



Medical Assisting Course Outline

Course Description

SVCTE Medical Assistant is a 519 hour course that prepares students to work in doctors' offices, clinics, hospitals, and other related health settings. The emphasis is on back office clinical skills. In addition to employability and professionalism, this course will include: medical terminology, medical/surgical asepsis, the human body in health and disease, anatomy and physiology, physical examination and diagnosis, minor surgical and laboratory procedures with diagnostic testing, CPR and introduction to pharmacology and medication administration including medical math. During the second semester, students who satisfactorily complete the theory and related lab practice may qualify to participate in an internship program in a medical setting leading to and obtaining an SVCTE certificate of completion.

Course Details

Length of Program and Academic Credits Earned:

Year-long 3 hour course = 519 hours total (~261/semester)

30 total units (15/semester):

- 20 non-a-g elective credits (10/semester)
- 10 UC "g" elective credits (5/semester)

Pre-Requisites:

- High School Junior or Senior, or 16 years or older
- Completed health or biology
- Algebra

CTE Classification:

- **Industry Sector:** Health Science and Medical Technology
- **Industry Pathway:** Patient Care
- **CA Basic Education Data System (CBEDS) Code:** 4275

Internship:

Students with a B or better and demonstrated mastery of skills, may be offered an internship for second semester (88 hours for HS students and 160 hours for adult students)

Certifications & State Tests:

- SVCTE Certificate of Completion with successful completion of course with a grade of "C" or better
- CPR & AED with successful completion of training

Community College Articulations

Students completing the Medical Assistant course with a grade of “B” or better may be granted college credits at the following community colleges:

Mission College – 7.0 Units

More info and application form: www.missioncollege.edu/depts/articulation/

DeAnza Community College – 5.5 Units

More info and application form: www.deanza.edu/transfer/transfer_resources/articulation.html

Possible Education & Career Pathways

College & Career Pathways:	Career Opportunities	O*NET Codes
<u>Post-Secondary:</u> Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.	<ul style="list-style-type: none"> ● Medical Assistant ● Chiropractic Assistant ● Podiatric Assistant ● Hospital Admitting Clerk ● Outpatient Admitting Clerk ● Unit Clerk ● Home Health Aide 	31-9092.00 31-9092.00 31-9092.00 43-4111.00 43-4111.00 43-9061.00 31-1011.00
<u>Community College Majors & Degrees:</u> <ul style="list-style-type: none"> ● AA or AS in Biology, Chemistry, Nursing, Medical Assisting, Pharmacy 	<ul style="list-style-type: none"> ● Electrocardiograph (EKG/ECG) Technician ● Medical Assistant ● Medical and Clinical Laboratory Technician ● Pharmacy Technician ● Medical Secretary 	29-2031.00 31-9092.00 29-2012.00 29-2052.00 43-6013.00
<u>University Majors & Degrees:</u> <ul style="list-style-type: none"> ● BA or BS in Biology, Chemistry, Nursing, Pre-Med 	<ul style="list-style-type: none"> ● Registered Nurse ● Medical and Clinical Laboratory Technologist ● Chemistry Teacher, Postsecondary ● Biological Science Teacher, Postsecondary 	29-1141.00 29-2011.00 25-1052.00 25-1042.00

<u>Post-Baccalaureate Degrees</u> <ul style="list-style-type: none"> MA or MS, Phd in any Medical Related Field, Pharmacy 	<ul style="list-style-type: none"> Nurse Practitioner Psychiatrists Physicians and Surgeons, All Other Pharmacists 	29-1171.00 29-1066.00 29-1069.00 29-1051.00
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Unit 1: Career Readiness & Professionalism	17 hours
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Students will develop personal and professional skills in the classroom that will transfer to the workplace.

- Time management and organization
- Interpersonal skills
- Work with a variety of technology
- Creative thinking and problem solving
- Job search skills including: resume, job applications and effective interview skills

Standards Alignments:
CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.4, 11-12.5, 11-12.7; **RRLST** 11-12.4; **WS** 11-12.2, 11-12.4, 11-12.6;
WHSST 11-12.4, 11-12.5, 11-12.6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Students will participate in mock interviews with industry professionals, peers and instructors to increase their communication, interpersonal and employability skill-set.</p> <p>Assessment: rubric, observation of role playing, peer and self- assessment</p>	1.0, 2.0, 3.0, 4.1, 4.2, 5.1, 5.2, 5.6, 6.0, 7.4, 7.7, 8.4, 8.5, 8.7, 9.6, 10.1, 10.2 ,10.4	B 5.0, B 6.0, B 10.0, B 13.0
<p>✓ Key Assignment: Students will prepare a portfolio including a cover letter and resume through workshop, self and peer editing, teacher instruction and demonstration.</p> <p>Assessment: rubric, observation, peer and self- assessment</p>	1.0, 2.0, 3.0, 4.1, 4.2 5.1, 5.2, 5.6, 6.0, 7.4, 7.7, 8.4, 8.5, 8.7, 9.6, 10.1, 10.2, 10.4, 11.5	B 5.0, B 6.0, B 10.0, B 13.0
<p>✓ Key Assignment: Students will create and organize a classroom binder and interactive notebook including all vital information necessary for optimal job performance to take with them on internships .</p> <p>Assessment: rubric, grading form sheet, interactive notebook, student documentation</p>	1.0, 2.1, 3.3, 4.6, 5.5, 6.0, 7.2, 8.1, 9.1, 9.6, 10.1, 10.2, 10.4, 11.5	B 5.0, B 6.0, B 10.0, B 13.0

Unit 2: Medical Assistant Career Orientation **26 hours**

Students will explore legal and ethical issues within the medical field.

- History of medicine/people’s contributions
- Legal and ethical issues - OSHA regulations
- Functions of the healthcare team
- Development of the medical assistant role/desirable characteristics of a medical assistant

Standards Alignments:
CCSS:LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.4, 11-12.5, 11-12.7; **RRLST** 11-12.4; **WS** 11-12.2, 11-12.4, 11-12.6;
WHSST 11-12.4, 11-12.5, 11-12. 6, 11-12.8, 11-12.9

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Students will engage in scholarly research related to exploration of different healthcare professions to produce a presentation of their choice. Students will highlight their chosen profession through either a PowerPoint presentation, brochure or oral presentation to share with peers.</p> <p>Assessment: rubric, observation, peer and self- assessment</p>	1.0, 2.0, 3.1, 3.3, 3.9, 4.1, 4.5, 5.3, 6.8, 7.1, 7.3, 7.4, 8.0, 10.1, 10.3	B 6.2, B 12.1
<p>✓ Key Assignment: Students will learn and memorize the medical Code of Ethics and demonstrate this knowledge to parents, peers and instructors at functions such as Open House and Day of Completion ceremony.</p> <p>Assessment: observation, recitation and memorization competence</p>	1.0, 2.0, 6.8, 8.0	B 12.0
<p>✓ Key Assignment: Students will work in groups to investigate the labor market, hiring requirements, salary range and benefits for Medical Assistants working in the Santa Clara County area and produce an oral presentation to inform and instruct their peers on their knowledge of the workforce.</p> <p>Assessment: rubric, grading form sheet, observation</p>	1.0, 2.0, 3.5	B 4.5, B 12.0

Unit 3: Medical Terminology **31 hours**

Students will be presented with extensive vocabulary relating to the medical field. This vocabulary is essential to build a knowledge base necessary to communicate effectively in the medical field.

- Word building – prefixes, suffixes and word roots in Latin and Greek
- Notations, abbreviations and common symbols

<ul style="list-style-type: none"> • Pronunciation <p>Standards Alignments: CCSS: LS 11-12.3, 11-12.4, 11-12.5, 11-12.6 NGSS: LS 1B, C</p>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: While working in groups, students will define the given medical terms identifying the suffixes, prefixes and root words. Students will then will teach their given words to their peers. Throughout the year, students will collect approximately 250 terms and keep them organized according to the different word elements. The words will also be alphabetized and classified by body systems. These terms will be recorded in a notebook which can be used for study and future reference.</p> <p>Assessment: Teacher observation of completed work, written test, notebook check</p>	1.0, 2.4, 2.7, 2.8, 4.4, 9.1, 10.1	B 5.0

Unit 4: The Human Body in Health and Disease	153 hours
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<p>This unit focuses on the relationship between cells, tissue and organ systems. Also covered will be location, structure, function of each system, signs and symptoms of abnormal, pathological conditions which includes therapeutic and healing treatments for each condition.</p> <ul style="list-style-type: none"> • Body basic organization - cell theory, tissue, organs • Body Systems and their functions – gastrointestinal, urinary, cardiovascular, respiratory, reproductive, endocrine, nervous, musculoskeletal, special senses and blood-lymphatic • Disease process related to each body system <p>Standards Alignments: CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.4, 11-12.5, 11-12.7; RRLST 11-12.4; WS 11-12.2, 11-12. 4, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12. 6, 11-12.8, 11-12.9 NGSS: LS 1A, B, C, D, 3A, B, 4D</p>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: In partners or groups while using video demonstration, diagrams and visual aids, students will assemble models simulating organ systems while correctly identifying and labeling all parts.</p> <p>Assessment: observation, written test, interactive notebook</p>	1.0, 2.0, 4.3, 10.1, 11.1	B 2.0

<p>✓ Key Assignment: With the use of direct instruction, demonstration and examples, students will examine human cells under the microscope and individually illustrate, identify and label the parts.</p> <p>Assessment: observation, written test</p>	1.0, 2.0, 4.3, 10.1, 11.1	B 2.1, B 2.2, B 2.4
<p>✓ Key Assignment: Independently or in pairs, students will research a disease or disorder, produce written information about their disease of choice, illustrate and create a prop (student choice of PowerPoint, tri-fold board, poster), and present to class and/or community and district partners.</p> <p>Assessment: rubric, peer assessment, checklist of work/guidelines, self- assessment</p>	1.0, 2.0, 4.2, 4.3, 9.7, 10.1, 10.3, 10.4, 11.1	B 2.0, B 13.4

Unit 5: Physical Examination	22 hours
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Students will use examination equipment such as: an examination table, otoscopes, ophthalmoscope, various thermometers, blood pressure measurement (both manual and electronic), and upright scales to conduct a physical exam on a patient.

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| <ul style="list-style-type: none"> ● Patient positioning ● Vital signs: temperature ● Height and weight and BMI calculations with conversions | <ul style="list-style-type: none"> ● Eye/ear testing, exams, administering eye and ear medication and irrigation ● Auditory acuity measurement ● HIPAA compliance to ensure confidentiality ● Patient empathy |
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Standards Alignments:
CCSS: WS 11-12.2, 11-12.4, 11-12.6
NGSS: SEP 1, 2, 3, 4, 7, 8

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: In a group of 3, students role play a medical assistant and patient examination with a third student coaching and reading instructions according to exam protocol. Students will rotate between all roles and complete the examination in the desired timeframe to assist with developing empathy for the patient and HIPAA compliance while learning the proper techniques. Students will perform blood pressure checks, all vital signs, height/weight, BMI, auditory acuity, eye/ear exams. (This role playing will be used to teach multiple skills throughout the year.)</p> <p>Assessment: observation, peer feedback, student documentation of the skill, written test</p>	2.0, 5.0	B 6.1, B 6.2, B 6.3, B 6.4, B 6.6
<p>✓ Key Assignment: In order to promote patient empathy, students will wear an empathy belly simulating pregnancy and the associated discomfort. The students will be asked to assume</p>	7.3, 7.7, 8.7	B 4.3, B 4.4, B 6.4, B 7.1, B 7.3, B 12.1

<p>the lithotomy position used for pap smears, rectal and vaginal exams, and birthing position while role playing medical assistant and patient. Students will record all positions and their use in their interactive notebooks with position illustrations.</p> <p>Assessment: Observation, student journaling, written test, interactive notebook</p>		
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Unit 6: Laboratory Procedures	30 hours
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Students will be introduced to laboratory equipment and safety protocols while collecting, processing and testing various specimens.

- Microscope: parts and correct usage
- Disposal of biohazardous waste
- Urine collection, processing, testing
- Blood collection, processing, testing

Standards Alignments:
CCSS: RRLST 11-12.3, 11-12.4
NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1A, B, C

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Students will participate in correctly obtaining urine specimens including: clean catch, 24 hour urine specimen, and pediatric urine collection. They will measure specific gravity with a urinometer and refractometer, perform reagent strip dip urine test and process a urine specimen for microscopic exam and pregnancy test.</p> <p>Assessment: Charting, peer assessment, observation, written test, quiz</p>	2.1, 2.7, 4.3, 5.0	B 4.5
<p>✓ Key Assignment: Working in pairs, student will collect, process, and test each other's blood specimen by using finger stick for hematocrit, blood glucose, lipid panel and A1c testing. Also, students will perform venipunctures initially on mannequins before actuals on each other.</p> <p>Assessment: Charting, peer assessment, observation, written test, quiz. Mannequin arm and hand puncture assessment</p>	5.0, 6.6, 6.8, 7.5, 7.7	B 3.1, B 3.2

Unit 7: Diagnostic Testing	14 hours
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Students will be introduced to electrocardiography, spirometry, and diagnostic imaging procedure.

- Patient preparation for the ECG procedure
- Electrode lead placements
- Proper use of Electrocardiogram equipment
- Trouble shoot artifacts from ECG and prepare printout
- Spirometry to check lung capacity
- Diagnostic imaging procedures used to visualize internal body structures
- Introduction to: ultrasonography, computed tomography, magnetic resonance imaging, nuclear medicine

Standards Alignments:

CCSS: RRLST 11-12.3, 11-12.4

NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1A, B, C

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: In groups of three, students perform an ECG on another student which will include patient preparation, lead placement, administering an ECG to industry standard while a third student observes and coaches.</p> <p>Assessment: charting, peer assessment, observation, written test, quiz</p>	2.6, 2.7, 3.2, 4.1	B 3.2, B 4.3, B 7.2, B 7.3
<p>✓ Key Assignment: In teams, students will research multiple X-ray positions and dimensions (top, side, front and back) and determine which type of X-ray is required for each type of condition. Students will be given a variety of conditions and scenarios and must propose the proper positioning for each. Students will research, discuss and compare their findings with other groups. After comparison, students will self-correct any errors in their findings and produce a written document summarizing.</p> <p>Assessment: self and peer assessment, written documentation, observation, teamwork, quiz</p>	5.0	B 4.5, B 8.1, B 12.0

Unit 8: Introduction to Pharmacology & Administration of Medication 39 hours

Students will have the opportunity to learn basic pharmacologic principles and demonstrate knowledge of federal and state health care legislation and regulations.

- Guidelines for preparation and administration of oral and parenteral medications
- Proper documentation techniques
- Food and Drug Administration (FDA) as related to drugs
- Drug classification
- Tuberculin and allergy testing
- Units of measurement of drugs (metric, apothecary and household system)

Standards Alignments:

CCSS: LS 11-12.6; RSIT 11-12.4; RRLST 11-12.3, 11-12.4, 11-12.5, 11-12.8, 11-12.9; WS 11-12.7; A-SSE 1, A-CED 1,4
NGSS: PS 1A, 1B, LS 1A

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Utilizing Skittles, M&Ms or other candies as representations of various medications, students will graphically/visually express the meaning of fractions and provide examples of each type of fraction to a peer. Students will convert improper fractions to whole and mixed numbers, fractions to decimals and decimals to fractions, percent to decimals and decimals to percent, fractions to percent and percent to fraction simulating medication management. Students will determine the dosage and timing of their administered medications and will submit a “medication sheet” with hours and dosage calculations.</p> <p>Assessment: Students work in groups of three, discuss administering, prescribing, and dispensing</p>	5.0, 8.3, 8.7	B 1.2, B 3.1, B 3.2, B 5.0, B 6.0
<p>✓ Key Assignment: Using ratio-proportion techniques and a variety of different colored juices, students will accurately calculate dosages of simulated liquid medications from a fictitious “physician sheet.” Students will decipher, calculate and dispense proper dosages. Following this exercise, student will generate 5 samples of medication orders to be displayed and evaluated by use of a “gallery walk.”</p> <p>Assessment: demonstration, peer assessment, observation, test, gallery walk</p>	5.0, 8.3, 8.7	B 1.2, B 3.1, B 3.2, B 5.0, B 6.0

Unit 9: Medical Asepsis

28 hours

This unit will introduce students to the important components of infection control and medical asepsis. Reducing the spread of microorganisms in a clinic setting is an important task for the medical assistant in any office. Students will be introduced to standard precautions that can be implemented in the classroom and workplace.

- Hand washing and application of Alcohol-Based Hand Rub
- Application and removal clean disposable gloves
- Microorganism and Infection process cycle
- OSHA regulations
- Needlestick Safety and Prevention Act
- Guidelines for use of Personal Protective Equipment (PPE)
- Types of blood-borne diseases

Standards Alignments:

CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.4, 11-12.5, 11-12.7; RRLST 11-12.4; WS 11-12.2, 11-12.4, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9
NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1A, 1B; LS 1A, B, C, D, 4D

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Following all safety protocol and proper procedures learned through instruction and research, the students will role-play a scenario in which one person in the team gets a needlestick. As a group, they will discuss and document immediate steps to take and the role of post-exposure prophylaxis. Students will submit their documentation to instructor for assessment.</p> <p>Assessment: Teacher’s observation, oral questioning, peer assessment</p>	6.0, 6.0, 8.3, 10.1	B 10.1, B 10.2, B 10.3, B 10.4, B 10.5, B 10.6
<p>✓ Key Assignment: In groups students will create a poster that describes and illustrates the infection process cycle. Students graphically identify where in the cycle the process can be stopped and by what means. Each group will present the posters to the whole class and will be hung in classroom for gallery walk.</p> <p>Assessment: Think- write- pair-share, rubric</p>	1.0, 5.0, 6.0, 9.0	B 10.1, B 10.2, B 10.3
<p>✓ Key Assignment: Students will individually perform antiseptic hand washing, demonstrate proper donning and removal of Personal Protective Equipment to a peer for feedback and then to the instructor for quality check.</p> <p>Assessment: Student talk K-W-L, teacher’s observation, peer assessment</p>	6.0, 6.3, 6.5, 6.8,	B 10.4, B 10.5

Unit 10: First Aid and CPR		20 hours
<p>We partner with the American Red Cross. Students who successfully complete the training will receive a CPR card. They will have the opportunity to learn about various types of emergencies, their symptoms, treatments, safety precautions, and the Emergency Medical Services system.</p> <ul style="list-style-type: none"> • Medical terminology associated with CPR, AED and first aid • OSHA Standards for administering first aid • Emergency care guidelines <p>Standards Alignments: CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.4, 11-12.5, 11-12.7; RRLST 11-12.4; WS 11-12.2, 11-12.4, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1A, B; LS 1A, B, C, D, 4D</p>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards

<p>✓ Key Assignment: Working collaboratively, each group will brainstorm a mock emergency scenario involving a medical assistant and write a skit showing how it should be handled. Each group will perform their skit for their peers. The classroom audience will then provide feedback, praise and suggestions on how to better handle the situation.</p> <p>Assessment: perform theatrical skits, teacher observation, role play</p>	10.5	B 6.0, B 7.2, B 7.3
<p>✓ Key Assignment: Students will identify the characteristics of each type of burn: superficial, partial thickness, and full thickness. They will discuss the characteristics and treatments for first second and third-degree burns then teams will illustrate, label and color the layers and parts of the skin.</p> <p>Assessment: quiz, observation, peer assessment, self reflection</p>	10.5	B 9.1, B 9.3. B 9.6

Unit 11: Minor Surgical Procedures in the Office	23 hours
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Students will be exposed to key terms and guidelines associated with minor office surgery.

- Preparation for a minor surgery tray
- Sterile field maintenance
- Physician assistance
- Postoperative patient care
- Surgical room clean-up

Standards Alignments:
CCSS: LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.4, 11-12.5, 11-12.7; **RRLST** 11-12.4; **WS** 11-12.2, 11-12.4, 11-12.6; **WHSST** 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9
NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1A, 1B; **LS** 1A, B, C, D, 4D

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Working in pairs, one student will assume the role of the Medical Assistant while the other will simulate the patient. Each will demonstrate their knowledge of role of the medical assistant, procedures and consent form (including signature) through role play. They will each demonstrate mastery to the instructor and defend their choices.</p> <p>Assessment: teacher’s observation, pair- share</p>	10.5	B 10.1, B 10.5

<p>✓ Key Assignment: Using actual surgical instruments, students will identify and give written explanation for the use and care of instruments commonly used for minor office surgery. This will be documented in the interactive notebook for future reference in class and on internship.</p> <p>Assessment: rubric, peer assessment, teacher observation, vocabulary test</p>	1.0, 6.0	B 10.0
<p>✓ Key Assignment: Students will individually document the purpose of and procedure for the following minor surgical operations: sebaceous cyst removal, needle biopsy, and ingrown toenail removal including a list of sterile field items necessary for the procedure.</p> <p>Assessment: Teacher observation, peer - share, vocab matching quiz</p>	1.0, 6.0, 10.5	B 10.0

Unit 12: Medical Front Office Basics	28 hours
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Students will be learning basic of the front office environment, oral communication and preparation for the day

- Office environment/Ergonomics
- Charting
- Basic telephone etiquette

Standards Alignments:
CCSS:LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.4, 11-12.5, 11-12.7; **RRLST** 11-12.4; **WS** 11-12.2, 11-12.4, 11-12.6; **WHSST** 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9
NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1A, 1B, **LS** 1A, B, C, D, 4D

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Students will work in groups to prepare 30 patient folders with fictitious names to include: last name, first name and middle initial all in the correct sequence. Names must include: male, female, hyphenated, ethnically diverse and names including Mc and other complex spellings. Students will arrange folders alphabetically imitating the medical record room.</p> <p>Assessment: peer assessment, teacher observation, accuracy check, alphabetical check</p>	1.0, 2.0, 8.0, 9.0	B 5.0, B 6.0, B 7.0, B 10.0, B 12.0, B 13.0
<p>✓ Key Assignment: Students will work in pairs to write a skit for telephone etiquette and effective communication with patient. Skit must include: scheduling an appointment, taking a message from a patient or answering a common question. Students will take turns in role playing as Medical Assistant and patient. Once students have mastered</p>	1.0, 2.0, 8.0, 9.0	B 5.0, B 6.0, B 7.0, B 10.0, B 12.0, B 13.0

the mock communication, teams will perform their skits in front of the class for peer review. Assessment: peer assessment, teacher observation		
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Unit 13: Internship	88 hours
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Students meeting all requirements for an internship will have the opportunity to practice their medical assisting skills in a medical setting within the community during their second semester. The requirements for this are:

- Good attendance (no more than 5 absences per semester)
- Professional attitude with professional appearance
- “B” or better grade with completion of all required lab skills
- Completed physical examination- 2 months prior to starting
- Hepatitis B vaccine series recommended
- TB skin test-2 months prior to starting
- Flu shot may be required
- Good dexterity skills
- All required forms completed
- Clinical site agreement (may be completed 2 months prior to the start date)
- CPR required

CCSS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.4, 11-12.5, 11-12.7; **RRLST** 11-12.4; **WS** 11-12.2, 11-12.4, 11-12.6; **WHSST** 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9
NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1A, 1B, **LS** 1A, B, C, D, 4D

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Key Assignment: Under the supervision of their SVCTE instructor, students will be placed in a medical setting and assist in the back office as a member of the team working with patients while gaining real-world and hands-on experience in the medical field. This internship will last for 88 hours for high school students and 160 hours for adults.</p> <p>Assessment: weekly time card, work supervisor comments, visitation by the teacher, mid evaluation and final evaluation.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	B 12.0, B 13.0

Instructional Materials

Textbooks:	Electronic Media/Supplemental Print Materials/Online Resources:
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<ul style="list-style-type: none"> ● <u>Clinical Procedures for Medical Assistants</u> 9th edition Kathy Bonewit-West – Elsevier Saunders 2015 ISBN: 978-1-4557-4834-1 ● <u>Medical Terminology</u> 5th edition Fregman & Frucht – Pearson 2013 ISBN: 978-0-13-284347-8 	<ul style="list-style-type: none"> ● YouTube ● Kahoot! ● Textbook links
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Standards Assessed in this Course

- CTE Anchor Standards:**
- 1.0 Academics: Academics standards are aligned to pathways; see below.
 - 2.0 Communications: Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
 - 3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
 - 4.0 Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.
 - 5.0 Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.
 - 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.
 - 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
 - 9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
 - 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

- Health Science and Medical Technology Sector — Patient Care Pathway Standards:**
- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment**
- B1.1 Know relationship and use of an integrated healthcare delivery system.

- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.
- B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.
- 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.
- B2.2 Describe basic stages of growth and development.
- B2.3 Recognize common disease and disorders of the human body.
- B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.
- 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).
- B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
- B3.3 Record time using the 24-hour clock.
- 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).
- B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.
- B4.3 Observe patient actions, interests, and behaviors while documenting responses.
- B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.
- B4.5 Evaluate information gathered and connect patient data to appropriate system of care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the healthcare setting.**
- B5.1 Use medical terminology in patient care appropriate to communicate information and observations.
- B5.2 Accurately spell and define occupationally specific terms related to health care.
- B5.3 Use roots, prefixes, and suffixes to communicate information.
- B5.4 Use medical abbreviations to communicate information.
- B5.5 Know the basic structure of medical terms.
- B5.6 Demonstrate the correct pronunciation of medical terms.
- 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 patient concerns and questions in a positive manner.

- B6.4 Employ sensitivity and withhold bias when communicating with patients.
- B6.5 Report patient's progress and response to treatment goals.
- 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.**
- B7.1 Demonstrate observation techniques.
- B7.2 Differentiate between normal and abnormal patient health status.
- 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.**
- B8.1 Explain the principles of body mechanics.
- B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.
- B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.
- B8.4 Evaluate equipment for possible hazards.
- B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.
- B9.0 Implement wellness strategies for the prevention of injury and disease.**
- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).
- 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, co-workers, and self within the healthcare setting.**
- B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
- B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.
- B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
- 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.
- B10.7 Document and analyze sanitation and infection control 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
- B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.
- B12.4 Follow appropriate guidelines for implementation of various procedures.
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.**
- B13.1 Utilize culturally appropriate community resources.
- B13.2 Recognize complementary and alternative medicine as practiced within various cultures.
- B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.
- B13.4 Ask questions and explore aspects of global significance.
- B13.5 Analyze data using relevant concepts.
- B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

Common Core State Standards:

Language Standards – LS – (Standard Area, Grade Level, Standard #)

- LS 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- LS 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LS 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text – RSIT – (Standard Area, Grade Level, Standard #)

- RSIT 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RSIT 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RSIT 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Standards for Literacy in Science and Technical Subjects – RRLST – (Standard Area, Grade Level, Standard #)

- RLST 11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RLST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RLST 11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RLST 11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- RLST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing Standards – WS – (Standard Area, Grade Level, Standard #)

- WS 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.6 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 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects – WHSST – (Standard Area, Grade Level, Standard #)

- WHSST 11-12.4 Produce clear and coherent writing in which the development, organization, and A1.0 style are appropriate tot task, purpose, and audience.
- WHSST 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- WHSST 11-12.6 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.
- WHSST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WSHSS 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Algebra – A-SSE – Seeing Structure in Expressions

- A-SSE1 Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
- A-CED 1 Create equations and inequalities in one variable and use them to solve problems.
- A-CED 4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Next Generation Science Standards:

Scientific and Engineering Practices

- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 2 Developing and using models
- SEP 3 Planning and carrying out investigations
- SEP 4 Analyzing and interpreting data
- SEP 5 Using mathematics and computational thinking
- SEP 6 Constructing explanations (for science) and designing solutions (for engineering)
- SEP 7 Engaging in argument from evidence
- SEP 8 Obtaining, evaluating, and communicating information

Disciplinary Core Ideas: Life Sciences

- LS 1A From Molecules to Organisms: Structure and Function
- LS 1B From Molecules to Organisms: Growth and Development of Organisms
- LS 1C From Molecules to Organisms: Organization for Matter and Energy Flow in Organism
- LS 1D From Molecules to Organisms: Information Processing
- LS 3A Inheritance of Traits
- LS 3B Variation of Traits
- LS 4D Biological Evolution: Biodiversity and Humans

Disciplinary Core Ideas: Physical Sciences

- PS 1 Structure and Properties of Matter
- PS 2 Forces of Motion

