



Medical Assisting

Primary Career Cluster:	Health Science
Program Manager:	Sloan Hudson, (615) 532-2839, sloan.hudson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Health Science Education (C14H14)</i>
Credit:	1
Grade Level:	10-11
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
POS Concentrator:	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is the second or third course in the <i>Therapeutic Services</i> programs of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Christina Isong, (615) 532-6270, Christina.Isong@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Available Student Industry Certifications:	Students are encouraged to demonstrate mastery of knowledge and skills learned in this course by earning the appropriate, aligned department-promoted industry certifications. Access the promoted list here for more information.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_resource_health_science.pdf

Course Description

Medical Assisting is a level 2 or level 3 course designed to prepare students to pursue careers in medical assisting. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a medical assistant. At the conclusion of this course and an appropriate clinical internship, students may sit for the Certified Clinical Medical Assistant (CCMA) exam.

Program of Study Application

This is the second or third course in the *Therapeutic Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html>

Course Standards

Front Office

- 1) Relate the concepts of professionalism and career readiness to the delivery of quality patient care. Demonstrate all of the following professional characteristics in a classroom lab setting:
 - a. Honesty and integrity
 - b. Reliability and punctuality
 - c. Appropriate communication skills
 - d. Cooperation and teamwork
 - e. Initiative and adaptability

- 2) Describe professional workplace etiquette as it relates to greeting, escorting, responding to, and instructing patients. Explain the process of collecting new and updated information from patients. Create and perform role-plays to demonstrate professional workplace etiquette and information gathering concepts.

- 3) Investigate the expectations a medical office has for a CCMA in the front office related to:
 - a. Reception room environment
 - b. Scheduling guidelines
 - c. Written communication and transmission of information through facsimile/scanner/patient portal/social media
 - d. Medical record preparation and related legal concepts
 - e. Handling vendors/business associates
 - f. Use and maintenance of business equipment
 - g. Medical billing and coding
 - h. Office supply inventory

Research to compare and contrast the differences in expectations among solo practices, group practices, and employed physician practices.

- 4) Design a comprehensive on-boarding session for a new employee that explains the multiple sources of reimbursement in healthcare services including a glossary of terms. Report on the following areas:
 - a. Capitation
 - b. Medicare
 - c. TennCare
 - d. Prospective payment systems
 - e. Relative Value Resource Based systems (RVRB)
 - f. Case mix
 - g. MS-DRGs
 - h. Healthcare insurance
 - i. Accountable care organizations.

- 5) Analyze specific laws and ethical issues that impact professional practice such as confidentiality, informed consent, and patient self-determination. Summarize the Health Insurance Portability and Accountability Act (HIPAA), in particular those aspects related to maintaining confidentiality, patient rights, patient safety, and other ethical/legal directives governing medical treatment. Citing specific textual evidence to support analysis, debate these issues in an oral or written format.

Back Office

- 6) Differentiate between the common members of the patient care team summarizing the individual roles and the interrelatedness of the team members as it relates to quality patient care. Prepare an informative artifact to explain the concept of team-based care to a patient.

- 7) Examine policies and procedures related to diagnostic equipment safety, quality control monitoring, and evaluation. Synthesize information into a digital or written presentation to instruct appropriate staff on the importance of safety practices and the implementation of quality control processes according to policy.

- 8) Using guidelines from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) in a clinical setting, devise a workplace information sheet on the levels of infection control. Demonstrate mastery of concepts and skills related to:
 - a. Asepsis
 - b. Universal Precautions
 - c. Sanitation
 - d. Disinfection
 - e. Surgical scrub
 - f. Sterilization

- 9) Summarize the elements of containment regarding, fire safety, chemical hazards, electrical safety, mechanical safety, general lab safety, accidental exposure, and disaster preparedness. Demonstrate these elements in all classroom lab activities and patient care simulations.

- 10) Research the medical assistant's scope of practice regarding medication administration in Tennessee and create a comprehensive list of medication administration routes the medical assistant may use. Demonstrate a working knowledge of the 50 most commonly prescribed medications through the creation of an artifact, role-play, or written scenarios (see "top 200 drugs" at www.rxlist.com).
- 11) Demonstrate concepts and skills of the following in a classroom lab setting:
 - a. Patient positioning
 - b. Transfers and ambulation (including injury prevention and body mechanics concepts)
 - c. O2 assessment and administration (including fire safety measures)
 - d. BLS (Basic Life Support)
 - e. Assisting with common office procedures such as eye and ear irrigation, dressing change, suture/staple removal, etc. (including infection control measures)
 - f. Vital sign measurement
 - g. Preparing and administering oral and parenteral medications
- 12) Examine common documentation approaches for medical records such as the SOAP and POMR methods. Explain the importance of documenting all interventions and patient compliance. Using patient scenarios from physician office encounters, practice documentation using correct medical terminology that contains subjective and objective information including patient complaints. Demonstrate how to correct errors in the patient chart.

The Patient

- 13) Outline the gross normal structure and function of all body systems and their interrelationships. Summarize appropriate medical text(s) in order to list signs and symptoms of common diseases and disorders associated with each system.
- 14) Differentiate between verbal and nonverbal communication when interacting with patients. Examine specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. Evaluate factors that contribute to effective communication and explain how these factors contribute to the development of quality patient care. Using role-play, demonstrate practices to effectively manage the following:
 - a. Common communication barriers
 - b. Cultural differences
 - c. Patients with special needs
 - d. Patients exhibiting various defense mechanisms
 - e. Patients with terminal illnesses
- 15) Outline potential medical emergencies within an office setting, especially those related to anaphylaxis, syncope, shock, Myocardial Infarction (MI), diabetes, and Cardiovascular Accident (CVA). Generate a plan and/or guidelines of care for each of the emergencies listed indicating various staff member responsibilities.

- 16) Develop a patient health education plan including health screenings, preventive measures, nutritional needs, and community support systems. Differentiate content based on growth and development stages. Include citations from at least three professional texts.

Diagnostic Procedures

NO LIVE STICKS

- 17) Explain principles of and successfully perform skills of a phlebotomist, incorporating rubrics from National HOSA, textbooks, or clinical standards of practice. Define the following common laboratory values, both normal and abnormal, and provide the reasoning for why the test should be obtained:
 - a. Complete Blood Count
 - b. Complete Metabolic Panel
 - c. Fasting Lipid Panel
 - d. Hgb A1C

- 18) Analyze the medical assistant's role in the physician office laboratory (POL) and create a chart that links the role with CLIA regulations for the POL. Compare and contrast bacterial cultures and rapid testing summarizing the pros and cons of each. Demonstrate the following:
 - a. Identification of the parts and use of the microscope
 - b. Proper handling and specimen preservation
 - c. Preparation of a specimen
 - d. Microscope slide set-up
 - e. Proper labeling of specimen
 - f. Operation of centrifuge and incubator
 - g. Collection of fecal and sputum specimens

- 19) Compare and contrast bacterial cultures and rapid testing summarizing the pros and cons of each. Demonstrate the following:
 - a. Throat swab for culture
 - b. Wound culture
 - c. Inoculation of a culture plate

- 20) Create an artifact to help patients understand urinalysis results and the most common disorders detected. Include an explanation of different methods of urine collection such as clean-catch midstream and catheterization. In the classroom lab demonstrate the following:
 - a. Description of physical characteristics of urine (color, odor, appearance)
 - b. Use of a reagent strip to identify abnormalities
 - c. Ability to set up a wet mount for microscopic analysis
 - d. Performance of a urine pregnancy test

- 21) Evaluate principles of and successfully perform skills related to basic ophthalmic examination including the concepts surrounding measurement of visual acuity with associated equipment incorporating rubrics from textbooks or clinical standards of practice.

- 22) Create an infographic to identify gross heart anatomy and physiology and related cardiac conduction and circulatory pathways. Assess lead placements and correlate their relationship to the conduction system through the use of a diagram or model.
- 23) Analyze the P,Q,R,S,T complex and its correlation to the cardiac cycle. Chart a mock representation of these waves on an electrocardiogram. Create algorithms to differentiate between critical and non-critical cardiac rhythms on rhythm strips and/or 12 lead EKGs.
- 24) Accurately perform the steps of obtaining a 12-lead EKG utilizing rubrics from textbooks, National HOSA guidelines, or clinical standards of practice. Include the following areas:
 - a. Skin preparation
 - b. Proper lead placement
 - c. EKG machine data input
 - d. Patient positioning to decrease somatic tremor or wandering baseline
 - e. Recognizing current interference and artifact
 - f. Recording the EKG
- 25) Investigate cardiac diagnostic procedures both in-hospital and out-patient and identify the equipment required for these services.
 - a. Holter monitor (24-48 hour)
 - b. Stress test
 - c. Event monitor (30 days)

The following artifacts should be included in the student's portfolio:

- Skills performance rubrics
- Documentation of job shadowing hours
- Examples of written, oral, or digital presentations

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.