

Medical Assistant – Administrative & Clerical

Course Description

The Medical Assistant – Administrative and Clerical course 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.

Medical Assistant – Administrative & Clerical

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

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

Career Ready Practices

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.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback/return demonstration • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • 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

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.

<p>Course: Medical Assistant Unit: III Grade Level: 9-12</p>	<p>Unit Overview: Processing insurance claims accurately is vital to the success of any medical practice. In this unit the student will gain an understanding of basic insurance terminology to process insurance claims. In addition, the student will learn the process of medical coding. Coding allow the Medical Assistant to assign a number to a description of the patient’s condition, illness, or disease as it appears in the healthcare provider’s listing in the patient’s medical chart. Procedural and Diagnostic will also be highlighted when learning about coding procedures. After appropriate coding is done the student will than learn about billing practices, collections and credit. The student will learn how to process payroll. Finally the student will learn essential banking procedures.</p>
<p>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</p>	
<p>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</p>	
<p>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</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Demonstrate the skill and ability to process insurance claims.</p> <p>NJSLS: 9.3.12.HL.2, 9.3.HL.3, 9.3.HL.5, 9.3.12.HL.4, 9.3.12.HL.5,</p>	<p>What is a premium?</p> <p>What is a fee schedule?</p> <p>What is a deductible?</p> <p>What are copayments?</p>	<ul style="list-style-type: none"> • Describe and define premiums and how they are paid • Demonstrate how to calculate deductibles • Define how copayments are determined 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Competency skills: Student will:</p>	<p>Educational Video: “Health Insurance 101: Types of plans” www.Youtube.watch Oct., 2013</p> <p>Educational Video: “Health Insurance 101:</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.HL.6, 9.3.HL-DIA.1, 9.3.HL-DIA.3</p> <p>CCTC: HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04</p> <p>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</p>	<p>What is Group Insurance?</p> <p>What is a Self- Insurance plan?</p> <p>Who is eligible for COBRA?</p> <p>What are the types of insurance plans that allow patient’s a variety of ways to access providers and share cost of care?</p> <p>What types of coverage is included in health insurance plans?</p> <p>What types of health care insurance does the Government provide?</p> <p>What is worker’s compensation Insurance?</p>	<ul style="list-style-type: none"> • Define group health insurance • Define the process of reimbursement for self-insured health plans • Describe how individua are determined to be eligible of r COBRA • Define Fee-for-Service plans • Define Managed Care plans • Define a Preferred Provider Organization • Describe an HMO and how it works • Define an EPO • Describe BlueCross Blue Shield health care plans • Define the following types of coverage: <p>*Hospital</p> <p>*Medical</p>	<ol style="list-style-type: none"> 1. Calculate deductibles, coinsurance, and allowable amounts 2. Verify a patient’s insurance eligibility 3. Abstract data to complete a paper CMS-1500form <p>Research Activity: Using the internet as a research source, look up three collection agencies that offer their services in the area. List the pros and cons of using these three companies.</p>	<p>Types of Coverage” www.Youtube.watch Sept, 2014</p> <p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Hand-outs: Copy of a health insurance claim form found in the student workbook for the above text book</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	What is a superbill?	*Surgical *Outpatient *Major Medical Home Health Care *Ancillary Coverage *Prescription Drug <ul style="list-style-type: none"> • Define Medicare Coverage • Define Medicaid • Define CHAMPVA • Define Tricare • Describe what disability insurance is • Describe traditional reimbursement methods • Demonstrate how to process a claim form a superbill 		
Describe the Medical Assistants Role in medical	What are the two main branches of the law?	<ul style="list-style-type: none"> • Define Public Law • Define constitutional 	Journal Write a journal entry new	Text: "Medical Assisting Foundations and

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>law and Ethics.</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL.4</p> <p>CCTC: HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04</p> <p>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</p>	<p>What is the relationship between Consent and Medical Malpractice?</p> <p>What are the 4 D's of Malpractice?</p> <p>What are the Patient Bill of Rights?</p> <p>What is HIPAA (Health Insurance Portability and Accountability Act)?</p>	<p>law</p> <ul style="list-style-type: none"> • Define Administrative Law • Define Criminal Law • Define Civil Law • Define Tort Law • Define Malpractice • Identify the 4 D's of negligence • Describe when, where and why HIPAA was created • Define Informed Consent • Define Negligence • Explain what the :Patient Bill of Rights is 	<p>vocabulary words, phrases or abbreviations learned</p> <p>Critical Thinking: Student will create a medical malpractice scenario in which the statue of limitations would apply</p> <p>Research: Using the internet the Medical Assistant will search for a medical malpractice case, describe the case, include whether the patient or physician won,</p>	<p>Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “Negligence and Malpractice”. www.YouTube.watch Jan. 10, 2009</p> <p>Educational video: “Top 7 Horrible Cases of Medical Malpractice” www.YouTube.watch Feb. 18, 2014</p> <p>Educational Video: “HIPAA” www.YouTube.watch</p> <p>Hand-out “Patient Bill of Rights and Responsibility” and “What is the Patient Bill of Rights” by Health Source Global</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Describe and demonstrate how to prepare a consent for treatment?</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL.4</p> <p>CCTC: HL-THR.01, HL-THR.02, HL-THR.03,HL-THR.04</p> <p>CCSS: RL.11-12.1; 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</p>	<p>What is an expressed consent?</p> <p>What is an implied consent?</p> <p>What are the laws regarding getting consent to treat children?</p> <p>What are the laws regarding getting consent to treat mentally ill adults?</p>	<ul style="list-style-type: none"> • Define expressed consent and give example • Define implied consent and give example • Define mental competency • Demonstrate the task of obtaining a consent for a procedure or treatment 	<p>Critical thinking: Student will create a scenario in which the healthcare worker would need to obtain a consent for a critically ill child, an emergency Caesarian Section, a mentally ill schizophrenic vagrant, or a unconscious 18 year old victim of a car accident.</p> <p>Journal Write a journal entry new vocabulary learned</p> <p>Research: Using the internet student will research malpractice cases that involved obtaining a consent.</p> <p>Venn Diagram: Student to create a diagram describing the</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “The Elements of a Successful Informed consent”. www.Youtube.com January 31, 2013</p> <p>Educational Video: “Implied Consent Laws”. www.Youtube.com August 13, 2013</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			difference between implied consent and expressed consent	
<p>Describe the process of communication and why it is important good interpersonal skills are essential when communicating to patients..</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4,</p> <p>CCTC: HL-THR.01, HL-THR.02, HL-THR.03 ,HL-THR.04</p> <p>CCSS: RL.11-12.1; 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</p>	<p>What are the two forms of communication?</p> <p>What is the definition of active listening?</p> <p>What are the factors that can hinder communication?</p> <p>What forms of communication is used with individuals are physically challenged?</p> <p>How does cultural diversity influence communication?</p>	<ul style="list-style-type: none"> • Define verbal communication • Define non-verbal communication • Define writing as a form of communication • Describe symbolic language • Describe how to communicate with students that are hearing impaired or sight impaired • Describe how to communicate with an emotionally distressed person • Describe with communicating with culturally diverse 	<p><u>Kahoot!</u> Computer game on effective communication</p> <p><u>Journal</u> Write a journal entry new vocabulary terms learned</p> <p><u>Role Playing:</u> In a group of 3-4 students will demonstrate Active Listening Skills</p> <p><u>Role Play:</u> Students will be divided into pairs to enact a patient interview</p> <p><u>Critical thinking:</u> Student to write a scenario in which a</p>	<p><u>Text:</u> “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p><u>Educational Video:</u> “Guide to effective communication” www.YouTube.watch Jan., 2012</p> <p><u>Educational Videos:</u> “Cultural Diversity: Tips for Communicating with cultural Awareness” www.YouTube.watch Feb., 2015</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>How do you effectively communicate with an angry person?</p> <p>What are defense mechanisms?</p>	<p>patients</p> <ul style="list-style-type: none"> • Identify the various factors that may hinder communication. For example • discrimination • Describe the key to successfully communicating with culturally diverse individuals • Describe what techniques are used to deal with an angry or distressed patient • Identify the 7 defense mechanisms 	<p>patient or health care worker displays the defense mechanism of projection</p> <p>Research:</p> <p>Using the internet have the students research the various cultures that exist in their community and how these various cultural beliefs influence their health care choices.</p>	
<p>Describe and demonstrate the medical assistant's role in the front desk reception area.</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4,</p>	<p>What is Medical Assistant's role in front desk reception?</p> <p>What are the steps to opening and closing the office?</p> <p>What types of patients should not be left in the</p>	<ul style="list-style-type: none"> • Describe the process for opening up the office • Define the purpose of a sign-in sheet • Describe the process of collecting payments • List which are not 	<p>Applied Science:</p> <p>As a newly hired Medical Assistant you (as a M.A.) have been assigned to design and decorate a new office for 3 pediatricians. Each physician can see up to 4 patients an hour. How</p>	<p>Text: "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: "Front office etiquette For Medical Practices".</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04</p> <p>CCSS: RL.11-12.1; 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</p>	<p>reception area alone? What is the process for maintaining confidentiality at the front desk?</p> <p>How should the Medical Assistant handle a difficult patient at the front desk?</p> <p>What are the safe and effective ways to incorporate a children's area in the reception area?</p>	<p>appropriate to leave in the reception area</p> <ul style="list-style-type: none"> • Describe how to make accommodations for patients with disabilities • Describe techniques used to avoid difficult situations in the reception area • Describe how to best manage children in a waiting room • Describe the process for closing an office 	<p>should the Medical Assistant design the reception area? What themes, toys, and reading materials are appropriate.</p> <p>Journal Write a journal entry new vocabulary words learned.</p> <p>Critical Thinking: Each student will be assigned to write a new policy for opening up and closing an office.</p>	<p>www.YouTube.com Feb., 2015</p> <p>Fieldtrip: Class will visit St. Joseph's Hospital simulated doctor's office to have opportunity to "work" in a doctor's office</p>
<p>Describe the Medical Assistant's role in scheduling a variety of patients.</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4,</p> <p>CCTC: HL-THR.01, HL-</p>	<p>How is an appointment matrix created?</p> <p>What is cluster scheduling?</p> <p>What is double booking?</p> <p>What is fixed appointment scheduling?</p>	<ul style="list-style-type: none"> • Describe how an appointment matrix can be applied to both paper and computerized appointments • Demonstrate how to block out appointments on a 	<p>Clinical Rotation Student will job shadow a health care professional in the Geriatric Unit</p> <p>Create a Reality board: Each student will create a reality board that can be used to orientate a</p>	<p>Text: "Medical Assisting Foundations and Practices" by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Medical Appointment scheduling software</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>THR.02, HL-THR.03 ,HL-THR.04</p> <p>CCSS: RL.11-12.1; 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</p>	<p>What is the difference between wave and modified wave scheduling?</p> <p>What is the process for documenting and following up on no-show appointments?</p>	<p>matrix</p> <ul style="list-style-type: none"> • Describe what cluster scheduling is and what type of service it is best to use this kind of scheduling • Describe double booking • Define fixed scheduling • Describe the difference between wave scheduling and modified wave scheduling • Describe the process for documenting no-show appointments 	<p>patient Journal</p> <p>Write a journal entry new vocabulary words learned</p> <p>Research:</p> <p>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 purchasing, and what types of projects are available</p> <p>Mock Schedule creation:</p> <p>Using a sample schedule sheet student will create a mock schedule for a cardiologist office. This solo practitioner sees 3 pateints in one hour.</p>	<p>demonstration</p> <p>www.medicalwiz.com/ohpro.htm</p> <p>Educational video:</p> <p>“Scheduling appointments: www.YouTube.com Oct., 2012</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Office hours are from 10am – 1pm. Create two schedules using two different types of scheduling modes.	

Unit 3 Vocabulary

AAMA
 Accredited
 Administrative competencies
 Administrative skills
 AMA
 Body language
 Clinical competencies
 COLT
 Externship
 Four D's of negligence
 Good Samaritan Act
 Health Insurance Portability Act
 Implied consent
 Informed consent
 Intentional tort
 Malpractice
 negligence

 Professionalism
 RMA

American Disabilities Act
 Body language
 Braille
 Copayment
 Discriminating
 Feedback
 Front Desk
 Hazard
 Hearing impaired
 Open-ended questions
 Procedure
 Public law
 Regulatory law
 Sign Language
 Speech impaired
 Standard of care
 Statute of limitations
 Tort law
 Unintentional law

ADA
 Buffer time
 Cluster scheduling
 Double booking
 Established patient
 Fixed appointment scheduling
 Matrix
 Modified wave scheduling
 Preapprovals
 Reception area
 Sign-in sheet
 Wave scheduling

Suggested Unit Projects

Choose At Least One

<p>Each student will create a new written office policy for arranging language interpreters for patients who needs them.</p>	<p>Each student will research and prepare a report on the Medical Assistant scope of practice, employment opportunities, job outlook, credentialing, and educational requirements.</p>
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Suggested Structured Learning Experiences

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