

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: 4 Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>To recognize the importance of safety in the medical environment is essential in the role of a Medical Assistant in the workplace. This unit will describe the personal safety measures in the medical environment, proper body mechanics, description of emergency plans for fire, electrical accidents, explosions and workplace related violence. And a description of elements OSHA’s blood-borne Pathogen Standards will be discussed. The student will also learn about infection control practices, disposal of biohazardous materials, and how do complete and file an incident report.</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>Define the Medical Assistant role in office safety.</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, 9.3.12.HL.6, 9.3.HL-DIA.1, 9.3.HL-DIA.3</p>	<p>What are the guideline for hallway safety?</p> <p>What are the guidelines for an examination room safety?</p> <p>What provisions must be made for handicapped and disabled individuals</p>	<ul style="list-style-type: none"> • Define the American with Disabilities Act • Describe the guidelines for storing medication in a medical office • Describe guidelines for disposing of expired drugs in the medical office 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Applied Practice: Student will list at least 10 examples of general office safety</p>	<p>Educational Video: “Office Safety 101” www.Youtube.watch Dec., 2014</p> <p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie</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: 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>in a medical setting?</p> <p>What is an incident report?</p>	<ul style="list-style-type: none"> Describe how to perform routine surface cleaning to prevent microbial growth Describe how incident reports are used to document unusual occurrences or accidents in the medical office. Demonstrate how to file an incident report 	<p>Research Activity: Research the Americans Disabilities Act of 1990 summarizing all 5 Titles under this act.</p> <p>Applied Practice: Complete an incident report for a patient who slipped on a wet floor</p>	<p>Morgan</p> <p>Educational Video: Medical and Dental Offices-Occupational Safety and Health Administration www.osha.gov</p> <p>Hand-out: Sample incident report downloaded from www.findarticles.com</p>
<p>Describe the personal safety measures a Medical Assistant should maintain in the workplace.</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-</p>	<p>What are the basic safety measures and regulations that a Medical assistant should follow?</p> <p>What are the proper body mechanics?</p> <p>What are the basic precautions to follow to secure a medical office?</p>	<ul style="list-style-type: none"> Identify safety techniques that can be used to prevent accidents and maintain a safe work environment Evaluate the work environment to identify safe vs. unsafe working conditions Identify principles of good body mechanics 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Applied Practice: Student will categorize medical office employees (the physician, the janitor, the phlebotomist, medical record technician) based on the following occupational</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “Proper Body Mechanics”. www.teachertube.watch Jan. 10, 2009</p>

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<p>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>exposure to blood and other potential infectious materials: (1) ongoing occupational risk (2) accidental or potential risk and (3) No exposure risk.</p> <p>Research: Using the internet the Medical Assistant will search for potential injuries that can occur when proper body mechanics are not followed</p>	<p>Educational video: “Basic Security for the Small Healthcare Practice” www.healthit.com Feb. 18, 2014</p>
<p>Define and describe emergency plans for a fire, electrical accident, an explosion, a natural disaster, and workplace violence.</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL.4</p>	<p>What is the PASS method of firefighting?</p> <p>What are the guidelines for specific natural disasters?</p> <p>If faced with a threatening person what should the Medical Assistant do?</p>	<ul style="list-style-type: none"> Describe and demonstrate what the acronym PASS stands for in fire fighting Describe the 3 types of fire extinguishers and what type of fire that each is used for 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Applied Practice: Each student will demonstrate the use of a fire extinguisher using the PASS method</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “Fire safety: what every child should know”. www.Youtube.com</p>

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<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 basic precautions should be followed to secure a medical office?</p>	<ul style="list-style-type: none"> • What guidelines are to be followed in the event of a natural disaster • What guidelines are to be followed in the event violence occurs in the workplace 	<p>Critical Thinking: Provide an answer for the following Scenario: “If you were confronted in the office with an angry patient who is threatening you, you should try to alert another staff member to call the police. What would you do if you were not able to alert or if you were alone?”</p>	<p>Oct., 2014</p> <p>Educational Video: “Workplace violence”. www.kantola.com</p>
<p>Describe and define t an exposure plan and standard precautions practices.</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-</p>	<p>What is an exposure plan?</p> <p>What are standard precautions and infection control practices?</p> <p>What items are considered Personal Protective Equipment?</p> <p>What is a Materials</p>	<ul style="list-style-type: none"> • Define what an exposure plan is and when it is used • Define standard precautions including Universal Precautions and Body Substance Isolation • Define Infection Control Practices • Describe items used as Personal Protective Equipment and demonstrate their 	<p>Kahoot! Computer game on Standard Precautions and Universal Precautions</p> <p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Critical thinking:</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “Standard Precautions and Infection Control” www.YouTube.watch Jul, 2008</p>

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<p>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>Safety Data Sheet?</p> <p>What is a infectious disease?</p> <p>How are diseases transmitted?</p>	<p>use</p> <ul style="list-style-type: none"> • Explain the labeling used on Material safety data sheets 	<p>Each student will write an answer to the following: “What is the main premise of Standard and Universal Precautions and Body Substance Isolation? What impact on patient discrimination do you think this has “</p> <p>Research: Using the internet have the students research at least 3 infectious disease and document how they are transmitted</p>	<p>Educational Videos: “10 Most infectious disease” www.YouTube.watch Apr., 2016</p> <p>Hand-out “Overview of Infectious diseases” Mayo Clinic Jan. 5, 2016</p>
<p>Define a medical incident report and describe how to accurately complete the form for filing</p> <p>NJSLS: 9.3.HL-DIA.1, 9.3.12.HL.2, 9.3.12.HL-4,</p>	<p>What events should be reported on a incident report?</p> <p>What are the guidelines for filing a medical incident report?</p> <p>Why are incident reports a must?</p>	<ul style="list-style-type: none"> • Describe the benefits of filing an incident report • Describe events in which incident reports are used • Describe who should complete the incident report • Describe the legal 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Applied Practice: Complete an incident report for discovering</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational Video: “Incident report writing”. www.YouTube.com</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: 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>aspects of filing an incident report</p>	<p>that a wrong medication has been given</p> <p>Research: Each student will be assigned to research events that have been reported on an incident form. They are to then analyze the event and write a summary on how it can be prevented from happening again.</p>	<p>May., 2016</p> <p>Educational Video: “How to Conduct an Incident Investigation” National Safety Council (PDF)</p>
<p>Describe Bloodborne Pathogen Standards are used to primarily reduce employee risk of infectious diseases such as HIV.</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>What is a blood borne pathogen?</p> <p>How are bloodborne pathogens transmitted?</p> <p>What is hazardous waste material?</p> <p>What are bloodborne pathogen standards?</p> <p>What steps used to</p>	<ul style="list-style-type: none"> • Define the standards used for bloodborne pathogens • Define types of bloodborne pathogen • Describe the ways that bloodborne pathogens are transmitted • Describe hazardous waste • Describe the labeling system used to 	<p>Journal Write a journal entry new vocabulary words, phrases or abbreviations learned</p> <p>Critical Thinking: Each student will provide an answer to the following: “What would you do or say to support your right</p>	<p>Text: “Medical Assisting Foundations and Practices” by Margaret Schell Frazier, Christine Malone and Connie Morgan</p> <p>Educational video: “How Germs spread” www.YouTube.watch Nov., 2012</p> <p>Educational video: What is an infectious</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<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>prevent transmission of disease<</p>	<p>identify hazardous waste</p> <ul style="list-style-type: none"> Describe and demonstrate ways to prevent transmission of disease 	<p>by OSHA to have PPE provided at no cost to you?"</p> <p>Applied Science: Demonstrate procedure for cleaning leaks or spills</p>	<p>disease, infections and modes of transmission?"</p> <p>www.YouTube.watch.com Feb.,2015</p>

Unit 4 Vocabulary

<p>ADA AIDS Bloodborne Pathogen Decontamination Hazardous waste HBV HIV Incident report Infectious disease MSDS Sentinel event transmission</p>	<p>OSHA Pathogen Disasters Environmental safety plan Exposure Exposure plan Infection control Personal protective equipment Standard precautions Universal precautions</p>
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Suggested Unit Projects

Choose At Least One

Each student will develop an exposure plan for a medical office.	Each student will create a storyboard detailing an infectious disease, how it is transmitted, signs and symptoms, treatment and prevention.
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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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