

Offering Certifications within CTE programming

PRESENTED BY:

PAUL MAYUIERS MA RRT

INSTRUCTOR

ALLIED HEALTH TECHNOLOGIES

VAN BUREN ISD



Keys to Success

- **Research, Networking with similar program instructors, and Pre-Planning**
- **Supportive Administration, School Board, Referring Schools, and certification affiliate**
- **Active and Involved Advisory Board**
- **Teamwork**
 - **Administration**
 - **Co-workers**
 - **Advisory Board**
 - **Clinical Sites**
 - **Students**
- **Trust**
- **Flexibility and willingness to adapt**
- **Clear student expectations**
- **Understanding that Certification is not for all students**

Research and Planning

- **Employment opportunities for the certification being offered**
- **Requirements for the certification being offered**
 - **Teaching space, equipment, staff**
 - **Overall cost (Initial program set up, average supply and certification cost per student)**
 - **Time commitments (class time, average student commitment)**
 - **Certification testing requirements**
 - On or off site testing
 - Documentation
 - Student age and graduation requirements

Planning

- **Determine how certification will be included within the current programming**
 - What will the new teaching and student requirements be?
 - What must be added or taken away from current programming?
 - How will the new content and skills be delivered?
 - How will the new requirements be received by the students?

- **Will you offer options for student that are unable or wish to not pursue certifications?**
 - Is it possible or practical to offer multiple educational options?

Allied Health Technologies Programming and Requirements

- [Course of Study](#)
- [Course Syllabus](#)
- [Clinical Skills Check Sheet](#)
- [Grading Scale](#)
- [Employability Skills Grading Rubric](#)
- [Unit Grading Rubric](#)

General requirements for certification eligibility

80% assignment completion, 80% Min. on Quizzes and Tests,
No more that 4 missed classes per semester

Teaching and Student Resources

- **Course Management System**
Blackboard, [Course sites](#), Google Classroom, etc.
- **Professional Resources: Staff, Administration, Advisory Board Members, Job shadow site staff, Former and current students, etc.**
- **On-line resources:**
 - Course Management System
 - E-book,
 - On-line programming ([Applied Educational System](#), [3D anatomy](#), [Quizlet](#), [Studystack](#), [NHA Certification Review](#), etc)
- **Hard Resources:**
 - Textbook/Workbook: Clinical Procedures for Medical Assistants, Phlebotomy Essentials, Diversified Health Occupations, Dean Vaughn Medical Terminology, etc.
- **Other Learning Opportunities:**
- **Job shadow opportunities, Guest speakers,**
 - Hands on learning and application opportunities, community service projects, Student Learning Organizations (HOSA, BPA, DECCA, ETC)

Key Program Goals and Offerings

- **We endeavor to prepare our students for their academic careers as well as the world of work.**
- **We strive to teach soft skills such as:**
 - **Self Advocacy**
 - **Scheduling and Prioritization**
 - **Responsibility**
 - **Communication Skills**
 - **Professionalism**
- **Core Content Knowledge**
- **Certifications in:**
 - **CCMA, Phlebotomy, HCP CPR, and First Aid**

Snapshot of a week in AHT

Mon. 11-26-18 Med Term Unit 10 Quiz, Med Term Unit 11 Video, Vital Signs Test Fri. 12-7-18, Lecture Physical Exam

Assignments: Med Term 11 Workbook/Notecards (Due next Mon), CCMA workbook and unit goals/objectives (Due 12-3-18), Vital Signs Clinical Skills (Due 11-28-18) Including 25 sets of vitals, Video and posting of yourself taking vital signs per procedure for discussion board topic (Due 11-28-18), AHT Math due Fri.

Assignments Due: Med Term unit 10 workbook and notecards.

Tues. 11-27-18 Allied Health Math (Liquids, Solutions, Diluents, and Suspensions) Skills Demo: Positioning (Due 12-7-18)

Wed. 11-28-18 Lecture: The Physical Exam (Cont) Clinical Skill Demo: Paraffin Wax (Due 12-07-15)

Thurs. 11-29-18 Lecture: Physical Exam Clinical Skills Demo: Eye Exam: Snellen/Ishihara (Due 12-07-18)

Fri. 11-30-18 Clinical Skills Demo (Intradermal Injection (Due 12-14-18) Skills Practice

New TC Scale Beginning 2018-2019		
4 pt scale	Value	Overall Grade
4	100	A
3.9	99	A
3.8	98	A
3.7	97	A
3.6	96	A
3.5	95	A
3.4	94	A
3.3	93	A
3.2	92	A-
3.1	91	A-
3	90	A-
2.9	88	B+
2.8	86	B
2.7	84	B
2.6	82	B-
2.5	80	B-
2.4	78	C+
2.3	76	C
2.2	74	C
2.1	72	C-
2	70	C-
1.9	69	D+
1.8	68	D+
1.7	67	D+
1.6	66	D
1.5	65	D
1.4	64	D
1.3	63	D
1.2	62	D-
1.1	61	D-
1	60	D-
0.9	58	F
0.8	56	F
0.7	54	F
0.6	52	F
0.5	50	F
0.4	40	F
0.3	30	F
0.2	20	F
0.1	10	F
0	0	NC

Name:	Practice Session 1	Practice Session 2	Practice Session 3	Date Requested Check off	Date of Final Check Off
Practice & Test out Tracking Sheet					
GNAP					
Pt. Interview Health History					
Consent to Tx.					
Nonsterile (aseptic) Hand Washing					
Donning & Doffing Gloves					
Safety & Body Mechanics					
Isolation Procedures					
Sterilization of Instruments					
Chemical Disinfection/ Cold Sterilization					
Wrapping of Instruments in Paper/ Autoclave tape					
Sterilization in a Pouch					
Vital Signs					
Blood Pressure					
Temperature					
Pulse & Respiration					
Pulse Ox.					
Height & Weight/ BMI					
Infant Length/ Weight./ Head Circumference					
25 Vitals Homework					
Tubular Gauze					
Thumb Taping					
Bandage Turns					
Casting					
Fowlers/Semi Fowlers					
Supine/ Prone					
Dorsal Recumbent					
Sims/ Lithotomy					
Knee to Chest					
Ambulatory to Transfer Belt					
Wheelchair Transfer					
Assist with Physical Exam					
Update H.H.					
Obtaining & recording Pt. Symptoms					
SOAP Charting					
Snelling Test/ Visual Acuity					
Ishihara Test/ Color Vision test					
Eye Irrigation					
Ear Irrigation					
Application of Ice Pack					
Application of Hot Compress					
Application of Heating Pad					

Name:	Practice Session 1	Practice Session 2	Practice Session 3	Date Requested Check off	Date of Final Check Off
Practice & Test out Tracking Sheet					
Paraffin Bath					
Ten Minute Massage Routine (Written Out)					
Range of Motion					
Measuring for Auxillary Crutches					
Crutches 3&4pt. gait, sw. to & through					
Cane 2 & 3pt. gait					
Walker					
Opening a Sterile Package					
Changing a Sterile Bandage					
Apply & Remove Sterile Gloves					
Pouring a Sterile Solution					
Removal of Sutures & Staples					
Applying & Removal of Skin Closures					
Preparing an Injection					
Reconstituting Powdered Medicine					
Administering a Subcutaneous Injection					
Administering an Intramuscular Injection					
Administering Intradermal Injection					
Administering a Z-Track Intramuscular Injection					
Resting EKG					
Spirometry Testing					
O2 Therapy Assessment & Testing					
Aerosol Medicine Delivery					
Collecting Specimen for Outside Delivery					
Assessing Color & Appearance of Urine Sample					
Clean Catch Midstream Urine Specimen Collection Instructions					
Chemical Testing of Urine with Multistix					
Performing a Rapid Urine Culture Test					
Performing a Rapid Mononucleosis Test					
Performing a Rapid Strep Test					
Collecting a Throat Specimen					
Skin Puncture with Lancet Device					
Venipuncture with Evacuated Tube System (ETS)					
Venipuncture with Butterfly Method					
Venipuncture with Syringe System Lecture/ Hands on					

Van Buren Technology Center

Employability Skills Rubric

Score	Criteria	Advanced	Proficient	Progressing	Beginning	No Evidence
		4	3	2	1	0
	Attendance	Student attends all scheduled days.	Student has 1 absence during the assessed time frame and has communicated with the instructor regarding the absence in advance.	Student has 2 absences during the assessed time frame and has communicated with the instructor regarding the absence by the end of the that class day.	Student has 3-5 absences during the assessed time frame and/or does not communicate with the instructor regarding attendance within the week.	Student has more than 5 absences during the assessed time frame and has not communicated with the instructor regarding attendance. *if absences are communicated student would receive a beginning ranking.
	Work Submission	Student submits all assignments on time or early for the time frame assessed and they are completed according to assignment criteria.	Student has 1 late or missing assignment for the time frame assessed and they are completed according to assignment criteria.	Student has 2 late or missing assignments for the time frame assessed or the submitted assignments do not meet assignment criteria.	Student has 2 or more late or missing assignments for the time frame assessed and the submitted assignments do not meet the assignment criteria.	Student has not submitted any work for the time frame assessed or all submitted work does not meet assignment criteria.
	Punctuality / Productivity	Student arrives and leaves on time to class each day, and stays focused and on task throughout the entire class period. (during the entire time frame assessed.)	Student arrives and leaves on time to class each day. Student stays on task and needs no more than 2 reminders to stay focused and on task. (during the entire time frame assessed.)	Student arrives on time, but leaves early or arrives late and leaves on time each day. Student needs daily reminders to stay on task and focus.	Student does not arrive on time and/or leaves early. Student is unable to stay on task without constant supervision.	Student does not arrive on time and/or leaves early on a daily basis. Student is unable to stay on task even with supervision.
	Professionalism	Student demonstrates a professional attitude and adheres to all classroom/building expectations for the entire time frame assessed.	Student demonstrates a professional attitude and adheres to all classroom/building expectations with 1 reminder during the time frame assessed.	Student needs to be reminded to demonstrate a professional attitude and/or needs reminders to adhere to classroom/building expectations more than 2 times during the time frame assessed.	Student needs daily reminders to demonstrate a professional attitude and/or daily reminders to adhere to all classroom/building expectations.	Student does not demonstrate a professional attitude, does not follow classroom/building expectations at all during the time frame assessed.
	Attire	Student wears all program expected attire every day to class.	Student wears all program expected attire for all but 1 day during the time frame assessed.	Student wears all program expected attire for all but 2 days during the time frame assessed.	Student wears all program expected attire for all but 3-5 days during the time frame assessed.	Student does not wear all program expected attire more than 5 days during the time frame assessed.
	Communication	Student is able to, use clear, concise, and organized language; can effectively exchange ideas; makes eye contact with peers and adults; is able to listen and respond; does not interrupt others and is able to convey professional communication expectations on a daily basis.	Student is able to, use clear, concise, and organized language; can effectively exchange ideas; makes eye contact with peers and adults; is able to listen and respond; does not interrupt others and is able to convey professional communication expectations on a daily basis with only 2 reminders during the time frame assessed.	Student is able to, use clear, concise, and organized language; can effectively exchange ideas; makes eye contact with peers and adults; is able to listen and respond; does not interrupt others and is able to convey professional communication expectations on a daily basis with 3-5 reminders during the time frame assessed.	Student is not able to use clear, concise, and organized language; can effectively exchange ideas; makes eye contact with peers and adults; is able to listen and respond; interrupt others and is unable to convey professional communication expectations without support during the time frame assessed. Student needs support to exchange ideas and/or student interrupts on a daily basis.	Student does not demonstrate any evidence of proper professional communication expectations.
	Critical Thinking	Student independently assesses each problem and evaluates possible solutions/impacts on a daily basis. Additionally, student helps others find potential strategies and solutions during the time frame assessed.	Student independently assesses each problem and evaluates possible solutions/impacts on a daily basis with less than 2 prompts from teacher. Student cannot help others identify potential strategies and solutions.	Student thinks through problems, needs support to identify strategies and solutions. (support may come from teacher or other students).	Student requires support to identify the problem, strategies, and solutions. Student is not able to solve the problem even with support.	Student did not attempt the skill.
	Leadership	Student demonstrates the ability to positively influence others on a daily basis; is able to stay organized; can clearly direct team to positive results, and demonstrates the ability to lead independently. Additionally, the student is able to assist others in their roles as a leader and a follower.	Student demonstrates the ability to positively influence others on a daily basis; is able to stay organized; can clearly direct team to positive results, and demonstrates the ability to lead independently.	Student is able to lead with support and assistance (from teacher or other student). Student is not able to lead independently.	Student is not able to lead others, even with assistance. Student can define leadership, but is not able to demonstrate it.	Student does not demonstrate the ability to appropriately lead or follow positively. Their influence on others negatively affects productivity.

Allied Health Technologies Unit Scoring Rubric

Teacher Name: **Mr. Mayuietrs**

Date: _____

Student Name: _____

Unit/Chapter: _____

Scoring:

Self:

Instructor

Final:

Result

Result

Result

CATEGORY	4	3	2	1	0
Completion of homework	Submitted by due date with minimal errors. No missing or incomplete assignments or sections	Submitted between 1 and 3 days from original due date with minimal errors. No missing or incomplete assignments or sections	Submitted between 4 to 7 days from original due date with minimal errors. No missing or incomplete assignments or sections	Submitted on time or within 7 days from due date with significant missing or incomplete assignments or sections	No submission of required work
Unit Quiz(s)	Submitted by due date with a score between 100% and 93%	Submitted by due date with a score between 92% and 90%	Submitted by due date with a score between 89% and 80%	Submitted by due date with a score between 79% and 70%	No submission of unit quiz(s) or less than 70% on one or more required quizzes
Unit Project (If applicable) Counts Double	Submitted and presented by due date with a score between 100% and 93%	Submitted and presented by due date with a score between 92% and 90%	Submitted and presented by due date with a score between 89% and 80%	Submitted and presented by due date with a score between 79% and 70%	No submission of unit project, neglect to follow project guidelines, or poor quality submission
Unit test (Counts Double)	Submitted by due date with a score between 100% and 93%	Submitted by due date with a score between 92% and 90%	Submitted by due date with a score between 89% and 80%	Submitted by due date with a score between 79% and 70%	No submission of unit test or final score of less than 70%
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	Demonstration of conflictive, confrontational or uninterested attitude.

Allied Health Technologies Unit Scoring Rubric

CATEGORY	4	3	2	1	0
Goals and Objectives	Ability to acknowledge understanding of unit goals and objectives by describing and defining each goal or objective in the student's own wording. Ability to demonstrate application examples of the unit's goals and objectives	Ability to acknowledge understanding of unit goals and objectives by describing and defining each goal or objective in the student's own wording.	Ability to acknowledge each unit goal and objective through utilizing the text's or instructor's descriptions and definitions.	Acknowledgement of the unit goals and objectives but unable to demonstrate understanding.	Inability to acknowledge unit goals and objectives
Clinical Skills	Completion of all unit clinical skills and submission of all clinical skill required paperwork by due date	Completion of all unit clinical skills and submission of all clinical skill required paperwork within 1-3 days of due date	Completion of all unit clinical skills and submission of all clinical skill required paperwork within 4-7 days of due date	Attempted completion of clinical skills by due date but additional practice and remediation are recommended.	Non-involvement in and no attempt to complete required clinical skills
Suggested work assignment completion	Completion and submission of all suggested work assignments following set guidelines by due date.	Completion and submission of suggested work assignments following set guidelines within 1-3 days of due date	Partial completion (considered majority) and submission of suggested work assignments following set guideline by due date	Submission of suggested work assignments without following set guidelines within 1-3 days of due date	No attempts made or inability to complete suggested work
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	Student consistently "off" task. Student is disruptive or considered a to be a "poor" work ethic example to others

Allied Health Technologies Unit Scoring Rubric

CATEGORY	4	3	2	1	0
Professionalism	Student demonstrates professionalism by: Adheres to dress code, classroom policies, Cleaning up work/clinical skill areas, Maintaining and demonstrating a positive attitude, and shows a willingness to assist the instructor or classmates.	Student fails to demonstrate one of items outlined within the the professionalism 4 category for 1 day within the unit.	Student fails to demonstrate one of items outlined in the professionalism 4 category for 2-3 days within the unit.	Student fails to demonstrate one of items outlined in the professionalism 4 category for 4-7 days within the unit	Sthdent consistantly demonstrates a neglect in one or more of the items outlined in the professionalism 4 category.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.	Consistantly submites or provides work that is considered to be of "poor" quality
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	Student consistantly does not contribute to the group or classroom discussion. When called upon or asked, student generally cannot give appropriate input.
Preparedness	Brings needed materials to class and is always ready to work. Student has completed preassigned work and is ready to participate in the activities for the day.	Almost always brings needed materials to class and is ready to work. Student almost always completed preassigned work and is ready to participate in the activities for the day.	Almost always brings needed materials but sometimes needs to settle down and get to work. Student almost always completes preassigned work but occasionally ventures off task or topic and has to be reminded to return to the task or topic.	Often forgets needed materials or is rarely ready to get to work. Often forgets to complete the preassigned work and is rarely ready for the task or topic .	Student is consistantly ill-prepared for class. Student routinely does not complete the preassigned work and neglects to meet assigned deadlines.

Allied Health Technologies Unit Scoring Rubric

CATEGORY	4	3	2	1	0
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	Student is often times confrontational with others within the group or classroom. Student does not participate within the group
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Infrequently attempts to solve problems or help others solve problems. Lets others do the work the majority of the time.	Does not try to solve problems or help others solve problems. Lets others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.	Consistently misses deadlines, due dates, and expectations.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.	No work is submitted or obvious procrastination and lack of effort are easily observable

Van Buren ISD
Allied Health Technologies
Clinical Medical Assistant Class Syllabus

Instructor: Paul Mayuiers MA RRT	Phone: (W) 269-539-5257 (H) 269-467-7072
	E-mail pmayuiers@vbisd.org
Class: Allied Health Technologies, Certified Clinical Medical Assistant (CCMA)	

Philosophy and Goals of the Van Buren Allied Health Technologies Program

Van Buren ISD is committed to providing students the opportunity to receive a quality, career-focused education so they will succeed and grow in their medical assisting career. Van Buren ISD is dedicated to training students in the knowledge and clinical skills they will need to become competent members of the health care team.

We at Van Buren ISD believe in educating students in the medical assisting competencies that will serve the health needs of the community. We also encourage students to develop their critical thinking and computer literacy skills, while promoting healthy lifestyles to others and for themselves.

Course Description

This course will provide the student with knowledge regarding patient care during the patient's visit to the medical office. The knowledge and skills presented will be vital signs, emergency procedures, communication, documentation, medical terminology, human anatomy, employability skills, cleaning and sterilization procedures, phlebotomy techniques, drug calculation, and medication administration. An emphasis is placed on the patient's educational needs, physical examination and treatment procedures that are done in the medical office setting. The student will learn basic skills necessary for the medical office laboratory. These skills will include maintaining the exam area, performing clinical lab tests, micro hematocrit, twelve-lead electrocardiography (ECG), and medical asepsis. OSHA guidelines and confidentiality will also be discussed.

The Role of the Medical Assistant

Versatility is an excellent descriptive term for today's medical assistant. The duties that medical assistants perform vary not only from office to office but even within the same office. They perform routine duties within the offices of many types of health professionals, including physicians, chiropractors, podiatrists, and others.

The medical assistant's scope of practice is defined as the performance of delegated clinical and administrative duties within the scope of practice of the supervising physician, health practitioner, or office manager. The duties should be consistent with the medical assistant's education, training, and experience. In larger offices, medical assistants tend to specialize, yet the duties performed by the medical assistant do not constitute the practice of medicine.

There are two major categories of duties that medical assistants perform: administrative and clinical. On the **administrative end** of the spectrum, medical assistants greet patients who arrive in the office or clinic and obtain basic registration information from them. They can enter information into a computer and construct the patient's chart. They are trained to do office accounting, which could be done electronically or manually. The medical assistant is trained in filing procedures and in proper techniques for adding information to the patient's chart. A basic knowledge of procedure and diagnosis coding is important to today's medical assisting professional, and some medical assistants concentrate strictly on the billing and coding career option. The medical assistant is able to complete insurance claim forms and determine insurance coverage and limitations for the patient. Medical assistants answer telephones, schedule appointments, update medical records, and handle all types of correspondence. Often the medical assistant schedules outpatient procedures and hospital admissions and coordinates consultations with other physicians. Medical assistants who enjoy the administrative side of the profession often enter into office management positions.

The **clinical duties** that medical assistants perform are just as broad as the administrative duties. These professionals assist the physician with patient examinations and prepare the patient and the equipment needed before the examination. Medical assistants are trained in first aid skills and cardiopulmonary resuscitation. They collect and prepare laboratory specimens and know how to adhere to OSHA and CLIA regulations. Often medical assistants working in the clinical area are responsible for inventorying and ordering supplies. If directed by a physician, they can administer various types of medications in most states. Medical assistants also perform electrocardiograms and prepare patients for x-ray evaluations. They assist in minor surgical procedures, prepare sterile trays, and perform autoclave sterilization procedures for instruments. Another clinical duty involves taking medical histories from patients, patient teaching, and obtaining and recording vital signs

STUDENT RESPONSIBILITIES:

It is the responsibility of each student to ensure all course work is completed according to VBISD Guidelines and class expectations. It is the utmost importance that students stay current with their assignments and turn them in on time.

1. It is expected that students will complete at a minimum of 80% of all assignments. All major assignments must be completed by the due date.
2. It is expected that the student achieves a minimum of 80% on all examinations. A student will be allowed to retake a maximum of 2 examinations throughout the course in the event he or she does not obtain the minimum score of 80%. To be eligible for an exam retake the student must complete the re-examination plan which outlines how he or she plans to alter their test prep or test taking skill to successfully complete the examination.
3. To successfully sit for the clinical certification examination the student cannot have more than 4 undocumented or unexcused absences as outlined by the VBISD attendance policy.

ACADEMIC INTEGRITY:

It is the intent of the Van Buren ISD to foster a spirit of complete honesty and a high standard of integrity. It is that integrity that is mandatory for a health care professional. The attempt of students to present as their own any work they have not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, possibly suspension from the course.

STUDENT CONDUCT:

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

Students are expected to dress appropriately during class, during field trips, and for job shadow/clinical experience.

1. Students are expected to wear clothing which would be considered professional
 - a. Clothing is not to expose any of the four "B's" (back, butt, breast, belly)
 - b. No open toed shoes are allowed during class
 - c. When job shadowing or participating on a clinical experience students are to dress professional at all times. (Students are to wear the scrub bottoms and polo shirts provided by the program along with closed toe heeled shoes provided by the student)
 - d. Hair is to be above the shoulders (pinned up if needed) to avoid hair coming in contact with the patient or becoming a distraction to performing clinical skills.
 - e. Jewelry is to be limited per professional standards and site requirements
 - f. Cologne or perfume is not to be used during the job shadow or clinical experience

CHANGES TO THE SYLLABUS:

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

- Identify career opportunities for the trained medical assistant.
- Summarize general knowledge areas in which the medical assistant should be proficient.
- Differentiate between the administrative and clinical responsibilities of a medical assistant.
- Classify the basic principles of law and ethics in the health care professions.
- List key developments in the history of medicine.
- Explain the basic systems of health care delivery in the United States.
- List the three common medical practice business structures.
- Compare the two principal methods of paying for medical care.
- Discuss why and when patient information may be released.
- Describe the requirements for informed consent.
- Explain the medical assistant's role in office administration and financial management.
- Summarize key concepts in communicating with patients.
- Demonstrate the clinical procedures that a medical assistant routinely performs.
- Define the role of the medical assistant in working with various medical specialties.
- Explain the medical assistant's role in outpatient surgery settings.
- Describe diagnostic procedures that the medical assistant helps perform or prepares patients to undergo.
- Apply the basic duties of the medical assistant in patient education regarding prescriptions and medication usage.
- Write a resume detailing his or her qualifications for employment as a medical assistant.
- Identify appropriate job openings for a qualified medical assistant

Texts and Resources

- *Clinical Procedures for Medical Assistants* 9th edition, by Bonewit-West
- *Study Guide to accompany Clinical Procedures for Medical Assistants*
- *Applied Educational Systems (AES)*
- *Program booklet*
- *National Health Career Association program of review and certification examination*

COURSE Overview

- Identify the structure and function of the systems of the human body
- Identify word parts, medical terms, abbreviations and symbols
- Demonstrate proficiency in the employability skills necessary for the healthcare professional
- Compare and contrast various laws relevant to the medical assistant profession
- Evaluate effective communication skills with patients and co-workers
- Understand cultural diversity in effective communication skills
- Illustrate patient education in health promotion and disease prevention
- Describe the operational functions of a medical office (inventory, equipment and supplies, computer techniques)
- Identify the various forms of insurance plans, claim forms and coding systems
- Perform basic clerical functions (scheduling, billing, records management, patient charts)
- Understand the importance of records maintenance in biohazard waste, and chemicals and comply with OSHA protocols to maintain office safety.
- Demonstrate clinical knowledge in asepsis and sterilization, sanitization, and disinfection
- Identify usage, care and handling of common surgery instruments for the a variety of surgical procedures
- Distinguish therapeutic modalities, clinical pharmacology and administration of medications
- Understands laboratory procedures, safety, quality control, lab equipment, specimen procurement and handling, records management, microbiological procedures
- Recognizes electrocardiography protocols, procedures and readings
- Identifies emergency procedures in ambulatory care, first aid and triage procedures

Course Objectives

Upon completion of this course, the student will be able to:

1. Follow precautions for Patient Safety include Sanitizing Hands and Instruments
2. Prepare a Patient for a Physical Exam
 - Obtain and Document a Medical History
 - Measure Height and Weight
 - Measure Body Temperature
 - Assist with Patient Examinations
 - Assist with a Routine Examination and with Specialty Examinations
3. Collect and Test Laboratory Specimens
 - Collect and Prepare Specimens for Transport to an Outside Laboratory
4. Apply Pharmacology Principles for Patient Safety
 - Prepare and Administer Oral Medications
 - Perform Injections
5. Assist with Minor Office Surgery
 - Prepare to Assist with Minor Office Surgery
 - Change Wound Dressings and Remove Sutures
6. Handle Testing that will Assist with Patient Diagnosis
 - Conduct an Electrocardiogram
 - Conduct a Spirometry Test

Methods of Instruction

Reading and studying assignments before attending lectures, discussions, class activities, case studies, PowerPoint, videotapes, library research, quizzes, tests.

Specific Topics with Expected outcomes of knowledge and abilities:

1. PROFESSIONALISM

- (a) Project a positive attitude
- (b) Maintain confidentiality at all times
- (c) Be a "team player"
- (d) Be cognizant of ethical boundaries
- (e) Exhibit initiative
- (f) Adapt to change
- (g) Evidence a responsible attitude
- (h) Be courteous and diplomatic
- (i) Conduct work within scope of education, training, and ability

2. COMMUNICATION

- (a) Be attentive, listen, and learn
- (b) Be impartial and show empathy when dealing with patients
- (c) Adapt what is said to the recipient's level of comprehension
- (d) Serve as liaison between Physician and others
- (e) Use proper telephone techniques
- (f) Interview effectively
- (g) Use appropriate medical terminology
- (h) Receive, organize, prioritize, and transmit information expediently

- (i) Recognize and respond to verbal and non-verbal communication
- (j) Use correct grammar, spelling and formatting techniques in written works
- (k) Principles of verbal and nonverbal communication
- (l) Recognize and respond to verbal and non-verbal communication
- (m) Adapt for individualized needs
- (n) Applies of electronic technology
- (o) Shows fundamental writing skills
- (p) Is aware of professional components
- (q) Is aware of allied health professions and credentialing

3. ADMINISTRATIVE DUTIES

- (a) Perform basic secretarial skills
- (b) Prepare and maintain medical records
- (c) Schedule and monitor appointments
- (d) Apply computer concepts for office procedures
- (e) Locate resources and information for patients and employers
- (h) File medical records

4. CLINICAL DUTIES

- (a) Interview and record patient history
- (b) Prepare patients for procedures
- (c) Apply principles of aseptic techniques and infection control
- (d) Take and record vital signs
- (e) Recognize emergencies
- (f) Perform first aid and CPR
- (g) Prepare and maintain examination and treatment area
- (h) Prepare patient for and assist physician with routine and specialty examinations and treatments and minor office surgeries
- (i) Use quality control
- (j) Collect and process specimens
- (k) Perform selected CLIA-waived tests (i.e. “kit tests such as pregnancy, quick strep, dip sticks”) that assist with diagnosis and treatment
- (l) Screen and follow up patient test results
- (m) Prepare and administer oral and parenteral medications as directed by Physician
- (n) Maintain medication and immunization records
- (o) Wrap items for autoclaving
- (p) Perform sterilization techniques
- (q) Dispose of bio hazardous materials
- (r) Practice standard precautions
- (s) Perform venipuncture
- (t) Perform capillary puncture
- (u) Obtain throat specimen for microbiological testing
- (v) Perform wound collection procedure for microbiological testing
- (w) Instruct patients in the collection of a clean-catch midstream urine specimen
- (x) Instruct patient in the collection of fecal specimen
- (y) Perform urinalysis
- (z) Perform hematology
- (aa) Perform chemistry testing
- (bb) Perform immunology testing
- (cc) Perform microbiology testing
- (dd) Perform electrocardiograms
- (ee) Perform respiratory testing
- (ff) Perform telephone and in-person screening

5. LEGAL CONCEPTS

- (a) Determine needs for documentation and reporting
- (b) Document accurately
- (c) Use appropriate guidelines when releasing records or information
- (d) Follow established policy in initiating or terminating medical treatment
- (e) Dispose of controlled substances in compliance with government regulations
- (f) Maintain licenses and accreditation
- (g) Monitor legislation related to current health care issues and practices
- (h) Perform risk management procedures

6. INSTRUCTION

- (a) Orient patients to office policies and procedures
- (b) Instruct patients with special needs
- (c) Teach patients methods of health promotion and disease prevention
- (d) Orient and train personnel
- (e) Ability to instruct patient so the patient is knowledgeable and understands directions on topics such as:
specific medical procedure(s), taking of prescribed medications, physician orders, follow up care
and precautions, (etc)

The Entry-Level Competencies for the medical assistant include, but are not limited to:

A. Clinical Competencies

(1) Fundamental Procedures

- (a) Perform hand washing
- (b) Wrap items for autoclaving
- (c) Perform sterilization techniques
- (d) Dispose of bio hazardous materials
- (e) Practice Standard Precautions

(2) Specimen Collection

- (a) Perform venipuncture
- (b) Perform capillary puncture
- (c) Obtain specimens for microbiological testing
- (d) Instruct patients in the collection of a clean-catch midstream urine specimen
- (e) Instruct patients in the collection of fecal specimens

(3) Diagnostic Testing

- (a) Perform electrocardiography
- (b) Perform respiratory testing
- (c) CLIA Waived Tests:
 - (i) Perform urinalysis
 - (ii) Perform hematology testing
 - (iii) Perform chemistry testing
 - (iv) Perform immunology testing
 - (v) Perform microbiology testing

(4) Patient Care

- (a) Perform telephone and in-person screening
- (b) Obtain vital signs
- (c) Obtain and record patient history
- (d) Prepare and maintain examination and treatment areas
- (e) Prepare patient for and assist with routine and specialty examinations
- (f) Prepare patient for and assist with procedures, treatments, and minor office surgeries
- (g) Apply pharmacology principles to prepare and administer oral and parenteral (excluding IV) medications

- (h) Maintain medication and immunization records
- (i) Screen and follow up test results

B. General Competencies

(1) Professional Communications

- (a) Respond to and initiate written communications
- (b) Recognize and respond to verbal communications
- (c) Recognize and respond to nonverbal communications
- (d) Demonstrate telephone techniques

(2) Legal Concepts

- (a) Identify and respond to issues of confidentiality
- (b) Perform within legal and ethical boundaries
- (c) Establish and maintain the medical record
- (e) Document appropriately
- (f) Demonstrate knowledge of federal and state health care legislation and regulations

(3) Patient Instruction

- (a) Explain general office policies
- (b) Instruct individuals according to their needs
- (c) Provide instruction for health maintenance and disease prevention
- (d) Identify community resources

(4) Operational Functions

- (a) Perform an inventory of supplies and equipment
- (b) Perform routine maintenance of administrative and clinical equipment
- (c) Utilize computer software to maintain office systems
- (d) Use methods of quality control

Core Curriculum for Medical Assistant: I.C Cognitive (Knowledge Base)

I. Anatomy & Physiology

1. Describe structural organization of the human body
2. Identify body systems
3. Describe body planes, directional terms, quadrants, and cavities
4. List major organs in each body system
5. Describe the normal function of each body system
6. Identify Common pathology related to each body system
7. Analyze pathology as it relates to the interaction of body systems
8. Discuss implications for disease and disability when homeostasis is not maintained
9. Discuss implications for treatment related to pathology
10. Compare body structure and function of the human body across the life span
11. Identify the classification of medications, including desired effects, side effects and adverse reactions.
12. Describe the relationship between anatomy and physiology of all body systems and medications used for treatment in each

II. Applied Mathematics

1. Demonstrate knowledge of basic math computations
2. Apply mathematical computations to solve equations
3. Identify measurement systems
4. Define basic units of measurement in metric, apothecary and household systems
5. Convert among measurement systems
6. Identify both abbreviations and symbols used in calculating medication dosages
7. Analyze charts, graphs and/or tables in the interpretation of healthcare results

III. Applied Microbiology/Infection Control

1. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit
2. Define asepsis
3. Discuss infection control procedures
4. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA)
5. List major types of infectious agents
6. Compare different methods of controlling the growth of microorganisms
7. Match types and uses of personal protective equipment (PPE)
8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate
9. Discuss quality control issues related to handling microbiological specimens
10. Identify disease processes that are indications for CLIA waived tests
11. Describe Standard Precautions, including:
 - a. Transmission based precautions
 - b. Purpose
 - c. Activities regulated
12. Discuss the application of Standard Precautions in regard to:
 - a. All body fluids, secretions and excretions
 - b. Blood
 - c. Non intact skin
 - d. Mucous membranes
13. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings

IV. Concepts of Effective Communication

1. Identify styles and types of verbal communication
2. Identify nonverbal communication
3. Recognize communication barriers
4. Identify techniques for overcoming communication barriers
5. Recognize the elements of oral communication using a sender-receiver process
6. Differentiate between subjective and objective information skills
7. Discuss applications of electronic technology in effective communication
8. Diagram medical terms, labeling the word parts
9. Define both medical terms and abbreviations related to all body systems
10. Organize technical information and summaries
11. Identify the role of self -boundaries in the health care environment
12. Recognize the role of the patient advocacy in the practice of medical assisting
13. Discuss the role of assertiveness in effective professional communication
14. Differentiate between adaptive and non-adaptive coping mechanisms

V. Legal Implications

1. Discuss legal scope of practice for medical assistants
2. Explore issue of confidentiality as it applies to the medical assistant.
3. Describe the implication of HIPAA for the medical assistant in various medical settings
4. Summarize the Patient Bill of Rights
5. Discuss licensure and certification as it applies to healthcare providers
6. Describe liability, professional, personal injury, and third party insurance
7. Compare and contrast physician and medical assistant roles in terms of standard of care
8. Compare criminal and civil law as it applies to the practicing medical assistant
9. Provide an example of tort law as it would apply to a medical assistant
10. Explain how the following impact the medical assistant's practice and give examples
 - a. Negligence
 - b. Malpractice
 - c. Statute of Limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Give Act
 - f. Living will/Advanced directives
 - g. Medical durable power of attorney
11. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession
12. List and discuss legal and illegal interview questions
13. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations
14. Describe the process to follow if an error is made in patient care

VI. Ethical Considerations

1. Differentiate between legal, ethical, and moral issues affecting healthcare
2. Compare personal, professional and organization ethics
3. Discuss the role of cultural, social, and ethnic diversity in ethical performance of medical assisting practice
4. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others.
5. Identify the effect personal ethics may have on professional performance

VII. Protective Practices

1. Describe personal protective equipment
2. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment
3. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting
4. Identify safety signs, symbols and labels

5. State principles and steps of professional/provider CPR
6. Describe basic principles of first aid
7. Describe fundamental principles for evacuation of a healthcare setting
8. Discuss fire safety issues in a healthcare environment
9. Discuss requirements for responding to hazardous material disposal
10. Identify principles of body mechanics and ergonomics
11. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency
12. Identify emergency preparedness plan in your community
13. Discuss potential role(s) of the medical assistant in emergency preparedness

VII. Grading Policy

It is essential that each student successfully completing the Allied Health Technologies program consistently exhibit qualities of professional maturity to insure they function as a patient advocate and a professional health care provider.

Observable behavior which reflects professionalism, organization and personal responsibility is **required** to successfully pass this course. Therefore, "Professionalism" will be weighed equally with "Dependability" and "Participation" with respect to grading. Unprofessional behavior will result in documentation of the unprofessional behavior and corresponding point reduction.

Students will also be responsible for all points allocated to individual classroom assignments, quizzes, tests, and special assignments. No late assignments (without excused absence documentation) will be accepted without point reduction. Assignments will not be accepted after students' papers have been graded and returned. Students will be given one day, for each day of excused absence to hand in assignments. **Special arrangements can be made for extended illness.** If a student is absent the day of a test, he or she must take the test within one day of their return to school.

Grades are based upon the 4 point grading scale. The following grading scale is used universally throughout the VBISD:

4.0 - 3.3	A	1.9 - 1.7	D+
3.2 - 3.0	A-	1.6 - 1.3	D
2.9	B+	1.2 - 1.0	D-
2.8 - 2.7	B	0.9 - 0.1	F
2.6 - 2.5	B-	0	NC
2.4	C+		
2.3 - 2.2	C		
2.1 to 2.0	C-		

Because Allied Health Technologies is an elective course, the student is expected to put forth his/her best effort. This class is an introduction to a variety of careers and attracts a wide variety of ability levels. Students who have already had honors-level science classes and are planning to go to medical school may find the content information easy. Conversely, students taking this class as an introduction to various specialty areas within the health-care field

may find the content information very challenging. Students are asked to ask for extra help and assistance as needed.

The quarter grades will be weighted as follows:

Content Knowledge:

Content Knowledge Tests = 40%

Content Knowledge Quizzes = 20%

Content Knowledge Classwork = 10%

Employability Skills

Employability Clinical Skills 20%

Employability Job Shadow/Clinical Experience 10%

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UNITS OF STUDY

	<p style="text-align: center;">Syllabus and Course Outline overview Skills Assessment/Activities: Registration and account set-up VBISD computer log on Coursesites, Applied Educational Systems Complete: Mr. Mayuiers student/parent contact info. VBISD online orientation Global Compliance Network certifications HIPAA, Sexual Harassment, BBP, Hazardous Communications Bronson Hospital Orientation Skills Assessment/Activities: GNAP Return of Handbook/Orientation/Permission slips</p>
	<p style="text-align: center;">Emergency Preparedness and Assisting with Medical Emergencies Skills Assessment/Activities: Certification in: Healthcare provider CPR, and First Aid</p>
	<p style="text-align: center;">Becoming a Successful Student Activities Qualities of A Student, A student agreement Learning Styles and preferences, personality traits, note taking, test taking Anatomy and Physiology Medical Terminology (Weekly Topic)</p>
	<p style="text-align: center;">The Healthcare Industry Skills Assessment/Activities: Health History, Interview, Pt Interview and History, Consent to Treat Discussion and Knowledge of: History of healthcare Trends and future of healthcare Reimbursement and insurance Healthcare delivery models Systems</p>
	<p style="text-align: center;">The Professional Medical Assistant Skills Assessment/Activities: Aseptic (non-sterile) handwashing Safety and body mechanics Don/Doff non sterile gloves Isolation procedures Discussion and Knowledge of: Qualities and traits of a healthcare worker Duties of the medical assistant</p>

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	<p>Professional Behavior in the Workplace Discussion, knowledge, and demonstration of: Professionalism Communication Attitude Attire</p>
	<p>Interpersonal Skills and Human Behavior Discussion, knowledge, and demonstration of: Interpersonal communication skills, employability skills, communicating with individuals with different personalities</p>
	<p>Medical Ethics and Legal Responsibilities Discussion and knowledge of: Medical Ethics Legal Responsibilities Assignment Ethical Dilemma paper and presentation</p>
	<p>The Medical Record Skills Assessment/Activities: Organization of the medical chart Charting in the Medical Record (SOAP Charting) Discussion and Knowledge of: Paper medical record and organization Electronic Medical Record (EMR) Patient Privacy</p>
	<p>Infection Control Germs and Viruses Skills Assessment/Activities: Hot and cold sterilization Sanitization of instruments Wrapping of instruments using paper, a pouch Discussion and knowledge of: Surgical instrument (names and purpose) Using the microscope Microbiologic specimen collection Collecting a specimen for a throat culture Streptococcus testing Sensitivity testing Microscopic examination of microorganisms Preparing a smear</p>

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	<p style="text-align: center;">Patient Assessment and Vital Signs Skills Assessment/Activities: Preparing the exam room and patient Measuring height and weight Measuring Temp. (Oral, Axillary, Rectal (discussion only), Aural and tympanic,) Taking a pulse (knowledge of pulse sites and normal values) Taking of respiratory rate (knowledge of normal values) Taking of Blood Pressure (knowledge of normal values) Determining systolic BP by palpitation Pulse Oximetry (knowledge of normal values: Hypoxic vs Normal Drive) Measuring height, weight, and BMI (adult and infant)</p>
	<p style="text-align: center;">Skills Assessment/Activities: Bandage turns Applying a tubular gauze bandage Sprained thumb taping</p>
	<p style="text-align: center;">Patient Education Gait belt use, Crutches, Canes, Walkers, wheel chair transfer Oxygen Therapy (Oxygen Devices and flows) Medication schedules Applying hot compress, ice bag, hot pack, ice pack, paraffin bath, chair massage routine</p>
	<p style="text-align: center;">Assisting with the Primary Physical Examination Procedural steps to make room and patient ready for examination. Skills Assessment/Activities: Positioning: (sitting, supine, prone, dorsal recumbent, lithotomy, sims, knee chest) Patient draping Assessing distance visual acuity (Snellen test) Assessing color vision (Ishihara test) Discussion Eye and Ear irrigation and instillation Sterile gloving Opening a sterile package Pouring a sterile solution Changing a sterile dressing Removing sutures and staples Applying and removing adhesive skin closures</p>
	<p style="text-align: center;">Principles of Pharmacology Discussion and knowledge of: Government Regulation Drug Abuse Drug Names Approaches to Studying Pharmacology Drug Interactions with the Body Factors Affecting Drug Action Classification of Drug Actions Herbal and Alternative Therapies</p>

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	<p style="text-align: center;">Pharmacology Math Drug Labels Math Basics Systems of Measurement Calculating Drug Dosages for Administration Pediatric Dosages Reconstituting Powdered Injectable Medications</p>
	<p style="text-align: center;">Administering Medications Knowledge of Routes of administration and Drug scheduling Administering oral medication Skills Assessment/Activities: Preparing an injection Reconstructing powdered drugs Administering a subcutaneous injection Administering an intramuscular injection Administering an intradermal injection Z-Track intramuscular injection Discussion of: TB Skin testing Allergy Testing</p>
	Assisting with Ophthalmology and Otolaryngology
	<p style="text-align: center;">Assisting in Gastroenterology Discussion of Fecal occult blood testing Developing the hemocult slide test Patient prep for sigmoidoscopy and colonoscopy Knowledge of Prostate Cancer Prostate Cancer Screening Ability to instruct patient in testicular self-examination</p>
	<p style="text-align: center;">Assisting in Obstetrics and Gynecology Discussion/Knowledge of, and ability to describe Breast Examination Pelvic Exam Prenatal care Postpartum visits</p>

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UNITS OF STUDY

	<p style="text-align: center;">Assisting in Pediatrics Discussion on: Carrying the infant Growth measurements Weight and length Head and chest circumference Calculating growth percentiles Collection of urine specimen Pediatric injections, newborn screening test</p>
	<p style="text-align: center;">Assisting in Orthopedic Medicine Skills Assessment/Activities: Casting Using a cast saw Discussion of: Casts, Splints and braces</p>
	<p style="text-align: center;">Assisting in Pulmonary Medicine Skills Assessment/Activities: Spirometry Testing Peak Flow Measurement Home oxygen therapy and Oxygen devices Discussion of: Aerosol medication delivery</p>
	<p style="text-align: center;">Assisting in Cardiology Skills Assessment/Activities: Performing a 12 lead EKG Recognition of a normal vs. abnormal EKG (5 step EKG assessment) Knowledge of Cardiac dysrhythmias Discussion of and knowledge of: EKG paper EKG leads and placement Paper speed Patient preparation for EKG</p>
	<p style="text-align: center;">Principles of Electrocardiography Discussion of and knowledge of: Structure of the Heart Conduction system of the heart Cardiac Cycle</p>
	<p style="text-align: center;">Assisting with Diagnostic Imaging</p>
	<p style="text-align: center;">Assisting in the Clinical Laboratory Discussion and knowledge of: Collecting, handling and transporting specimen Collecting a specimen for transport to an outside laboratory CLIA-waved laboratory testing Performing Quality Controls</p>

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UNITS OF STUDY

	<p style="text-align: center;">Assisting in the Analysis of Urine Skills Assessment/Activities: Instruct in Clean-Catch Midstream specimen collection instructions Instruct in collection of a 24 hour urine Assessing color and appearance of a urine specimen Chemical testing of urine with Multistix Prepare a urine specimen for microscopic examination Kava Method Discussion of: Urine Pregnancy Testing Serum Pregnancy Testing</p>
	<p style="text-align: center;">Phlebotomy Skills Assessment/Activities: Order of draw Skin puncture with lancet device Finger poke procedure/Capillary tube fill Venipuncture procedures: Vacuum tube, syringe draw and butterfly methods Diabetic Testing A1c Testing Cardio-check testing Discussion of: Arterial Blood Gas draw</p>
	<p style="text-align: center;">Assisting in the Analysis of Blood Skills Assessment/Activities: Hemoglobin Determination Hematocrit Determination Separating Serum from a blood specimen Discussion and Knowledge of: Knowledge of the components and function of blood White Blood Cell Count Red Blood Cell Count White Blood Cell Differential Count Preparation of a blood smear for a Differential Cell Count</p>
	<p style="text-align: center;">Surgical Supplies and Instruments Skills Assessment/Activities: Rapid mononucleosis testing Rapid strep testing Collecting a throat specimen Discussion and Knowledge of: instruments used in minor office surgery</p>
	<p style="text-align: center;">Career Development and Life Skills Skills Assessment/Activities: Creation of Resume for Health Care Career Creation of Portfolio Participation on Mock Interviews Employability Skills</p>