

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Advanced Medical Assisting Clinical</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>PATHWAY: Patient Care CAPSTONE</u>	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects: CTE, Health Science & Medical Technology</i> </div> <u>To be completed by Human Resources only.</u>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> DocuSigned by: 3/12/2021 <small>DOFF500</small> Signature </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/10/21
Asst. Superintendent of Educational Services		3/10/21
Governing Board		

RCOE ADVANCED MEDICAL ASSISTING CLINICAL (540)

DATE:

INDUSTRY SECTOR: Health Science and Medical Technology Sector

PATHWAY: Patient Care

CALPADS TITLE: Advanced Patient Care (Capstone)

CALPADS CODE: 7922

HOURS:

Total	Classroom	Laboratory/CC/CVE
540	360	180

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	53-3011.00	Medical Records and Health Information Technicians	29-2071.00
Emergency Medical Technicians and Paramedics	29-2041.00	Medical Assistants	31-9092.00

COURSE DESCRIPTION:

The main purpose of this course is to train and equip students to be career and college ready. Upon completion of this course, students will be prepared for successful employment as a medical assistant in a back office setting or other related position through the medical office internship that students complete. Students will also, at the same time, continue to aim for higher education towards Pre-Med, Physician Assistant, or any other medical career interest. Students will be exposed to both employment skills and critical thinking skills to develop the ability to adapt to the rapidly changing technological and social components of the workplace. Students will learn and sharpen skills on topics related to the patient intake process through the patients' check out, especially the clinical elements that are involved. On top of that, students are trained for hands-on operation of Electronic Health Record and are prepared for the National Certified Medical Assistant (NCMA) Certification from The National Center for Competency Testing (NCCT).

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Intro to Medical Terminology (Recommended)
English 1 (Required)
Biology (Required)
Algebra 1 (Required)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- American Heart Association, Basic Life Support - Healthcare Provider CPR Certification
- National Registry of EMTs Certification - upon successful completion of the exam

RECOMMENDED TEXTS:

- The Medical Assistant with ICD-10 Supplement: An Applied Learning Approach Deborah B. Proctor EdD RN CMA and Alexandra Patricia Adams BBA RMA CMA (AAMA) Evolve Elsevier 12th edition, 2014 Primary
- Medical Terminology for Health Professions Ann Ehrlich, Carol L. Schroeder Delmar Cengage 8th edition, 2017 Primary
- Electronic Health Record with Springcharts EHR software Byron Hamilton McGraw Hill 3rd edition, 2013 Primary

PROGRAM OF STUDY:

- None identified

I.	UNIT 1: INTRODUCTION TO MEDICAL ASSISTING CLINICAL AND HEALTH PROFESSIONS	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>This unit presents the importance of personal appearance and the benefits of continuing education and affiliation with professional organizations. Students will have the opportunity to understand the broad scope of complexity of the medical assisting profession and to work on their personal qualities that can be an intangible quality to many individuals. Students will be exposed to many clinical scenarios and project-based lessons on critical thinking concepts to research, present, and discuss. Students are expected to consider the personal qualities they possess so they can be successful medical assistants and assets to the healthcare team in which they are going to be employed.</p> <p>Key Assignments/ Capstone Projects</p> <ol style="list-style-type: none"> 1. Students will research and explore the places where Medical Assisting may work and present their group finding in front of the classroom. 2. Under instructor's guidance, each student will compose a personal statement regarding their career goal in healthcare, starting from being a Medical Assistant, as well as integrating their personal traits into the professionalism in health care. 3. Students will be given clinical scenarios to perform role plays in various situations in which professional and unprofessional behaviors are exhibited. 	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
II.	UNIT 2: THE THERAPEUTIC COMMUNICATION APPROACH	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this lesson, students will experience a variety of interactive learning activities to improve their ability to analyze a realistic medical office situation and apply an understanding of effective communication that will enhance patient care. Students will sharpen their abstract and concrete concept that therapeutic communication differs from normal communication. Students need to be aware that they will experience consecutive days of demanding and emotionally/physically draining interactions with patients and staff. Students will learn four important topics: 1). Infected communication hurt patients and is costly; 2) elements of professional-patient communication; 3). Identify and overcome barriers to communication, and 4). Techniques to promote therapeutic communications. Project-based learning activities in this unit will include "hook" as an icebreaker to smoothly lead the next learning activities of guided practice on clinical case scenarios, demonstration/modeling, and summative assessment through interactive clinical communication practice.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> 1. "Communicating in particular circumstances" fun learning activity: Ask for several pairs of volunteers. Have the pairs take turns improvising an office visit for the class. One student in each pair will play the medical assistant, and the other will play the patient. Each patient should present the medical assistant with a different communication problem – an angry patient, an anxious patient, a hearing-impaired patient, a visually impaired patient, a non-English-speaking patient, an elderly patient, a very young patient. The rest of the students should observe each improvisation and take notes 2. Students will be presented with critical thinking scenarios to see how students identify and overcome barriers when communicating with patients. 	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
III.	UNIT 3: ETHICS AND LAW IN MEDICAL OFFICE	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>Even though a medical assistant is under the protection of "respondeat superior" (= a common law doctrine that makes an employer or Physician liable for the actions of an employee or medical assistant), it does not exonerate them from the risk of individual liability. Therefore, it is important for medical assistants to be knowledgeable about the laws that regulate medical and business practices in the state in which they work to maintain compliance. The purpose of this unit is to teach an awareness of law and ethics, their implications, and the establishment of sound practices and procedures to both safeguard patients' rights and protect the healthcare professional. The students will demonstrate knowledge of the legal and ethical boundaries for the professional medical assistant and will apply law and ethics in a realistic medical office situation to determine the best course of action.</p> <p>Sample Key Assignment</p> <ol style="list-style-type: none"> 1. Project: Divide students into 4 groups and each group will work on one real-life medical 	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	lawsuit case. Based on the case given and in combination with web research activity, each group will need to discuss and answer questions below before presenting it. 1. What is the nature of the lawsuits? 2. How can you, as a Medical Assistant, help or harm the medical office? 3. What would you have done differently? 4. Identify how can you help prevent the lawsuits?			
IV.	UNIT 4: INTEGRATED ADMINISTRATIVE PROCEDURES	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will learn and practice some administrative procedures such as using and maintaining office equipment and reception area, using computers in the office, managing correspondence and mail, managing office supplies, telephone techniques, appointment scheduling, and patient education. Throughout the learning process, students will sharpen the skills needed as well as identify and reflect on things they need to work on to be an excellent front office medical assistant.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> Learners work in groups of three or four. Each group is assigned one of the six common scheduling systems. They are to research the systems and come up with a list of advantages and disadvantages with each. They then identify practices that would best benefit the system they have been assigned. Students prepare a list of 20 to 30 events that would happen over a 2 to 3 hour period in a provider's office; items such as a patient calling to schedule a follow-up appointment, a patient stopping in because they have a severe sore throat, a patient who calls to cancel an appointment for that day, a patient who brings their sick child in, etc. Students are then required to go through the events list to practice cancellations, work-ins, etc. Discussion: Have students critique the performances of the medical assistants in dealing with the problems with which they were presented. Encourage students to identify the positive and negative techniques that the medical assistants used to communicate with the patients. If the class decides that a particular situation was not handled in the best way by the medical assistant, ask for suggestions about how the situation might have been handled differently. 	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
V.	UNIT 5: MEDICAL INSURANCE BILLING AND CODING	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>This course introduces the student to health insurance and reimbursement. The student will learn principles of medical billing related to proper claim form preparation, submission, and payment processing, and the follow-up process. Lectures, assignments and the cooperative learning activities are intended to appeal to a variety of learning styles to keep interest as the course proceeds. There will also be a significant portion of hours utilized for hands-on training on the newest Billing software of Medisoft and case study based exercises on the steps of ICD-10 diagnosis and procedural coding.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> Demo mode: using the classroom laptop, teacher demonstration of the Medisoft Software and clinical scenario based exercise. After that, the instructor will randomly challenge students to try to demonstrate in front of the class and or teacher. Students who have correctly performed the demonstration will get extra credit points awarded. Practice Mode: Students will try their clinical scenario based exercises with guidance before moving toward test mode. Test Mode: Students will complete the clinical scenario-based exercises on their own. They will need to turn the exercises in as part of their skills' grade. Assessment: by the end of the week, after having 3-5 different exercises, students will answer 2-3 conceptual questions about each topic exercises they have completed. This assignment will be part of their Medisoft theory grade. 	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VI.	UNIT 6: HEALTH INFORMATION INCLUDING ELECTRONIC HEALTH RECORD (EHR)	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will identify specific items that should be present in a patient's medical records and the necessary equipment to properly maintain medical records electronically. Students will also have hands-on training on the operation of Electronic Health Records (EHR) using Springcharts software and its own textbook. This practical, systematic approach training is based on real-world medical office activities. Students will learn to gather patient information, schedule appointments, record examination information, process lab tests, select</p>	25	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<p>codes, and more. Upon completion of this part of training, students will get a separate EHR certificate of training that is another certification to add to their employment portfolio.</p> <p>Sample Key Assignments (on exercise 5)</p> <ol style="list-style-type: none"> 1. Students will need to demonstrate mastery of software in the performance of creating a new chart for a new patient. 2. Students will demonstrate how to build a patient's face sheet. 3. Students will demonstrate various clerical and clinical processes, like adding personal insurance information, immunization, vital signs, telephone call notes, letters, and test reports to the chart. 			
VII.	UNIT 7: ANATOMY & PHYSIOLOGY IN HEALTH AND DISEASE	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students identify and apply the knowledge of all body systems; their structure and functions; and their common diseases, symptoms, and etiologies. Students will also describe the normal function and common pathology related to each body system.</p> <p>Sample Key Assignments (on exercise 5)</p> <ol style="list-style-type: none"> 1. Group Presentation: students will be divided into groups based on each disease on each body system to present. Each group will need to conduct textbook and web research and write 10-15 pages of findings and prepare a presentation appropriately formatted with the contents of: <ol style="list-style-type: none"> 1. Basic structure (Anatomy) 2. How does it work? (Physiology) 3. The functional changes associated with or resulting from disease or injury. (Pathophysiology). 4. Body Defense Mechanism that produces signs and symptoms. 5. What type examinations and or tests are needed to diagnose the illness: Medical Assistant role in assisting Physician with the patients with this disorder, disease, or injury. 6. Reputable and reliable sources of references. 	30	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VIII.	UNIT 8: INTEGRATED CLINICAL PROCEDURES	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will learn and practice some clinical procedures such as: obtain chief complaint and patient history, apply principles of aseptic techniques and infection control, take vital signs, prepare and assist physician with routine physical and specialty examinations and treatments. Students will perform those clinical skills and will be able to explain the rationales of each step of clinical procedures. In order to sharpen students' clinical skills, students will need to perform each of the clinical skills 10-20 times with a sign-off form as a control method.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> 1. Students list and describe the OSHA regulations pertaining to infectious diseases. They prepare note cards that will include different medical situations and what personal protective equipment they must use. 2. Have learners work in groups of two. They are to take a health history report on each other by completing the health history form. Learners practice proper communication procedures in collecting patient history medical information. Note: this activity is also covered in the Electronic Health Record practice Lab. 3. Students are given a medical scenario for documentation. Students must properly document the patient's medical chart in proper SOAP formatting. Note: this activity is also covered in the Electronic Health Record practice Lab. 4. Students work in groups of two. One student greets the patient in the waiting room, takes their vital signs, and takes them to the exam room. Once in the exam room, students practice the various positions used in physical examinations. This exercise includes proper draping procedures. 	30	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IX.	UNIT 9: ASSISTING WITH MEDICATIONS	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will learn and be exposed to real case clinical scenarios of their role and responsibilities in the distribution and administration of medications. Students will practice methods of calculating medication dosages, proper administration procedures, and the legal aspects of medication administration.</p> <p>Sample Key Assignments</p>	30	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<ol style="list-style-type: none"> 1. Students are grouped and assigned a controlled substance, selecting from all five schedules. Students research the controlled substance and how to educate patients on it. Students role-play educating the patient on the use, purpose, side effects, and possible abuse of the controlled substance. 2. Students are assigned a specific drug to research and present their findings of to the remainder of the class members. They must indicate the nature and origin of the drug, the purpose of the drug, what schedule the drug falls under, the action of the drug, and possible reactions to the drug. 3. Students work in groups and are given several mathematical problems which they must calculate using the metric system. 			
X.	UNIT 10: ASSISTING WITH DIAGNOSTIC PROCEDURES	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will learn a variety of duties and responsibilities with diagnostic procedures, such as patient preparation, specimen collection, and testing of specimens. Students will also learn and practice compliance of CLIA (Clinical Laboratory Improvement Amendments) regulations and OSHA law, regarding the safety precautions that must be adhered to in order to provide safe professional care.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> 1. Field Trip to visit a hospital or facility for explanation and viewing of diagnostic imagining that includes CT, MRI, x-ray, ultrasound, PET scans, bone densitometry, and/or mammography. In the next class meeting, students write a one page paper on what they have learned and the benefits of diagnostic machines. 2. In small groups, students role-play the critical thinking questions from textbooks or real-life story that is related to laboratory procedures. Each group will be given a different critical thinking question. After doing a role play in their own group, each group will perform the role play in front of the class for rigorous discussions. Instructor suggests discussion prompts and points out highlights. 3. Students collect a urine specimen from another student and demonstrate proper handling of the specimen and perform a physical examination, chemical examination, and microscopic examination. They then write a one-page report on the results of these examinations. 	40	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XI.	UNIT 11: ASSISTING WITH MINOR SURGERY	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In assisting with surgery in the ambulatory care setting, the medical assistant needs to know sterile principles, the differences between medical and surgical asepsis, and different supplies for different procedures. Students will learn the basic process and preparation for assisting with minor surgery, including the steps involved in some of the more common surgical procedures. In this unit, students will become knowledgeable and will demonstrate the role they will play in minor office surgery.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> 1. In a timed quiz, students identify and recall surgical instruments by their appearance. 2. Students research the different types of anesthesia used in surgical procedures done in a physician's office and will list the advantages and disadvantages of each, including using the additive of epinephrine. 3. In small groups, students role-play a scenario suggested in the critical thinking questions from textbooks or real-life story that is related to assisting in minor surgery. Each group will be given a different critical thinking question. After doing a role play in their own group, each group will perform the role play in front of the class for rigorous discussions. Instructor suggests discussion prompts and points out highlights. 	40	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XII.	UNIT 12: CAREER PLANNING AND PROFESSIONAL WORKPLACE SKILLS	CR	Lab/ CC	Standards
	<p>Unit Overview</p> <p>In this unit, students will have the opportunity to learn about how to identify employment opportunities, methods of searching for a job, and preparation of letters of introduction and resumes. Also, students will learn about the option of self-employment, the role of professional associations, and the best ways to keep current with trends in the field.</p> <p>Sample Key Assignments</p> <ol style="list-style-type: none"> 1. Students will make a list of their personal strengths and weaknesses and what they feel they should do for any needed improvement. 	40	20	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<ol style="list-style-type: none"> 2. Students will work in groups of two and three and brainstorm questions they may ask an employer during an interview and what they believe an employer may ask them. 3. Students practice preparation of a letter of introduction for a specific fictitious employment opportunity utilizing a computer and accurate letter formatting with word processing software. Sample cover letters are available for learners to review. Students will participate in peer critique in small groups and revise their letter as needed and based on input from their peers. The final product will be submitted to the instructor for grading. 4. Students will role-play interviewing each other. All students will dress appropriately and each interviewee will be given feedback of their performance in the interview. 			
XIII.	INSTRUCTIONAL STRATEGIES INCLUDE:	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> 1. Small-group discussions that prompt students to work together to collaborate and problem-solve case studies; 2. Critical thinking exercises to motivate students by demonstrating real-world applications of lesson content; 3. Class activities that create an interactive classroom environment; 4. Role-play scenarios to provide practice in various clinical situations; 5. Audiovisual presentations; 6. Demonstrations by a teacher that portray a methodology; then students replicate what they observe; 7. Independent study, whether group or individual, that encourages students to research a topic outside the textbook content; 8. Homework that will enforce the deeper understanding of what they have learned in the class; 9. Other strategies, such as computer exercises, clinical scenario lab assignments, and field trips. 	0	0	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: B1.1
XIV.	ASSESSMENT STRATEGIES:	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> 1. Authentic Assessment. This method aims to evaluate students abilities in "real world" contexts. Students learn how to apply their skills to authentic tasks through evaluation techniques such as open-response questions, portfolios, case studies, group work, writing assignments, and externship evaluation. 2. Performance Assessment. Observing what the student can do for evaluating psychomotor skills and the student's ability to apply the knowledge and expertise within the simulated or real workplace environment at their externship placement site. 3. Case study responses. Students are given specific cases to study which illustrate general principles being studied in the course. Students will analyze and present the case, or be prepared to answer detailed questions about the scenario. 4. Test, Quizzes, and Exams. Questions based on course objectives and learning goals gauge how well has understood the core concept of the subject. 	0	0	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: B1.1

Entered by:

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