>4. Radiology</li> <li>5. Pathology/Laboratory</li> <li>6. Index</li> </ol> <p>e. Interpret correct CPT and HCPCS code from the medical record, super bill, or charge master.</p> <p>f. Classify problem areas and identify how to resolve hard to code issues.</p> <p>g. Differentiate modifiers and their uses.</p> <p>h. Read an operation report, SOAP notes, noting items such as diagnosis and surgical procedures.</p> <p>i. Know how to use the CPT coding book to locate information quickly and efficiently.</p> <p>j. Correctly calculate units of measures for anesthesia, injection, and time.</p> | <u>B3.0</u><br><u>B3.1</u><br><u>B5.0</u><br><u>B5.7</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u> |      |
| 20. Electronic Health Record (HER) Software Programs  | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
| <p>a. Demonstrate understanding of software types available and function of specific components.</p> <p>b. Identify functions of EHR software and discuss their application.</p> <p>c. Identify HIPAA requirements for EHR software (Electronic Transactions and Code Sets, Privacy Rule, Security Rule and National Identifier Standard).</p>  | <u>B6.6</u>  | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u>                                    |      |

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| d. Discuss duties of the medical assistant in the operation of EHR software.<br>e. Identify computer tasks performed by the medical assistant.   |   |  |  | <a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a>  |             |
| <b>21. Administrative Skills</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| a. <b>Identify basic roles and responsibilities of an administrative medical assistant.</b><br>b. Review types of medical records management systems.<br>c. Describe the purpose of formatting, classification, type, content, and legal aspects of medical records.<br>d. Prepare, complete, audit, analyze, abstract, process, store, and retrieve medical records according to legal guidelines and facility policies.<br>e. Use reference materials in transcribing or editing a document.<br>f. Discuss the importance of patient confidentiality and HIPAA regulatory requirements.<br>g. Apply appropriate telephone techniques for effective accurate communications.<br>h. Describe procedures for processing office mail and correspondence.<br>i. Know how to schedule and manage appointments.<br>j. Practice and maintain professional demeanor when interacting with patients and staff.<br>k. Prioritize and differentiate between patient care needs as opposed to medical emergency situations. | <a href="#">B6.6</a>  | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a> |             |
| <b>22. Electronic Health Record Software Application</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| a. <b>Demonstrate basic proficiency in using an electronic healthcare patient information system to optimize the acquisition, storage, retrieval, and use of information in a medical office.</b><br>b. Compile and maintain patients' medical records to document condition and treatment.<br>c. Enter data, such as demographic characteristics, history and extent of disease diagnostic procedures or treatment into computer.<br>d. Process and prepare business or government forms.<br>e. Generate claim forms.<br>f. Perform basic functions such as registering patients, posting payments, viewing patient ledgers, and scheduling appointments.   | <a href="#">B6.6</a><br><a href="#">B7.3</a>                          | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a> |             |
| <b>23. Administrative – Financial Accounting</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| a. <b>Know and understand the basic bookkeeping and record keeping procedures for a medical office.</b><br>b. Describe various billing systems, collection procedures, and types of insurance and principles of complex diagnostic and procedural coding.<br>c. Collect patient data; verify coverage, process insurance claim forms, and use coding systems to maximize reimbursement within legal parameters.<br>d. Prepare the bank deposit.  | <a href="#">B3.0</a><br><a href="#">B3.1</a><br><a href="#">B13.5</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">4</a><br><a href="#">5</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.6</a><br><a href="#">11-12.7</a> |             |

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| <ul style="list-style-type: none"> <li>e. Calculate a weekly payroll record.</li> <li>f. Prepare and discuss payroll forms.</li> <li>g. Identify the employer costs and employee deductions on a payroll check.</li> <li>h. Discuss benefit costs and the importance of maintaining tax records.</li> <li>i. Cite the requirements for the length of time that all records must be maintained.</li> </ul>  |  |   |   |   |             |
| <b>24. Medical Insurance Claims Forms</b>  | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate completion of a claim form using proper codes for various types and classification of insurance plans.</b></li> <li>b. Review history and purpose of the Universal/CMS-1500 claim form.</li> <li>c. Interpret the various sections of a claim form.</li> <li>d. Identify, compile, abstract, and code patient data, using standard classification systems to accurately complete a claim form.</li> <li>e. Generate and organize proper documentation to attach to the claim form for reimbursement.</li> </ul> |  | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>4</u><br><u>5</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.6</u><br><u>11-12.7</u> |             |
| <b>25. Explanation of Benefits</b>   | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Describe various formats and information listed in the Explanation of Benefits.</b></li> <li>b. Differentiate the amount billed, amount allowed, adjustments and payment amounts.</li> <li>c. Explain the reimbursement process.</li> <li>d. Describe how to document the information to the patient's financial records.</li> </ul>  |  | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u>                   |             |
| <b>26. Secondary Insurance</b>   | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Describe the process for processing a secondary insurance claim.</b></li> <li>b. Discuss process and requirements for filing a secondary insurance claim, including birthday rule, dependent coverage, and coordination of benefits.</li> <li>c. Explain the assignment of benefits.</li> <li>d. Complete a claim form for secondary insurance.</li> </ul>  |  | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u>                   |             |
| <b>27. Patient History and Documentation</b>   | <b>CTE - PS</b>  | <b>CRP</b>  | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Complete all sections of a medical record accurately.</b></li> <li>b. Identify different sections of a patient record and relate what information is required of each section.</li> <li>c. Utilize communication guidelines for conducting a successful patient interview.</li> <li>d. Explain the differences between a sign and a symptom.</li> <li>e. Explain chief complaints and present illness.</li> <li>f. List and assemble the necessary contents of a patient's record.</li> </ul>                               | <u>B4.0</u><br><u>B4.1</u><br><u>B6.0</u><br><u>B6.2</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>             | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u>                   |             |

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| <ul style="list-style-type: none"> <li>g. Identify and describe types of formats used for documenting information into medical records.</li> <li>h. List general rules for medical record entries.</li> </ul>   |  |   |   |   |      |
| <b>28. Patient Screening Intake</b>   | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Be prepared to assist in patient screening and intake procedures.</b></li> <li>b. Discuss the origin and purpose of screening in the medical facility.</li> <li>c. Describe the forms used to document patient information during return office visits.</li> <li>d. Review topics that should be covered each time a patient visits the office to see the physician and correctly document the information in the appropriate sections of forms used.</li> <li>e. Discuss questions/techniques that can be used during the interview to obtain pertinent information regarding a patient's condition.</li> <li>f. Discuss appropriate patient education while interviewing the patient.</li> <li>g. Discuss legal and ethical implications of screening patients.</li> </ul>   | <a href="#">B4.0</a><br><a href="#">B4.1</a>   | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">5</a></u><br><u><a href="#">8</a></u><br><u><a href="#">11</a></u> | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">5</a></u><br><u><a href="#">8</a></u><br><u><a href="#">11</a></u>                             | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">SLS</a><br><a href="#">11-12.1d</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |      |
| <b>29. Vital Signs Patient Preparation</b>  | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Become competent taking and recording vital signs.</b></li> <li>b. Identify vital signs used in the measurement of body functions.</li> <li>c. Review the normal ranges of temperature, pulse, respiratory rates, and blood pressure for a variety of ages.</li> <li>d. Measure radial and apical pulse, describe quality characteristics to be observed and recorded.</li> <li>e. Measure respirations, identify normal rates, and describe quality characteristics to be observed.</li> <li>f. Describe normal respirations and identify abnormal breathing patterns.</li> <li>g. List circulatory factors reflected in the measurement of blood pressure.</li> <li>h. Identify phases of blood pressure; compare them to the action of heart.</li> <li>i. Accurately perform skills required in obtaining vital signs including TPR/BP (temperature, pulse, respiration, blood pressure) and correctly record the findings.</li> <li>j. Measure patient's height and weight and accurately record in patient's record.</li> </ul> | <a href="#">B4.4</a>   | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">5</a></u><br><u><a href="#">11</a></u>                             | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">5</a></u><br><u><a href="#">11</a></u>   | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |      |
| <b>30. Patient Preparation Procedures Requiring Positioning and Draping</b>   | CTE - PS   | CRP   | CTE - AS  | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. <b>Apply knowledge and skills required to correctly position and drape patients for specific examinations.</b></li> <li>b. Describe and explain the purpose of each patient examination positions that are used during a physical examination.</li> <li>c. Identify examination room equipment that may need to be disinfected following a patient examination.</li> <li>d. List the supplies that should be available in an examination room.</li> </ul>   | <a href="#">B6.0</a><br><a href="#">B6.1</a><br><a href="#">B8.0</a><br><a href="#">B10.0</a><br><a href="#">B10.2</a> | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">5</a></u><br><u><a href="#">8</a></u><br><u><a href="#">11</a></u> | <u><a href="#">1</a></u><br><u><a href="#">2</a></u><br><u><a href="#">4</a></u><br><u><a href="#">5</a></u><br><u><a href="#">8</a></u><br><u><a href="#">11</a></u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">SLS</a><br><a href="#">11-12.1d</a>  |      |

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| <p>e. Discuss safety precautions regarding both medical assistant and patient in positioning for examinations.</p> <p>f. Describe basic principles of properly draping a patient for examination.</p> <p>g. Demonstrate proper method of positioning and draping patients for various examinations.</p> <p>h. Clarify medical terminology, tests and procedures to decrease patient confusion.</p> <p>i. Discuss legal and ethical implications in positioning and draping patients.</p>  |   |   |   | <a href="#">WS</a><br><a href="#">11-12.6</a>  |             |
| <p><b>31. Physical Examination and Assessment Procedures</b></p>  | <p>CTE - PS</p>   | <p>CRP</p>  | <p>CTE - AS</p>   | <p>CCSS</p>  | <p>ISTE</p> |
| <p>a. Perform all duties required during a routine complete physical examination.</p> <p>b. List duties of the medical assistant in preparing for the complete physical examination (CPE).</p> <p>c. Name instruments, equipment, and supplies used during the CPE, and state the function of each.</p> <p>d. List and describe the basic sequence of the physical examination.</p> <p>e. Describe examination methods used by physicians and demonstrate examples of each.</p> <p>f. Identify the recommended physical examination.</p> <p>g. List laboratory and diagnostic test that may be ordered as part of a CPE.</p> <p>h. Discuss appropriate patient education to ensure that the patient understands what is taking place.</p>   | <p><a href="#">B7.0</a><br/> <a href="#">B9.0</a><br/> <a href="#">B9.4</a></p> | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">11</a></p>                        | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">11</a></p>                        | <p><a href="#">LS</a><br/> <a href="#">9-10</a><br/> <a href="#">11-12.6</a><br/> <br/> <a href="#">WS</a><br/> <a href="#">11-12.7</a></p>  |             |
| <p><b>32. Examination Types and Preparation</b></p>   | <p>CTE - PS</p>   | <p>CRP</p>  | <p>CTE - AS</p>   | <p>CCSS</p>  | <p>ISTE</p> |
| <p>a. <b>Prepare exam room and patient for examinations performed in a medical facility. Describe six patient education topics concerning the eye.</b></p> <p>b. Explain why irrigation of the eye or ear is performed and demonstrate how to instill ear and eye medication.</p> <p>c. Explain why caution is indicated when administering eye drops or ointment and demonstrate the applicable application.</p> <p>d. Identify vision-screening tests and explain what they determine.</p> <ul style="list-style-type: none"> <li>• Measure distant vision acuity with a Snellen chart.</li> <li>• Measure near vision acuity with a Jaeger chart.</li> <li>• Determine color vision acuity using Ishihara plates.</li> </ul> <p>e. List behaviors that indicate the child or adult may be having difficulty reading a vision chart.</p> <p>f. Name three pieces of equipment used to assess hearing acuity.</p> <p>g. Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients.</p> | <p><a href="#">B10.0</a><br/> <a href="#">B10.2</a></p>                         | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">6</a><br/> <a href="#">11</a></p> | <p><a href="#">1</a><br/> <a href="#">2</a><br/> <a href="#">5</a><br/> <a href="#">6</a><br/> <a href="#">11</a></p> | <p><a href="#">LS</a><br/> <a href="#">9-10</a><br/> <a href="#">11-12.6</a><br/> <br/> <a href="#">RSTS</a><br/> <a href="#">9-10</a><br/> <a href="#">11-12.4</a><br/> <br/> <a href="#">WS</a><br/> <a href="#">11-12.7</a></p> |             |
| <p><b>33. Physician's Office Laboratory (POL)</b></p>   | <p>CTE - PS</p>   | <p>CRP</p>  | <p>CTE - AS</p>   | <p>CCSS</p>  | <p>ISTE</p> |
| <p>a. <b>Describe the purpose and function of a POL and demonstrate the performance of basic lab diagnostic tests.</b></p>  | <p><a href="#">B10.4</a><br/> <a href="#">B11.0</a></p>                         | <p><a href="#">1</a><br/> <a href="#">2</a></p>   | <p><a href="#">1</a><br/> <a href="#">2</a></p>   | <p><a href="#">LS</a><br/> <a href="#">9-10</a></p>  |             |

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| <ul style="list-style-type: none"> <li>b. List the medical assistant’s roles and responsibilities when assisting in diagnostic tests.</li> <li>c. Identify regulatory controls under Clinical Laboratory Improvement Amendment (CLIA), which govern procedures completed in the physician’s office.</li> <li>d. Describe quality control and quality assurance programs and identify documentation.</li> <li>e. List common reference materials used for the performance standards of a test.</li> <li>f. Identify equipment found in a physician’s office laboratory.</li> <li>g. List safety rules employed within a physician’s office laboratory to prevent accidents and properly dispose of hazardous waste.</li> <li>h. Assist/perform applicable diagnostic tests.</li> </ul>  | <a href="#">B11.3</a><br><a href="#">B11.4</a>   | <a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a>   | <a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a>   | <a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>   |             |
| <b>34. Minor Wound Care</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Assist with the care of minor wounds and the application of dressings.</b></li> <li>b. Identify types of wounds.</li> <li>c. Discuss the dynamics of wound healing.</li> <li>d. Identify various types of wound dressings.</li> <li>e. State the functions of a bandage and list several guidelines that should be observed when applying a bandage.</li> <li>f. Assemble the supplies need to change a non-sterile and sterile dressing.</li> <li>g. Properly assemble the supplies needed for cleaning and dressing wounds.</li> <li>h. Demonstrate the steps required to assist in the care of wounds and the application of dressings.</li> <li>i. Document accurately.</li> </ul>  | <a href="#">B7.3</a><br><a href="#">B7.4</a><br><a href="#">B10.0</a><br><a href="#">B10.2</a>   | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |             |
| <b>35. Minor Surgical Procedure</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <ul style="list-style-type: none"> <li>a. <b>Prepare for minor surgical procedures and assist during surgical procedures following accepted protocols.</b></li> <li>b. Discuss the different parts of the instruments and the function of each part.</li> <li>c. Explain scheduling and pre-op and post-op instructions for patients.</li> <li>d. Explain the importance of obtaining the consent form for the surgical procedure</li> <li>e. Describe and demonstrate various procedures that require sterile technique and set-up a sterile tray.</li> <li>f. List the important information that should be recorded on a patient’s chart.</li> <li>g. Explain and demonstrate the proper skin preparation before an invasive procedure.</li> <li>h. Discuss the importance of maintaining the sterile field.</li> <li>i. Describe different types of anesthetics used in minor surgical procedures.</li> <li>j. Prepare treatment room and minor surgical tray setup.</li> <li>k. Apply sterile gloves</li> <li>l. Explain and demonstrate suture removal.</li> </ul> | <a href="#">B10.2</a><br><a href="#">B10.4</a><br><a href="#">B10.5</a><br><a href="#">B10.6</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |             |

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| <p>m. Demonstrate proper care of surgical instruments including sterilization.</p> <p>n. Explain and demonstrate the cleanup process following a minor surgery.</p>   |   |   |   |  |             |
| <p><b>36. Assisting with Medications</b></p>  | <p>CTE - PS</p>   | <p>CRP</p>  | <p>CTE - AS</p>   | <p>CCSS</p>  | <p>ISTE</p> |
| <p>a. <b>Demonstrate basic knowledge and skills to carry out roles and responsibilities in the administration of medications to the patient.</b></p> <p>b. Discuss pharmacological principles for routes that medical assistants must know to safely administer medications, review legal regulations and the scope of practice.</p> <p>c. Discuss and become familiar with medications commonly prescribed in various types of medical practices.</p> <p>d. Explain and demonstrate how to use PDR's for both prescription and nonprescription medications.</p> <p>e. Define abbreviations commonly used in regarding to medications.</p> <p>f. Demonstrate how to write a prescription as ordered by the physician and how to properly phone/fax/electronically transfer the information to a pharmacist.</p> <p>g. Describe the drugs that are under federal regulation according to category, or Schedules I-V.</p> <p>h. Discuss medical, legal, ethical concerns regarding medications.</p> <p>i. List routes by which medication may be administered, briefly describing each.</p> <p>j. Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.</p> <p>k. Demonstrate proper administration of: oral medications, sublingual medications, buccal medications, and inhalation medications.</p> <p>l. Discuss patient education and special needs.</p> <p>m. Calculate the correct dosage of medication to be administered using basic math skills.</p> <p>n. Correctly identify the parts of a syringe and needle.</p> <p>o. Withdraw medication from an ampule and a vial.</p> <p>p. Reconstitute a powder medication for injection.</p> <p>q. Name the tissue layers and sites of injection for intradermal, intramuscular, and subcutaneous injections.</p> <p>r. Demonstrate how to administer intradermal, intramuscular, and subcutaneous injections properly.</p> <p>s. List and explain the immunization schedule for normal infants, children and adults.</p> <p>t. Recognize the critical nature of accurate and complete documentation (e.g., medical allergies, conflicting prescriptions).</p> | <p><a href="#">B5.4</a></p> <p><a href="#">B6.0</a></p> <p><a href="#">B6.2</a></p> <p><a href="#">B6.3</a></p> <p><a href="#">B6.4</a></p> <p><a href="#">B9.4</a></p> | <p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">6</a></p> <p><a href="#">11</a></p> | <p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">6</a></p> <p><a href="#">11</a></p> | <p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">RSTS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.4</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> |             |
| <p><b>37. Behaviors Influencing Health</b></p>  | <p>CTE - PS</p>   | <p>CRP</p>  | <p>CTE - AS</p>   | <p>CCSS</p>  | <p>ISTE</p> |
| <p>a. <b>Know and understand the relationship of healthy habits on a patient's overall wellbeing.</b></p> <p>b. Discuss the cultural and religious beliefs that influence a patients' nutritional needs, the practice of alternative medicine, and the acceptance of medical treatment.</p>   | <p><a href="#">B9.0</a></p> <p><a href="#">B9.4</a></p> <p><a href="#">B9.5</a></p>   | <p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p>  | <p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">5</a></p>  | <p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p>   |             |

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| <ul style="list-style-type: none"> <li>c. Identify common nutrients and food sources.</li> <li>d. Describe the food plate percentages.</li> <li>e. Describe normal and special diets commonly ordered for patients.</li> <li>f. Identify alternative ways Physicians' may prescribe to meet patients' needs for food and fluids, including nasogastric and gastronomy tubes.</li> <li>g. Identify factors signifying significant weight loss or gain and discuss the purpose of diet therapy.</li> <li>h. Explain the importance of exercise, sleep and a positive outlook in regard to health.</li> <li>i. List the major groups of abused drugs and give an example of each.</li> <li>j. List the indications of drug or alcohol abuse.</li> <li>k. Name the characteristics of a child born with alcohol or drug addiction.</li> <li>l. Differentiate between complementary and alternative therapies.</li> <li>m. List guidelines to use when considering a related therapy.</li> </ul> | <p><a href="#">B9.6</a><br/><a href="#">B13.0</a></p> | <p><a href="#">6</a><br/><a href="#">11</a><br/><a href="#">12</a></p> | <p><a href="#">6</a><br/><a href="#">11</a></p> | <p><a href="#">RSTS</a><br/><a href="#">9-10</a><br/><a href="#">11-12.4</a></p> <p><a href="#">WS</a><br/><a href="#">11-12.7</a></p> |  |
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## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **Health Science and Medical Technology**

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

- B1.0 *Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment*
- B1.3 *Understand the significance of nontraditional approaches to health care in relationship to delivery systems.*
- B2.0 *Understand the basic structure and function of the human body and relate normal function to common disorders.*
- B2.1 *Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.*
- B2.3 *Recognize common disease and disorders of the human body.*
- B3.0 *Know how to apply mathematical computations used in health care delivery system.*
- B3.1 *Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).*
- B4.0 *Recognize and practice components of an intake assessment relevant to patient care.*
- B4.1 *Conduct basic interview to acquire new knowledge (e.g., medical and family histories).*
- B4.4 *Collect and synthesize information or data about the patient’s symptoms and vital signs.*
- B5.0 *Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.*
- B5.1 *Use medical terminology in patient care appropriate to communicate information and observations.*
- B5.3 *Use roots, prefixes, and suffixes to communicate information.*
- B5.4 *Use medical abbreviations to communicate information.*
- B5.7 *Practice word building medical terminology skills.*
- B6.0 *Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.*
- B6.1 *Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.*
- B6.2 *Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.*
- B6.3 *Formulate appropriate responses to address the patients concerns and questions in a positive manner.*
- B6.4 *Employ sensitivity and withhold bias when communicating with patients.*
- B6.6 *Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.*
- B7.0 *Apply observation techniques to detect changes in the health status of patients.*
- B7.3 *Document the patient findings and report information appropriately.*
- B7.4 *Plan basic care procedures within the scope of practice to assist with patient comfort.*
- B8.0 *Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.*
- B8.2 *Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.*
- B9.0 *Implement wellness strategies for the prevention of injury and disease.*
- B9.4 *Know how to access available wellness services (i.e., screening, exams, and immunizations).*
- B9.5 *Identify alternative/complementary health practices as used for injury and disease prevention.*
- B9.6 *Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.*

- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.*
- B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.*
- B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).*
- B10.5 Practice proper hand hygiene.*
- B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.*
- 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.*
- B11.1 Describe basic emergency procedures used to respond to a hazardous spill.*
- B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.*
- B11.3 Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).*
- B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.*
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.*
- B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.*
- B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system*
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.*
- B13.2 Recognize complementary and alternative medicine as practiced within various cultures.*
- B13.5 Analyze data using relevant concepts.*

## ISTE Standards for Students

**1. Empowered Learner-** *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

*a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*

*b) Students build networks and customize their learning environments in ways that support the learning process.*

*c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*

*d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

*a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*

*b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*

*c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*

*d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

*a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*

*b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*

*c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*

*d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

*a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*

*b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*

*c) Students develop, test, and refine prototypes as part of a cyclical design process.*

*d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

*a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*

*b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*