Tennessee CTE

Medical Assisting

Front Office 0

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:** 1

- A Honesty and integrity 1A
- B Reliability and punctuality 1B
- C Appropriate communication skills 1C
- D Cooperation and teamwork 1D
- E Initiative and adaptability 1E

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.** 2

3 **Investigate the expectations a medical office has for a CCMA in the front office related to:** 3

- A Reception room environment 3A
- B Scheduling guidelines 3B
- C Written communication and transmission of information through facsimile/scanner/patient portal/social media 3C
- D Medical record preparation and related legal concepts 3D
- E Handling vendors/business associates 3E
- F Use and maintenance of business equipment 3F
- G Medical billing and coding 3G
- H Office supply inventory 3H
- I Research to compare and contrast the differences in expectations among solo practices, group practices, and employed physician practices. 3I

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:** 4

- A Capitation 4A
- B Medicare 4B
- C TennCare 4C

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D Prospective payment systems 4D

E Relative Value Resource Based systems (RVRB) 4E

F Case mix 4F

G MS-DRGs 4G

H Healthcare insurance 4H

I Accountable care organizations. 4I

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.** 5

Back Office 0

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.** 6

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.** 7

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:** 8

A Asepsis 8A

B Universal Precautions 8B

C Sanitation 8C

D Disinfection 8D

E Surgical scrub 8E

F Sterilization 8F

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.** 9

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**

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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). 10

11 Demonstrate concepts and skills of the following in a classroom lab setting: 11

- A Patient positioning 11A
- B Transfers and ambulation (including injury prevention and body mechanics concepts) 11B
- C O2 assessment and administration (including fire safety measures) 11C
- D BLS (Basic Life Support) 11D
- E Assisting with common office procedures such as eye and ear irrigation, dressing change, suture/staple removal, etc. (including infection control measures) 11E
- F Vital sign measurement 11F
- G Preparing and administering oral and parenteral medications 11G

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. 12

The Patient 0

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. 13

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: 14

- A Common communication barriers 14A
- B Cultural differences 14B
- C Patients with special needs 14C
- D Patients exhibiting various defense mechanisms 14D
- E Patients with terminal illnesses 14E

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. 15

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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.** 16

Diagnostic Procedures 0

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:** 17

- A Complete Blood Count 17A
- B Complete Metabolic Panel 17B
- C Fasting Lipid Panel 17C
- D Hgb A1C 17D

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:** 18

- A Identification of the parts and use of the microscope 18A
- B Proper handling and specimen preservation 18B
- C Preparation of a specimen 18C
- D Microscope slide set-up 18D
- E Proper labeling of specimen 18E
- F Operation of centrifuge and incubator 18F
- G Collection of fecal and sputum specimens 18G
- H Compare and contrast bacterial cultures and rapid testing summarizing the pros and cons of each. Demonstrate the following: 18H
- I Throat swab for culture 18I
- J Wound culture 18J
- K Inoculation of a culture plate 18K

19 **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:** 19

20 **Description of physical characteristics of urine (color, odor, appearance)** 20

- A Use of a reagent strip to identify abnormalities 20A
- B Ability to set up a wet mount for microscopic analysis 20B
- C Performance of a urine pregnancy test 20C

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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.** 21

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.** 22

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.** 23

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:** 24

- A Skin preparation 24A
- B Proper lead placement 24B
- C EKG machine data input 24C
- D Patient positioning to decrease somatic tremor or wandering baseline 24D
- E Recognizing current interference and artifact 24E
- F Recording the EKG 24F

25 **Investigate cardiac diagnostic procedures both in-hospital and out-patient and identify the equipment required for these services.** 25

- A Holter monitor (24-48 hour) 25A
- B Stress test 25B
- C Event monitor (30 days) 25C