PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Medical Assistant – Administrative & Clerical

Curriculum

5.0 Credits

Unit Two

Course Description

The Administrative Medical Assistant program is a one year program that prepares students to be multi-skilled allied Health professionals specifically trained to perform in ambulatory settings, such as physician offices, clinics, and group practices. The course first starts with such topics as appointment processing, written and oral communications, medical records patient education, and safety. The student will be able to perform basic administrative skills within the medical environment. He or she will learn medical procedures in both economic and management skills. Office maintenance, maintenance of supplies and equipment, review and updating of liability coverage, insurance procedures and the supervision of staff is also a crucial component of the course. The course also introduces the student to infection control procedures and hazard control procedures. Medical law and ethics, Occupational Safety and Health Association standard are review as well as ICD-10 coding procedures.

Successfully passing Medical terminology is a prerequisite for this course.

Administrative Medical Assisting

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	The Medical Assistant profession and the history of healthcare, Medical Law and Ethics, Preparing an Informed Consent for treatment, Communication, Front Desk Reception, and Patient Scheduling	approx. 8 weeks
Unit 2	Patient Centered Care and Education, Considerations of Extended Life, Medical Records Management, Electronic Medical Records, Equipment Maintenance, and Supply Inventory, and Office Policy and Procedures	approx. 8 weeks
Unit 3	Insurance Billing and Authorization, ICD 10 Coding, Procedural Coding, Diagnostic Coding, Billing, Collections and Credit, Payroll, Accounts Payable and Banking Procedures	approx. 10 week
Unit 4	Medical Assistance role in Office Safety, Personal Safety, Emergency Plans, Exposure Control Plan, OSHA Blood Borne Pathogen standards, and Filing a Medical Incident report	approx. 9 weeks

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Educational Technology Standards
8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.E.1

➢ **Technology Operations and Concepts**
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Research and Informational Fluency**
  - Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals

think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply

Career Ready Practices

insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback/return demonstration • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary and use of Medical Terminology

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self-Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

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Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Charts, Graphic Organizers

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes

- Teacher-created DBQs, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Gallery Walks,Kahoot!

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create a Public Service Announcement

- Glogster to make Electronic Posters

- Kahoot to create a test reviews

Interdisciplinary Connections

English Language Arts
- Development of a written patient care plan
- Close reading of health/medical journals, articles, and text
- Create a brochure/power point for a specific medical professions
- Keep a notebook of medical terminology

Social Studies
- Research the history medicine and a given health or medical profession
- Research prominent historical individuals, disease or health issue in medicine or health
- Use historical medical references, discoveries to solve problems

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Develop charts and graph of medical/health researched data
- Use medical math for equivalent apothecary and metric measurements
- Track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster/brochure/ Public Service Announcement recruiting young people to focus their studies on a specific health career or health issues

Science
- Research the environmental impact of a given career or industry
- Research latest developments in health/medical technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Health Science (HL)

- 9.3.12.HL.2: Explain the healthcare workers' role within their department, their organization and the overall healthcare system. .
- 9.3.12.HL.3: Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3.12.HL.4: Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.12.HL.5: Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.12.HL.6: Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Pathway: Therapeutic Services

- 9.3.12.HL-THR.1: Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals
- 9.3.12.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.HL-THR.3: Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
- 9.3.12.HL-THR.4: Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Common Career Technical Core (CCTC)

Career Cluster Health Science

HL-THR 01 – Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

- HL-THR 01.1. Employ effective oral communication techniques when responding to patient questions and concerns.
- HL-THR.01.2. Employ effective written communication techniques when responding to patient questions and concerns.

HL-THR.02 - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

- HL- THR 02.1 –Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems.
- HL-THR 02.2. - Analyze team interactions that identify effective patterns of communication among team members.

HL-THR.03 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

- HL-THR.03.1.- Monitor patient/client using protocols for assessing, monitoring and reporting health status.
- HL-THR.02.2 - Utilize strategies that support patient/client goals when developing treatment plans.
- HL-THR.02.3 - Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.

HL-THR.04 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

- HL-THR.04.1 - Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment..

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.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 (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RL.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. 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.

Writing

- CCSS.ELA-LITERACY.W.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.
- CCSS.ELA-LITERACY.W.11 – 12 4.. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-LITERACY.W.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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Comprehension and Collaboration:
- CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY-SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Conventions of Standard English:
- CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- CCSS.ELA-LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA_LITERACY.L.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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:
- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:
- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

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Course: Medical Assistant **Unit:** II **Grade Level:** 9-12	**Unit Overview:** In this unit the student will learn the medical assistant's patient education they will gain an understanding to what wellness is and the mind and body connection. The holistic approach to for healthcare and well being will also be discussed. The importance of organ and tissue donation will be explored. The Medical Assistant will learn about medical advance directives, durable power of attorney, living wills, and life prolonging declarations. Medical records play an important role in healthcare delivery, so they must be accurate and complete. As legal documents, medical records the single most important tool healthcare providers can use to defend against medical malpractice lawsuits. Almost as important is the maintenance and management of electronic medical compliance in regards records. The student will learn to identify steps to complete a medical record, how to correct mistakes, how to appropriately destroy electronic records, and how to maintain HIPAA in regards to medical regards.

New Jersey Student Learning Standards (NJSLS): 9.3.12.HL.2, 9.3.HL.3, 9.3.HL.5, 9.3.12.HL.4, 9.3.12.HL.5, 9.3.12.HL.6, 9.3.HL-DIA.1, 9.3.HL-DIA.3

Common Career Technical Core (CCTC): HL-THR 01.1, HL-THR. 01.2, HL-THR 02.1, HL-THR 02.2, ED 02.2, HL-THR. 03.1, HL-THR.03.2, HL-THR.03.3, HL-THR. 04.1

Common Core State Standards (CCSS): RL.11-12.1; RL11-12.4; SL.11-12.1; SL.11-12.2;L.11-12.1; L.11-12.2; L.11-12.3 W.11-12.2; W.11-12.4; W.11-12.7; SL.11-12.1, SL.11-12.2, L.11-12.1, L.11-12.2, L.11-12.3

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Define the Medical Assistant role as it pertains to medical records, by demonstrating effective management and use of	How does paper charting differ from electronic charting? What is the relationship	• Describe early healing practices • Describe the basis and beliefs of the Hippocratic Oath	**Research** Using the internet as a resource, locate 3 companies that sell electronic medical	**Educational Video:** "Electronic Medical Records Done Right" www.YouTube.com Jun 6, 2009

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
electronic medical records. **NJSLS:** 9.3.12.HL.2, 9.3.HL.3, 9.3.HL.5, 9.3.12.HL.4, 9.3.12.HL.5, 9.3.12.HL.6, 9.3.HL-DIA.1, 9.3.HL-DIA.3 **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04 **CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, W.11-12.7, SL.11-12.1, SL.11-12.2, L.11-12.1, L.11-12.2, L.11-12.3	between Electronic Health Records and HIPAA compliance? What are the benefits of using electronic medical records? How do you make corrections in the electronic medical record?	• Distinguish between the use of electronic medical records and paper medical records • Understand how to convert from a paper medical record to an electronic record • Define the steps to complete an electronic medical record • Describe the steps to correct a medical record • Identify steps to take to properly destroy a paper medical record • Describe the HIPAA compliance regulations in record to medical records • Describe the benefits to using electronic medical records	records software. Create a list of pros and cons for each **Journal** Write a journal entry new vocabulary words, phrases or abbreviations learned **Applied Practice:** Student review a scenario in which they are the manager of a medical office that is converting from paper to electronic records. They will be required to answer the following questions: 1. How will the medical office include written reports and consultation from other institutions. 2. When writing a memo the staff regarding making corrections to the medical record, what	**Education video:** "Advantages of Electronic Health Records" www.healthit.gov **Hand-outs:** Copies of HIPAA regulations from the Department of Health and Human Services **Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			information should be included in the memo	
Describe the Medical Assistants Role in patient teaching of how to manage their pain and how to maintain wellness.

NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL.4

CCTC: HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04

CCSS: RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3 | What is the Holistic approach to health care?

What is the mind-body connection to health and wellness?

What are the different types of pain?

How do you assess pain?

What is pain management?

How does culture affect patient education? | • How Holistic approach to health care
• Are driving forces in healing
• Define physical pain
• Define psychological pain
• Define phantom pain
• Describe the 3 methods commonly used to rate a person's pain
• Describe how to best interview a patient to assess for pain
• Describe various methods used to control or relieve pain
• Describe the following steps when teaching a patient: -assessment -planning | **Journal**
Write a journal entry new vocabulary words, phrases or abbreviations learned

Research:
Create a patient educational brochure for one of the 10 most common disease affecting men and women in the .S.

Venn Diagram:
Create a diagram showing the difference in the holistic approach to heal and healing and the traditional methods | **Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan

Educational Video: "Patient and Health Education". www.milner-fenwick.com

Educational video: "Patient Education" www.Mayoclinic.com |

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		-documenting -evaluation Describe how a patient's culture might prevent a medical assistant from teaching those patients certain skills		
Describe decisions a patient may be involved in when considerations are made to extend life. **NJSLS:** 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL.4 **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04 **CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2,	What are the rules and regulations for organ donation? What is an Advanced Directive? What is a Living Will? What is Hospice?	• Define what a cadaver is • Describe the process for donating tissues and organs • Define mental competency • Describe what cost are included in transplants • Define the guidelines for advanced medical directives • Define durable power of attorney	**Applied Practice:** Student will complete a power of attorney form from a scenario provided by the teacher. **Journal** Write a journal entry new vocabulary learned **Research:** Using the internet student will research state laws regarding living wills. **Kahoot!** Computer game on end of life decisions	**Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan **Educational Video:** "End of Life Decisions". PBS.net **Educational Video:** "the Last Chapter". www.Youtube.com Dec. 2015 **Hand-out:** Copy of a Durable Power of Attorney reprinted with

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
L.11-12.3		• Define living will		permission of Pearson Education
Demonstrate how the role of the medical assistant is vital in the appropriate maintenance, organization, filing and documenting on all patient files. **NJSLS:** 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4, **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03 ,HL-THR.04 **CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3	What are the different charting styles? What information is contained in a medical record What is cross referencing? What is the difference between inactive and closed patient files?	• Define narrative charting style • Define SOAP charting style • Define Problem Orientated charting style • Define Progress notes • Describe the Alphabetic filing system • Describe the Numeric filing system • Define Statute of Limitations as it relates to retaining medical records • Define the difference between an active, inactive and closed patient chart • Demonstrate how to find a patient chart by	**Kahoot!** Computerized word game on definitions in regards to medical record management **Journal** Write a journal entry new vocabulary terms learned **Competency skills performance:** Students will: *file documents using the alphabetic filing system *chart patient telephone calls *file documents in a patient medical record *file charts using the numeric filing system **Research:** Using the internet have the students research	**Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan **Educational Video:** "Digital filing system" www.YouTube.com May., 2012 **Educational Videos:** "Alphabetical filing system" www.YouTube.watch Mar., 2012 **Educational Video:** "How to file using terminal digit filing system" www.YouTube.com

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		cross referencing certain patient information and data	the various filing systems that may be found in a medical setting. List pros and cons for each.	May., 2013
Describe the Medical Assistant's Role in equipment use, maintenance of equipment and supply inventory in a medical setting. **NJSLS:** 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4, **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03 ,HL-THR.04 **CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3	What is an inventory control manual? What is an inventory supply log? What are the guideline for handling drug samples?	• Define what an office equipment manual • Explain how to maintain confidentiality while faxing • Explain pros and cons of leasing and purchasing office equipment • Define and describe steps involved in receiving and logging drug samples	**Competency skills:** *take an inventory of administrative and clinical equipment for maintenance and other purposes *Prepare a purchase order *Perform routine maintenance of a computer **Journal** Write a journal entry new vocabulary words learned. **Research:** Using the internet have the students create an internet search for office and medical supply companies. which companies supply	**Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan **Educational Video:** "Legal and ethical scenarios : Equipment, Maintenance, and Supply Inventory". WWW.MMAKit.com

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			products at a competitive price? What is the cost of shipping? What company seems to have the best variety? How could this information be useful for medical offices	
Define what a policy and procedure manual is and how it ensures that the employee knows how to perform their job correctly and safely. **NJSLS:** 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4, **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03 ,HL-THR.04 **CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3	What is a policy? What is a procedure? How do you create a Personnel manual? What is a mission statement? What is an organizational chart	• Define "policy" and give an example • Define "procedure" and give an example • Describe what a personnel manual is and what it is used for • Define what a mission statement is and why is it important • Describe how organizational charts are used	**Applied Practice** Each student will create a policy regarding the use of an office fax machine **Journal** Write a journal entry new vocabulary words learned **Research:** Using the internet the student will research various scheduling software programs for medical offices determining what type of technical support is available, what you should consider before	**Text:** "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan **Educational video:** "Office Policies and Procedure" www.MyMAKit.com Sample of an Employee manual found on www.theemployeemanual.com/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			purchasing, and what types of projects are available **Competency skills:** Each student will create an office brochure	

Unit 2 Vocabulary		
Active patient file Acute Advance directive Assess Cadaver Chief complaint Chronic Closed patient file Cross referencing DNR Documenting Electronic medical record Flow charts Hospice Implementing Inactive patient file Medical record Narrative Organ	Palliative care Patient information Planning Problem oriented medical record charting Progress Purge Shingling Tissue Closed patient file Cross referencing Electronic medical record EPA FDA Flow charts Inactive patient file Inventory Maintenance Medical record	Narrative Patient information Problem oriented medical record charting Progress Purge Shingling SOAP charting Standard of care Statute of limitations Subpoena

Suggested Unit Projects
Choose At Least One

Create a patient education brochure on one of the 10 most common diseases found in the United States	Create a clinical procedure for the procedure manual of a medical office.

Suggested Structured Learning Experiences

St. Joseph's Hospital and Medical Center 700 Main Street Paterson. New Jersey, 07503 973-754-2000 Paterson Division of Health 176 Broadway Paterson, New Jersey 973-321-1277	Alaris Health at Passaic County 77 East 43rd Street Paterson, New Jersey 973-754-6779