MEDICAL CLINICAL ASSISTANT

PROGRAM DESCRIPTION

The Medical Assisting Program is aimed at preparing students for entry-level positions as medical assistants in a number of health care settings. The course covers basic nursing assistants, structure and function of the major body systems with medical terminology, computer skills, pharmacy, electrocardiogram, phlebotomy, diagnostic and therapeutic procedures, administrative process and the medical processing of medical insurance forms and claims.

The medical assistants play a vital role in the health care industry. Physicians rely on their office skills as well as their medical training to be assistants in nursing homes, clinics, hospitals, home health agencies, insurance providers and physician office.

The program is divided into modules. Modules A through F relates to theory and Modules G-H are clinical /externships. Students may enter the program at the beginning of each module and continue until all modules are completed. After the successful completion of modules A through G students must participate in a 100 clock hour externship and a 40clock hour BNA. If the student has successfully completed a Basic Nurse Assistants program and his/her name is listed on the Healthcare Workers Registry, they can skip modules A and G.

The externship/clinical is a supervised practical in a nursing home, clinic, hospital or medical office in which the student practices direct application of all skills acquired as a medical assistant.

ELIM Outreach Training Center is not accredited by an accrediting body recognized by the U.S. Department of Education.
ELIM Outreach Training Center is approved to operate by the Private Business and Vocational Schools Division
of the Illinois Board of Higher Education.

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MEDICAL CLINICAL ASSISTANTS ADMISSION REQUIREMENTS

Prerequisites:

1. High school diploma of equivalent
2. Pass a standardized exam Reading and Math at minimal 10th grade level
3. Physical ability to lift and move 50-80 pounds
4. Fine motor coordination (good manual dexterity and hand/eye coordination)
5. Good visual acuity to distinguish color
6. Able to hear at normal levels
7. Ability to stand for extended periods of time

Medical Clinical Assistants Students must complete:

1. 690 clock hours with BNA / 570 clock hours without BNA of theory/classroom laboratory
2. All clinical hours stated in all modules
3. Pass the course with a "C" or better (80%)
4. Simulated laboratory sessions require 100% participation
5. Payment of all financial obligations to ELIM

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MEDICAL ASSISTANT — SYLLABUS

COURSE DESCRIPTION

The goal of the Medical Assistant Program is to provide students with the didactic theory and practical skills required for entry-level employment as a clinical or administrative assistant, medical receptionist, or medical insurance biller. Upon successful completion of this program, graduates will be able to take the national exam and demonstrate the following:

COURSE OBJECTIVES

- Demonstrate knowledge of medical terminology related to different body systems.
- Understand professional ethical behaviors.
- Demonstrate skills related to word processing, medical transcription, and insurance claims.
- Educate and teach patients methods of health promotion and disease prevention.
- Keep accurate patient records.
- Recognize minor surgical procedures and demonstrate the ability to assist with those procedures.
- Recognize and respond to verbal and nonverbal communication.
- Understand principles of infection control and use correct aseptic technique.
- Assist with clinical duties, including preparing and administering medication as directed, collecting and processing specimens, assisting with physical exams, and performing CPR and first aid.
- Understand the history of medical assisting as it relates to medical practice and professional organizations.
- Perform administrative procedures that include telephone technique, appointment scheduling, and insurance billing procedures.
- Apply current procedural terminology and ICD-9 coding.
- Demonstrate acceptable speed and accuracy in computer keyboarding.
- Demonstrate competency in IDPH 21 skills.

MEDICAL CLINICAL ASSISTANT (MA) — TUITION

COURSE DESCRIPTION

The Medical Assistant program aims to prepare students for entry-level positions as medical assistants in a variety of health care settings. The course covers the structure and function of major body systems, medical terminology, computer skills, electrocardiogram, phlebotomy, diagnostic and therapeutic procedures, administration processes, and medical insurance forms and claims. Upon completion, students will be able to take four exams: (1) Phlebotomy, (2) EKG, (3) Medical Billing & Coding, and (4) Medical Assistant.

The Medical Assisting training program includes up to 570 clock hours over up to 59 weeks. Upon completion of all modules, students receive a Certificate of Completion.

TUITION AND REGISTRATION

Tuition / Registration	$7,000.00
Books / Handouts	$1,200.00
Lab Fees	$255.00
Tuition subtotal	$8,455.00

ADDITIONAL EXPENSES

Uniforms (2)	$70.00
Shoes	$35.00
Stethoscope	$20.00
CPR	$65.00
Calipers	$20.00
Background Check	$40.00
Watch	$25.00
Exams — EKG, Phlebotomy, MBC, Medical Assistant	$560.00
Additional expenses subtotal	$835.00
PROGRAM TOTAL	$9,290.00

PAYMENT AND ENROLLMENT POLICIES

Price changes: Prices are subject to change without notice. Changes will not affect currently enrolled students unless they agree to the changes in writing.

Under the law, you have the right, among others, to pay the full amount due and, under certain conditions, obtain a partial refund of financial charges if applicable. ELIM does not charge finance charges. However, a late fee of 10% will be added to all late payments.

Payment methods: Cash, money order, or cashier’s check. Personal checks, debit cards, and credit cards are not accepted.

Please refer to your contract regarding payments and amounts due on the first day of class or orientation. Books will be issued with the first payment. A criminal background check must be completed before class, and a physical exam must be started before clinical.

Supplies may be purchased from ELIM, or uniforms and other supplies may be purchased at Wal-Mart. Consult local listings or the internet for a nearby location.

MEDICAL CLINICAL ASSISTANT (BNA) — TUITION

COURSE DESCRIPTION

Basic Nurse Assistant is a prerequisite for some higher educational institutions for students seeking to become a Licensed Practical Nurse or Registered Nurse. Implementing BNA with Medical Assistant provides students an advantage to continue their education without returning to school for a BNA course. Students will also cover the IDPH Basic Nurse Assistant 21 skills.

The Medical Assistant program prepares students for entry-level positions as medical assistants in a variety of health care settings. The course covers the structure and function of major body systems, medical terminology, computer skills, electrocardiogram, phlebotomy, diagnostic and therapeutic procedures, administration processes, and medical processing of medical insurance forms and claims.

Students may take five exams: 1) BNA, 2) Phlebotomy, 3) EKG, 4) Medical Billing & Coding, and 5) Medical Assistant. Training is up to 690 clock hours and up to 67 weeks. Upon completion of all modules, students receive a Certificate of Completion.

TUITION AND REGISTRATION

Tuition / Registration	$8,050.00
Books / Handouts	$1,325.00
Lab Fees	$255.00
Tuition subtotal	$9,630.00

OTHER EXPENSES

Uniform (2)	$70.00
Shoes	$35.00
Stethoscope	$25.00
CPR	$70.00
Calipers	$25.00
Background Check	$45.00
Watch	$25.00
Gait Belt	$25.00
Exams: BNA, EKG, Phlebotomy, Medical Assistant, Medical Billing & Coding	$665.00
Other expenses subtotal	$985.00
TOTAL PROGRAM COST	$10,615.00

PAYMENT AND ENROLLMENT POLICIES

Price changes: Prices are subject to change without notice. Changes will not affect currently enrolled students unless they agree to the changes in writing.

Refunds and late payments: Students have the right, among others, to pay the full amount due and, under certain conditions, obtain a partial refund of financial charges if applicable. ELIM does not charge finance charges. A late fee of 10% will be added to all late payments.

Payment methods: Cash, money order, or cashier’s check. Personal checks, debit cards, and credit cards are not accepted.

Please refer to your contract for payments and amounts due on the first day of class or orientation. Books will be issued with the first payment. A criminal background check must be completed before class, and a physical examination must be started before clinical.

Supplies may be purchased from ELIM, or students may obtain uniforms and other supplies at Wal-Mart. Consult local listings or the internet for a nearby location.

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MEDICAL CLINICAL ASSISTANT (MA1 & MA2)
CLASS SCHEDULE FOR 2026-2027 SCHOOL YEAR

COURSE	START DATE	END DATE
MA 1 (Administration) Wed PM 5:30AM-9:30PM Instructor: MRS. TRIPLETT Ms. Jones- Greer Up to 120 clock hours Up to 8.5 weeks	**JULY 8, 2026** **TBA**	**SEPT 2, 2026** **TBA**
MA 2 (Medical Clinical Procedures) Tuesday PM 5:30PM-9:30PM Instructor: MRS. TRIPLETT Ms. Jones-Greer Up to 120 clock hours Up to 8.5 weeks	**OCT 13, 2026** **TBA**	**DEC 15, 2026** **TBA**
Externship (120) hours **Must complete and pass all other modules.**	**TBA**	

School will be closed for summer break from June 15, 2027, until July 5, 2027.

Please note: If emergencies occur for any reason(s), the class schedule may be extended as needed.

I understand that dates and times are subject to change with notice. Please see the 2026-27 Academic Calendar for dates when the school will be closed.

_____ **Start Date** _____ **Registration Date** _____

Student Signature

_____ _____

Staff Signature **Date**

MEDICAL CLINICAL ASSISTANT
….UNIT HOUR BREAKDOWN

Course of Interest: **Medical Assistant Program**

Course Length:

690 Clock Hours (with Basic Nurse Assistant)
570 Clock Hours (without Basic Nurse Assistant)

MODULE	TITLE	CLOCK HOURS	
MODULE A *	BASIC NURSING ASSISTANTS	80	
MODULE B	THE ADMINISTRATIVE MEDICAL ASSISTAN	50	50
MODULE C	MEDICAL INSURANCE BILLING & CODING	100	100
MODULE D	ELECTROCARDIOGRAM (EKG)	100	100
MODULE E	PHLEBOTOMY	100	100
MODULE F	CLINICAL LABORATORY PROCEDURES	80	80
MODULE			
MODULE G *	BNA CLINICAL	40	*
MODULE H	MEDICAL ASSISTING EXTERNSHIP	100	100
	PROGRAM TOTAL	690	570

*** If the student is already a CNA, they will start at Module B and will skip module G**

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BASIC NURSING ASSISTANTS : COURSE OUTLINE /COURSE TEXTBOOK

MODULE A

Module **A** emphasizes patient care, including introduction to the health care setting and the governmental regulations that play a role in establishing standards and funding for health care.
Also, the student will learn nursing assistant's responsibility as a member of the health care team and how to communicate with the family, physician and other members of the health care team.
Module A will also explore legal and ethical issues as it relates to the nursing assistant's job, including patient and residents rights, HIPPA , OBRA and abuse. The student will learn how to assist the patient with performing activities of daily living: bathing, bed-making, dressing, eating, positing, elimination, grooming, range of motion, shaving, lifting , transferring and vital signs.

Patient safety is a major concern therefore, the nurse assistants will learn measures to ensure patients and or residents safety in a hospital or nursing home setting. Communicable disease and how the spread of communicable disease is prevent in the health care setting. Also, Module A will include information related to recognizing emergencies and how to responds to them as well as cardiopulmonary resuscitation (CPR).

Basic nurse assistants will care for a wide range of patients such as geriatric, pediatric, terminally ill, development disabled, mothers and newborn, dementia, psychiatric, and patients with acute and chronic diseases.

Upon completion of this module and the required hours in a clinical setting, the student will have covered the basic requirements set by the Illinois Department of Public Health and will be eligible to sit for the State of Illinois competency exam.

Textbook:	Mosby's Textbook for Nursing Assistants
Author:	Sheila A. Sorrentino
Publisher:	Mosby 8th Edition
Copyright:	©2008
ISBN:	978-0-323-04998-6

*** Students can skip this module if they have already completed a CNA course and their name is on the HealthCare Workers Registry**

THE ADMINISTRATIVE MEDICAL CLINICAL ASSISTANT
COURSE OUTLINE TEXTBOOK FOR MODULE B

Module **B** is an introduction to medical assistant. Also, this module will instruct the student on how to recognize word parts in unfamiliar terms and allow them to understand and write medical terms.

This module will explore professional behaviors, interpersonal skills, ethics, and laws. Students will perform skills related to records management, scheduling appointments and other responsibilities performed in the medical office. Also, the student will acquire an understanding of how to effectively communicate when working with patients, family, and other health care team members. Telephone etiquette will be emphasized in this module. Also, common disease and other disorders and medical terminology related to these systems will be covered.

Textbook:	KINN's The Administrative Medical Assistant 7th Edition *
Author:	Alexandra P. Young-Adams
Publisher:	Elsevier
Copyright:	© 20ll
ISBN:	13:978-1-4160-5438-2

Textbook:	Quick & Easy Medical Terminology Sixth Edition
Author:	Peggy C. Leonard
Publisher:	Saunders
Copyright:	© 2011
ISBN:	978-4377-0838-7

* Units four and five will not be covered in this module.

MEDICAL INSURANCE BILLING & CODING
COURSE OUTLINE/COURSE TEXTBOOK(S) MODULE C

Module **C** students will study medical insurance , billing and coding, and bookkeeping procedures. Students gain an understanding of concepts related to patient reception and medical office and preparing to assist patients for that day. Also, students become familiar with what it takes to become an office manager and the responsibilities an office manager has to the office, staff and the physician.

Students will gain knowledge and skills needed to successfully handle the medical billing process. They will gain a understanding of procedures as well as basic medical coding guidelines for verifying the Diagnosis and procedures codes used to report patients conditions on health care claims.

HIPPA is also introduced in this module.

Text Book: From Patient to Payment *Insurance Procedure for the Medical Office 6th Edition*
Author: Cynthia Newby
Publisher: McGraw Hill
ISBN: 978-0-07-340201-7
Copyright: 2010

Text Book: CPT *current procedural terminology* Standard Edition 2014
Author:
Publisher: AMA American Medical Association
ISBN: 978-1-60359-118-8
Copyright: 1966-2010

Text Book: ICD-10-CM *For Physicians*
Author:
Publisher: Contexo/Media
Copyright: 2010
ISBN: 978-1-58383-644-6

EKG ELECTROCARDIOGRAM
COURSE OUTLINE/COURSE TEXTBOOK MODULE D

Module **D students** learn about the electrical pathways of the heart and preparation for applying ECG or EKG leads and recording a 12-lead electrocardiogram. Students will learn the role and responsibility of the EKG technician, cardiac risk factors, the disease process related to the heart, treatments, medications, and cardiac anatomy and physiology.

Also covered in this module EKG tracing, the 12-lead EKG, equipment, and lead placement and description, the holter monitor, treadmill stress test, and identification of abnormal heart rhythms.

Text Book: Electrocardiography Essentials
Author: Cheryl Passanisi, RN, MS and Kay Stevens, RN, MA
Publisher: Delmar
Copyright: 2004
ISBN: 978-0-8926-2435-5

PHLEBOTOMY
COURSE OUTLINE/COURSE TEXTBOOK MODULE E

Module **E** introduces students to specimen identification, collection, handling and transportation procedures, and practice routine venipuncture.

Covered in Module F medical terminology related to the heart, human anatomy and physiology, the circulatory, lymphatic and immune systems. Also venipuncture equipment, legal issues, HIPPA, Safety precautions, Standard precautions, and OSHA.

Text Book: Phlebotomy *work text and procedures manual 4rd Edition*
Author: Robin S. Warekois and Richard Robinson
Publisher: Saunders
Copyright: 2012,2007,2002

CLINICAL LABORATORY PROCEDURES for MEDICAL CLINICAL ASSISTANTS
COURSE OUTLINE/COURSE TEXTBOOK MODULE F

Module **F** introduce the importance of clinical procedures commonly performed in physician offices, hospitals, or clinics such as: the medical records, medical asepsis , OSHA, sterilization and disinfection, vital signs, physical examination, application of heat and cold. eye and ear assessment, gynecologic examination, the pediatric examination, administration of medication and IV therapy, minor office surgery and other clinical procedures . Students will participate in simulated clinical setting to perform various procedures.

Text Book: The Clinical Procedures for Medical Assistants 7th Edition
Author: Kathy Bonewit-West, BS; MEd
Publisher: Saunders
Copyright: 2008, 2004, 2000, 1995, 1984, 1979
ISBN: 978-1-4160-3475-9

BASIC NURSE ASSISTANTS CLINICAL
MODULE G

Upon successful completion of Module **A,** BNA 's will participate in a 40 hour clinical rotation at a assign Nursing Home or Hospital. The student will be supervised by a clinical instructor from ELIM. Clinical will provide the student with hands on experiences in bed-making, bathing, grooming, feeding, transferring, range of motion, temperature, pulse, respirations, blood pressures, dressing, shaving height, weight, intake and output, safety, infection control, and more.

Once the student has successfully passed Module **A** and IDPH 21 Skills, they will be eligible to sit for the State of Illinois Competency Exam.

Students must complete Module **A** and Module **G** to receive a certificate of completion in Basic Nurse Assistants. Module **G** will be arranged during or immediately after Module **A**.

Clinical dates, time and location will be discussed during Module A

MEDICAL CLINICAL ASSISTANT EXTERNSHIP
MODULE H

Upon successful completion of Module **A** through **H,** Medical Assisting students will participate in a 100 hour externship at a approved facility. The externship will provide the student with the opportunity to apply principles and practices learned in the program.

The extern will work under the supervision of qualified personnel at the participating externship site, and or , under general supervision of ELIM staff. Students will be evaluated on their performance, attendance, professionalism, and skills. Students must successfully complete their externship/clinical in order to fulfill requirements for graduation.

Site location will be assigned to each student once all modules have been completed.

(If the student has successfully completed a Basic Nurse Assistants course and his/her name is on the Healthcare Workers Registry they will not have to complete module A and module G.)

CLINICAL PROCEDURES FOR MEDICAL ASSISTANTS
COURSE OUTLINE MODULE F

UNIT 1 INTRODUCTION TO THE MEDICAL RECORD

1. **Components of the Medical Record**
2. **Medical Office Administrative Documents**
3. **Medical Office Clinical Documents**
4. **Laboratory Documents**
5. **Diagnostic Procedure Documents**
6. **Therapeutics Service Documents**
7. **Hospital Documents**
8. **Consent Documents**
9. **Medical Records Formats**
10. **Preparing a Medical Record for the New Patient**
11. **Taking a Health History**
12 **Charting in the Medical Record**

Objectives:

At the end of this unit the student shall be able to:

- **A.** **List and describe the functions of the medical record**
- **B.** **Identify information contained on medical documents**
- **C.** **State the information found in the following documents: health history report, physical exam, progress notes Consultation report, and home care report.**
- **D.** **State and describe material found on the following diagnostic documents: electrocardiogram report, holter monitor report, sigmoidoscopy report, colonoscopy report, and radiology report.**
- **E.** **List the purpose of the following therapeutic services: Physical therapy, occupational therapy, and speech therapy**
- **F.** **State the information found in each of the following hospital documents: history and physician report, operative report, discharge summary Pathology report and emergency room report**

UNIT 2 INTRODUCTION TO MEDICAL ASEPSIS AND OSHA STANDARD

1. **Microorgansim and Medical Asepsis**
2. **OSHA Bloodborne Pathogens Standard**
3. **Regulated Medical Waste**
4. **Bloodborne Disease**

Objectives:

At the end of this unit the student shall be able to:

- **A.** **Define a microorganism**
- **B.** **State the difference between pathogen and non-pathogen**
- **C.** **Define medical asepsis**
- **D.** **List the cycle of the infection process**
- **E.** **State the 2 kinds of flora**
- **F.** **List the steps of hand washing and when it is performed**
- **G.** **State when to wear disposbal gloves**

H. State the purpose of OSHA
I. List the purpose of the Needlestick Safety and Prevention Act
J. Know the elements of OSHA exposure control plan
K. State the purpose of labeling requirement and sharps injury log
L. List the guidelines for the use of PPE
M. Define medical waste and state the discard policy
N. Define Hepatitis B
O. List the 2 types and state the diffeence between the two.
P. Define AIDS and state the four stages

UNIT 3 STERILIZATION AND DISINFECTION

1. Definition of terms
2. Hazard communication Standard
3. Sanitization
4. Disinfection
5. Sterilization

Objectives: At the end of this unit the student shall be able to:

A. Explain the purpose of the Hazard Communication Standard
B. State the information listed on the label of a hazard chemical
C. Define Material safety data sheet
D. Define sanitization
C. Describe the guidelines used when sanitizing instruments
D. List the main disinfectants used in the medical office
E. Describe the steps use to operate the autoclave
F. Describe the methods used for storing wrapped articles
G. State the guidelines that should be followed when the autoclave is loaded.

UNIT 4 VITAL SIGNS

1. Temperature
2. Pulse
3. Respiration
4. Pulse Oximetry
5. Blood Pressure

Objectives: At the end of this unit the student shall be able to:

A. Define a vital sign
B. State how to report and record vital signs
C. Tell the normal body temperature range and the average body temperature
D. State several factors that can cause difference in the body temperature
E. Explain the mechanism of pulse
F. State the normal range of pulse rate for different age groups
G. Explain the purpose of respiration
H. Define inhalation and exhalation
I. List and describe abnormal breath sounds
J. Define pulse Oximetry
K. Give the normal oxygen level for a healthy adult
L. Define blood pressure
M. Give the normal range of blood pressure for the adult
N. State the parts to a stethoscope.

O. **List the steps to take a blood pressure**

UNIT 5 THE PHYSICAL EXAM

1. **Preparation of the examination room**
2. **Preparation of the patient**
3. **Measuring weight and height**
4. **Positioning and draping**
5. **Assessment of the patient**
6. **Assisting the physician**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **Identify three part of a complete patient examination**
- **B.** **State 5 rules that should be followed in setting up the examining room**
- **C.** **Recognize equipment and instruments used during the physical exam**
- **D.** **Describe the reason for measuring height and weight**
- **E.** **List the procedures that should be followed when taking height and weight.**
- **F.** **Define positioning and draping**
- **G.** **Describe the following positions: Sitting, Supine, Prone, Dorsal Recumbent, Sims,**
  Lithotomy, Knee-chest and Fowler's
- **H.** **Describe four techniques of examining a patient**
- **I.** **Describe the role of the medical assistant during the physical examination.**

UNIT 6 EYE AND EAR ASSESSMENT AND PROCEDURES

1. **Introduction to Eye and Ear assessment**
2. **The structure of the eye**
3. **Visual Acuity**
   a) assessment of distance visual acuity (DVA)
   b) assessment of neat visual acuity (NVA)
4. **Assessment of Color Vision**
5. **Eye Irrigation**
6. **Eye Instillation**
7. **Structure of the Ear**
8. **Assessment of Hearing Acuity**
9. **Ear Irrigation**
10. **Ear Instillation**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **List the composition that make up the eye, and explain the function of each**
- **B.** **Identify visual acuity**
- **C.** **Define Myopia, Hyperopia, and Presbyopia**
- **D.** **Describe the Snellen chart**
- **E.** **State the difference between congenital and acquired color vision**
- **F.** **List at least 3 reasons to perform an eye irrigation and eye instillation**
- **G.** **State the functions of the ear**
- **H.** **List 3 conditions that may cause hearing loss**

I. State how hearing acuity can be tested
J. Identify several reasons to perform an ear irrigation and an ear instillation.

UNIT 7 PHYSICAL AGENTS TO PROMOTE TISSUE HEALING

1. Introduction to Tissue Healing
2. Local Application of Heat and Cold
3. Therapeutic Ultrasound
4. Casts
5. Splints and Braces
6. Ambulatory Aids.

Objectives: At the end of this unit the student shall be able to:

A. Know the difference between moist and dry applications of heat and cold
B. List several factors you need to know when applying heat and cold.
C. State the purpose for the use of therapeutic ultrasound.
D. State reasons for applying a cast
List several advantages and disadvantages of synthetic casts.
Describe the procedures for cast application.
E. Explain the term splint and its purpose.
F. Explain the purpose of a brace
G. State factors taken when ambulatory aids are prescribed
Define axillary's crutch
List several conditions that comes from poorly fitted crutches.
Name and state the purpose of the crutch gaits
I. List and describe the three types of canes

UNIT 8 THE GYNECOLOGIC EXAMINATION AND PRENATAL CARE

1. Gynecologic Examination
2. Terms related to Gynecology
3. Breast Examination
4. Pelvic Examination
5. Vaginal Infection
6. Prenatal care
7. Obstetric Terminology
8. Prenatal Visits
9. Six Weeks-Postpartum Visits

Objectives: At the end of this unit the student shall be able to:

A. List the purpose of the gynecologic examination
State the part of the examination
B. Describe the reason for a breast examination
C. State the reason for a pelvic examination
List the four part of the pelvic examination
Define Pap test and state several advantages and disadvantages of
D. List 4 vaginal infections and state the symptoms of each.

E. **Describe the prenatal record**
State and explain the purpose of each procedure on the first examination
State and describe the purpose of the prenatal laboratory test
Explain the purpose of the return visits
Define: triple screen test, ultrasound scan, amniocentesis, FHA monitoring

F. **Describe the purpose of the 6-weeka postpartum visit**
Name and describe the reason of each procedure included in the postpartum examination.

UNIT 9 THE PEDIATRIC EXAMINATION

1. **Pediatric Office visit**
2. **Developing a Rapport**
3. **Carrying the Infant**
4. **Growth Measurements**
5. **Pediatric Blood Pressure Measurements**
6. **Collection of a Urine Specimen**
7. **Pediatric Injections**
8. **Immunization**
9. **Newborn Screening Test**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **State the part of the well-child visit**
- **B.** **List the schedule for a well-child visit**
- **C.** **Describe the reason for a sick child visit**
- **D.** **List the skills performed by the medical assistant during the office visit**
- **E.** **State why it is important to take the child's height, weight, and head measurements during each visits**
- **F.** **Define growth chart**
- **G.** **State the reason for measuring a child's blood pressure**
- **H.** **Give several factors that determine whether a child has hypertension**
- **I.** **State three reasons for collecting a urine specimen from a child**
- **J.** **State the schedule for immunization of infants and children recommended by the American Academy of Pediatrics.**
- **K.** **Give the information that must be provided to parents as required by the National Childhood Vaccine Injury Act.**
- **L.** **State the information that must be recorded in the medical record after administering an immunization.**
- **M.** **What is the reason for the newborn screening test**
- **N.** **Define phenylketonuria and list three symptoms**
- **O.** **State what happens if PKU is not treated.**

UNIT 10 MINOR OFFICE SURGERY

1. **Surgery asepsis**
2. **Instruments Used in Minor Office Surgery**
3. **Commercially Prepared Sterile Packages**
4. **Wounds**
5. **Sterile Dressing Change**
6. **Sutures**
7. **Assisting with Minor Office Surgery**
8. **Medical Office Surgical Procedures**
9. **Bandaging**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **Define surgical asepsis and list several procedures that requires surgical asepsis**
- **B.** **Define the medical assistants role during a minor procedure**
- **C.** **State the guidelines to follow to keep surgical asepsis during a sterile procedure.**
- **D.** **List and explain instruments regularly used for minor office surgery**
- **E.** **Define and give an example of a closed and open wound.**
- **F.** **State the three phases of the healing process**
- **G.** **State and define the different types of wound drainage**
- **H.** **Give the purposes of a dressing**
- **I.** **Define the technique used to measure the diameter of suturing material**
- **J.** **Define and give examples of absorbable and non-absorbable suture**
- **K.** **Classify suturing needles according to type of point and shape**
- **L.** **Define terms related to medical office surgical procedures**
- **M.** **Describe the primary steps in the minor surgery procedures.**

UNIT 11 ADMINISTRATIONS OF MEDICATION AND INTRAVENOUS THERAPY

1. **Introduction to the Administration of Medicine**
2. **Food and Drug Administration**
3. **Drug Nomenclature**
4. **Classification of drugs Based on Preparation**
5. **Classification of drugs based on action**
6. **Systems of Measurements for Medication'**
7. **Converting Units of Measurements**
8. **Controlled Drugs**
9. **Prescription**
10. **Medication Records**
11. **Factors Affecting Drug Action**
12. **Guidelines for Preparation and Administration of Medication**
13. **Oral Administration**
14. **Parenteral Administration**
15. **Tuberculin Testing**
16. **Allergy Testing**
17. **Intravenous Therapy**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **Define: administering, prescribing, dispensing**
- **B.** **List the frequent routes of administering medication**
- **C.** **State and explain the six section of the PDR**
- **D.** **State the importance of a drug package insert**
- **E.** **State the role of the Food and Drug Administration.**
- **F.** **Define the four names of drugs**
- **G.** **List the order of drugs according to preparation**
- **H.** **Classify drugs according to the action they have on the body**
- **I.** **Give guidelines for writing metric and apothecary notations**

J. Give the five schedules for controlled drugs
K. State the parts of a prescription and explain each part.
L. State potential adverse effects of medication
M. Explain why the oral route in most likely used to give medication
N. Explain where absorption occurs with oral medication.
O. Define parental route
P. List the parts of a needle and explain their functions
Q. Define intradermal, subcutaneous, and intramuscular and give the gauge and length of needles for each.
R. List the purpose of safety engineered syringes.
S. Explain the dispensing units for injectable medications
T. Define Z-track
U. Describe the symptoms of active tuberculosis
V. State the purpose of the tuberculosis test
W. Give details on a positive reaction
X. Define allergy and name common allergens
List the guidelines for direct skin allergy testing
Define and list the reason for the following: patch test, skin-prick testing intradermal skin test, and RAST testing
Y. State the role of the medical assistant in IV therapy
Define outpatient therapy
List several drugs administered IV in an outpatient setting and tell why

UNIT 12 CARDIOPULMONARY PROCEDURES.

1. Introduction to Electrocardiogram
2. Structure of the Heart
3. Conduction System of the Heart
4. Cardiac Cycle
5. Electrocardiograph Paper
6. Standardization of the Electrocardiograph
7. Electrocardiograph leads
8. Maintenance of the Electrocardiograph
9. Electrocardiographic Capabilities
10. Artifacts
11. Holter Monitor Electrocardiography
12. Cardiac Dysrhythmias
13. Pulmonary Function Tests

Objectives: At the end of this unit the student shall be able to:

A. Locate the right atrium and trace the flow of blood through the heart.
B. Outline the heart's conductive system
C. Define electrocardiograph
D. List the parts of the ECG cycle.
E. Define the standardization mark
G. List the function of electrodes, amplifier, and galvanometer
H. State the 12 leads that are included in an ECG
I. State the purpose for applying a Holter monitor
J. State the guidelines for wearing a monitor
K. Identify cardiac dysrhythmias and explain their causes.
M. State the different pulmonary function test.
N. Define spirometery testing
O. State the difference between predicted values and measured values
P. Describe patient preparation for spirometer

Q. **Explain how to calibrate a spirometry**

UNIT 13 COLON PROCEDURE AAND MALE REPRODUCTIVE HEALTH

1. **Fecal Occult Blood Testing**
2. **Flexible Sigmoidscopy**
3. **Prostate Cancer screening**
4. **Testicular Self-Examination**

Objective: **At the end of this unite the student shall be able:**

- **A.** **Explain the purpose of a fecal occult blood test**
- **B.** **List the preparation for the fecal occult blood test.**
- **C.** **Explain the reason for a digital exam**
- **D.** **Define sigmoidoscopic**
- **E.** **List the preparation for a sigmoidoscopic exam**
- **F.** **State the signs and symptoms of prostate cancer**
- **G.** **Describe the PSA test**

UNIT 14 RADIOLOGY AND DIAGNOSTIC IMAGING

1. **Introduction to Radiology**
2. **Contrast Media**
3. **Fluoroscopy**
4. **Positioning the Patient**
5. **Specific Radiographic Examinations**
6. **Ultrasonography**
7. **Computed tomography**
8. **Magnetic Resonance Imaging**
9. **Nuclear Medicine**
10. **Digital Radiology**

Objective: **At the end of this unit the student shall be able to:**

- **A.** **List the role of radiographs in medicine**
- **B.** **Explain the preparation for a radiographic examination**
- **C.** **Explain the positions used in the radiographic examinations**
- **D.** **Define contrast medium**
- **E.** **State the purpose of a fluoroscope**
- **F.** **List the various types of radiographic examination and explain their purpose**
- **G.** **List the different types of diagnostic imaging procedures.**
- **H.** **Define nuclear medicine**
- **I.** **List the guidelines required for nuclear medicine**
- **J.** **Define digital radiology**

UNIT 15 INTRODUCTION TO THE CLINICAL LABORATORY

1. **Laboratory Tests**
2. **Purpose of Laboratory Testing**
3. **Types of Clinical Laboratories**
4. **Laboratory Requests**

5. **Laboratory Reports**
6. **Patient Preparation and Instructions**
7. **Collecting, Handling and Transporting Specimens**
8. **Clinical Laboratory Improvement Amendments (CLIA)**
9. **Physician's Office Laboratory**
10. **Quality Control**
11. **Laboratory Safety**

Objectives: **At the end of this unit the student shall be able to:**

A. **State the purpose of a laboratory test**
B. **State the difference between the medical office and an outside laboratory**
C. **List and explain the information on a laboratory form**
D. **Identify several profiles and list their functions**
E. **List examples of specimens**
F. **Identify the correct way to handle and store the following specimens: blood, urine, microbiologic specimen and stool specimen**
G. **List the eight categories of a laboratory test**
H. **State the six basic steps involve in testing a specimen**
I. **Define quality control**
J. **State the laboratory safety guidelines that should be followed in the medial office to prevent accidents**

UNIT 16 URINALYSIS

1. **Composition of Urine**
2. **Collection of Urine**
3. **Analysis of Urine**
4. **Rapid Urine Cultures**
5. **Urine Pregnancy Testing**
6. **Serum Pregnancy Test**

Objectives: **At the end of this unit the student shall be able to :**

A. **List the structures that form urine**
B. **Define polyuria and oliguria**
C. **Know the terms used to explain symptoms of the urinary system.**
D. **Define the first-voided morning specimen**
E. **Know the purpose of a clean catch specimen**
F. **Define 24-hour urine specimen**
H. **List several tests that are listed in the physical and chemical examination of urine**
I. **State the purpose of a rapid urine culture test**
J. **State the purpose for a urine pregnancy test and its guidelines for accuracy.**

UNIT 17 PHLEBOTOMY

1. **Venipuncture**
2. **General guidelines for Venipuncture**
3. **Vacuum Tube Method of Venipuncture**
4. **Butterfly Method of Venipuncture**
5. **Syringe method of Venipuncture**
6. **Problems encountered with Venipuncture**

7. **Obtaining a Serum specimen**
8. **Obtaining a Plasma specimen**
9. **Skin puncture**
10. **Skin puncture device**
11. **Micro collection devices**
12. **Guidelines for a finger puncture**

Objectives: **At the end of this unit the student shall be able to:**

A. **Record and state the patient preparation for venipuncture**
B. **State how blood specimens are obtained**
C. **Define anticoagulant**
D. **List OSHA guidelines that must be followed during venipuncture.**
E. **Name the additives for the following tubes; red, lavender, gray, light blue, green, and dark blue**
F. **State the order of draw**
G. **Define evacuated tubes**
H. **State several problems during a venipuncture**
I. **State several ways to prevent a blood specimen from becoming hemolyzed**
J. **Give the reason why skin puncture would be preferred over a venipuncture**
K. **State the guidelines for performing a finger puncture**

UNIT 18 HEMATOLOGY

1. **Components and function of Blood**
2. **Hemoglobin Determination**
3. **Hematocrit**
4. **White Blood Cell Count**
5. **Red Blood Cell Count**
6. **White Blood Cell Differential Count**

Objecives: **At the end of this unite the student shall be able to:**

A. **Explain the tests included in a CBC**
B. **Illustrate the shape of an erythrocyte**
C. **List the make-up of hemoglobin and explain its function**
D. **Give the normal range for several hematologic test**
E. **Define hematocrit and state its purpose**
F. **State the purpose of the differntial cell count**
G. **State the appearance of the five types of WBC**

UNIT 19 BLOOD CHEMISTRY AND SEROLOGY

1. **Automated Blood Chemistry Analyzers**
2. **Quality control**
3. **Cholesterol**
4. **Blood Urea Nitrogen**
5. **Blood Glucose**

6. **Tests for Management of Diabetes**
7. **Glucose Meter**
8. **Serologic Tests**
9. **Rapid Mononucleosis Testing**
10. **Blood Typing**
11 **Blood Antigen and Antibody Reactions**
12 **Agglutination and Blood Typing**

Objectives: **At the end of this unit the student shall be able to:**

A. **Give the purpose of a blood chemistry test**
B. **State the function of LDL and HDL cholesterol**
C. **List the desired range for LDL and HDL**
D. **State the preparation for a triglyceride test**
E. **Define fasting blood sugar and give its normal range**
F. **Give the purpose of 2-hour postprandial glucose test, and glucose tolerance test**
G. **State the purpose of the hemoglobin A1c test**
H. **List three advantages of self monitoring of blood glucose by diabetic patients**
I. **State the purpose of the following serologic test: hepatitis, syphilis, mononucleosis, rheumatoid factor, antistrepotlysin test, C-reactive protein, cold agglutinins, ABO And RH blood typing, and RH antibody titer.**

UNIT 20. MEDICAL MICROBIOLOGY

1. **Normal flora**
2. **Infection**
3. **Microorganism and Disease**
4. **Microscope**
5. **Microbiologic Specimen Collection**
6. **Cultures**
7. **Streptococcus Testing**
8. **Sensitivity Testing**
9. **Microscopic Examination of Microorganism**
10. **Prevention and Control of Infection disease.**

Objectives: **At the end of this unit the student shall be able to:**

A. **List and explain the stages if an infectious disease**
B. **Give examples of infectious diseases**
C. **Define bacilli, spirilla, and viruses. and give an example of each.**
D. **List the parts of a microscope and explain the function of an microscope**
E. **State the guidelines for proper care of the microscope**
G. **List several area in which specimens may be taken from.**
H. **State several precautions medical assistants should take to prevent infection**
I. **Define streptococcal pharyngitis**
J. **Define sensitivity test**
K. **Give the purpose of a microbiologic smear**
L. **State the purpose of a Gram stain**
M. **Give several methods to prevent and control infectious diseases in the community**

UNIT 21 EMERGENCY MEDICAL PROCEDURES

1. **Office Crash Cart**
2. **Emergency Medical Services Systems**
3. **First Aid Kit**
4. **OSHA Safety**
5. **Gidelines for Providing Emergency Care**

Objectives: **At the end of this unit the student shall be able to :**

- **A.** **State the purpose of first aid**
- **B.** **Explain the function of the EMS system**
- **C.** **State OSHA guideline for administering first aid**
- **D.** **Define respiratory arrest.**

PHLEBOTOMY
COURSE OUTLINE MODULE E

UNIT 1 INTRODUCTION TO PHLEBOTOMY

1. **Health Care Structure**
2. **Safety**
3. **Infection Control**

Objective: **At the end of this unit the student shall be able to:**

- **A.** **Explain Phlebotomy**
- **B.** **State five job skills related to phlebotomy**
- **C.** **List the role and responsibility of a phlebotomist**
- **D.** **Define accreditation and certification**
- **E.** **Identify professional organization related to phlebotomy**
- **F.** **State why informed consent and confidentiality are important legal issues for phlebotomists**
- **G** **List the structure of a typical hospital.**
- **H.** **Explain the role of each hospital branch**
- **I.** **List the kind of personnel that may work in a laboratory.**
- **J.** **Describe a surgical pathology department**
- **K.** **State the major departments of the clinical laboratory**
- **L.** **List the kinds of sample typical analyzed and the kind of tests that may be performed in each of the following: hematology, coagulation and hemostasis, chemistry, specimen collection and processing, microbiology, urinalysis, serology or immunology**
- **M.** **State the role or OSHA**
- **N.** **Describe eight kinds of safety hazards**
- **O.** **List several steps to be taken to lessen the risk of physical or sharps hazards**
- **P.** **List two kinds of labels used to identify hazardous materials**
- **Q.** **State the purpose of material safety data sheet**
- **R.** **Identify radioactive hazard symbol**
- **S.** **Explain the four kinds of fire, and state the types or fire extinguisher used to combat each.**
- **T.** **Describe what to do in case of the following: bleeding wound, no sign of breathing, shock, latex senility.**
- **U.** **Define infection**
- **V.** **Describe at least four ways infectious agents may be transmitted.**
- **W.** **State the proper hand washing technique.**
- **X.** **Define PPE and list four types.**
- **Y.** **State how blood borne pathogens may be transmitted and define expanded**

precautions.

Z. Explain common procedures for cleaning up a blood spill,

UNIT 2 PHLEBOTOMY BASIC

1. **Medical Terminology**
2. **Human Anatomy and Physiology**
3. **Circulatory, Lymphatic, and Immune systems**

Objective: **At the end of this unit the student shall be able to:**

- **A. Explain selected roots suffixes and prefixes.**
- **B. Use the correct medical terms in their proper content**
- **C. Define and use correctly specific medical terms that apply to phlebotomy**
- **D. Use selected medical abbreviations, and use them correctly**
- **E. Describe the three levels of organization of the human body**
- **F. List the four structures of cells and state the function of each**
- **G. List four kinds of tissue and list their function.**
- **H. State each anatomic term mentioned.**
- **I. Describe major features, organs, functions and laboratory test for the following: skeletal, muscular, integument, nervous, digestive, urinary, respiratory, endocrine, and reproductive.**
- **J. Define the circulatory system**
- **K, Define arteries, veins, and capillaries**
- **L. Know the difference between systole, diastole and sphygmomanometer**
- **M. Explain the process of hemostasis**
- **N. List at least three diseases that affect RBCs ANF WBCs**
- **O. State the function of the lymphatic systems**
- **P. Describe the functions of T and B cells**

UNIT 3 SPECIMEN COLLECTION

1. **Venipuncture Equipment**
2. **Routine Venipuncture**
3. **Dermal Puncture**
4. **Venipuncture complication**
5. **Blood Collection in Special Population**
6. **Special Collection and Procedures**
7. **Special Non-blood Collection Procedures**

Objectives: **At the end of this unit the student shall be able to:**

- **A. List the equipment that should be use for venipuncture**
- **B. State the purpose of a tourniquet**

C. **Define antiseptic and disinfectant**
D. **State the parts of a needle**
E. **Define gauge**
F. **List the part of a syringe**
G. **State the difference between a syringe system and winged infusion system.**
H. **Describe the correct way to use a tube holder.**
I. **Explain the difference between whole blood, serum, and plasma and list at least one use for each.**

J. **Define at least nine additives, including their mode of action and uses,**
K. **List 10 color tube tops. Identify the additives in each**
L. **List the correct order of draw**
M. **State the correct disposal of a used needle.**
N. **List the information found on a requisition slip**
O. **State the information needed to verified inpatient identification before the blood draw**
P. **State how to apply a tourniquet**
Q. **State the veins that may be used for blood collection**
R. **Describe how to clean a site**
S. **State how the needle should be removed when the last tube of blood has been collected.**
T. **Give the information that must be included on the label of each tube**
U. **Give an explanation when capillary blood is drawn and why the physician must be notified.**
V. **State the different container used in collecting capillary blood.**
W. **List correct puncture sites.**
Explain why the first drop of blood is discarded.
X. **Define bleeding time (BT)**
List equipment related to BT and list the steps for performing BT
List at least four sites that should be avoided when collecting blood.
Describe techniques that can be used to help locate a vein
List why alcohol should not be used.
Define syncope
Explain the actions taken if a patient experience a seizure, complains of nausea or vomits during venipuncture.
Y. **List several steps to take to help reduce a child's anxiety.**
Define bilirubin
Describe the usual steps for gathering blood for neonatal screening test
Define vascular access device, and describe each types
Describe the difference between arterial blood and venous blood
Define ABGs and list the steps in ABG collection

Z. **Describe respiratory steady state, and list the steps that should be take to ensure that it exists when blood is collected.**
Define basal state, fasting specimens, timed specimens, 2-hour postprandial specimen, and TDM.
Describe the steps in collecting blood from donors for transfusion.
Describe six kinds of urine samples.
Teach a patient how to collect a midstream clean catch urine specimen.
Tell how and why semen samples may be collected.
Describe the proper way to collect throat samples and a nasopharyngeal sample.

State the reason for a sweat/chloride sample.
Tell how cerebrospinal fluid is collected.

UNIT 4 SPECIMEN HANDLING

1. **Specimen Transport, handling and Processing**
2. **Point-of-Care Testing**

Objective: **At the end of this unit the student shall be able to:**

- **A.** **Tell what may happen to a sample that is not properly handled**
- **B.** **List four ways in which samples can be safely transported to the lab.**
- **C.** **Explain why tubes should be transported in an upright position.**
- **D.** **Give the name of two tests for which samples must be kept warm.**
- **E.** **State how to handle samples that must be chilled.**
- **F.** **Give the principle and proper operation of a centrifuge.**
- **G.** **List at least three reasons for specimen rejection.**
- **H.** **Define point-of care.**
- **I.** **Explain the testing principle for the following: activated coagulation time, Blood gases and electrolyte, cardiav troponin T, cholesterol, dipstick urinalysis,**
  Glucose, hemoglobin, occult blood, pregnancy testing, prothrombin time.

UNIT 5 PROFESSIONAL ISSUES

1. **Quality Phlebotomy**
2. **Legal Issues in Phlebotomy**

Objectives: **At the end of this unit the student shall be able to:**

- **A.** **Define QA**
- **B.** **List the contents of the procedure manual**
- **C.** **List three types of analytic variables**
- **D.** **Explain why expired tubes should not be used.**
- **E.** **Give at least three blood collection sites that may lead to sample contamination.**
- **F.** **State the risk of failing to cleanse the puncture site carefully.**
- **G.** **Give at least seven precautions that must be taken in collecting and labeling specimens.**
- **H.** **State why legal issues are important to the phlebotomist**
- **I.** **Define: statutory, case, administrative, public, and private law**
- **J.** **State how the accepted standard of care is determined.**
- **K.** **Define plaintiff, defendant, felony, misdemeanor, and tort.**
- **L.** **Give two examples of liability.**
- **M.** **Explain malpractice.**
- **N.** **List several steps the phlebotomist can take to avoid being accused of malpractice.**
- **O.** **Define HIPPA regulations**
- **P.** **List several ways how the phlebotomist can safeguard a patient's privacy.**

THE ADMINISTRATIVE MEDICAL ASSISTANT
COURSE OUTLINE MODULE B

Units four and five will not be covered in this module

INTRODUCTION: 1. BECOMING A SUCCESSFUL STUDENT
2. THE HEALTHCARE INDUSTRY

Objectives: **At the end of this unit the student will be able to:**

A. Define key words in this unit
B. Evaluate the meaning of developing professional behaviors.
C. Relate time management strategies to improve learning opportunities.
D. Use problem-solving techniques to reduce conflicts.
E. Give several examples of effective communication
F. Name several cultures that contributed to medical terminology.
G. Define critical thinking and tell how it may help you make mental connections as you learn material.

UNIT 1

3. THE MEDICAL ASSISTING PROFESSIONAL
4. PROFESSIONAL BEHAVIORAL IN THE WORKPLACE
5. INTERPERSONAL SKILLS AND HUMAN BEHAVIORS
6 MEDICINE AND ETHICS
7. MEDICINE AND LAW.

Objectives: **At the end of this unit the student will be able to:**

A. Define key terms in this unit
B. State relevant history information related to medical assisting.
C. List several careers related to medical assisting.
D. Give three unacceptable behaviors on the externship site.
E. State the difference between a CMA and an RMA
F. Define professionalism
G. State the reason why confidentiality is so important.
H. Define office politics.
I. State why insubordination is reason for dismissal.
J. Define verbal and non-verbal communication and give one example of each.
K. Define spatial separation .
L. State why touch is important in communication.
M. List several defense mechanisms.
N. State the role of assertiveness in communication
O. State several ways to handle conflict.
P. State the difference between adaptive and non-adaptive coping mechanisms
Q. List the stages of terminal illness.
R. Define Maslow's hierarchy of needs.
S. Evaluate personal, professional, and organizational ethics.
T. State the role of CEJA on the ethical decisions made by healthcare professionals.
U. Define patient advocacy
V. List and define four types of ethical problems.
W. Define, and spell key terms related to medicine and law.

Explain the common elements of a valid contract
List three things to remember when testifying in court.

X. State the "four Ds" of negligence.
State the legal scope for medical assistants.

Give at least three legal disclosures the physician must make

Y. Review the Patient's Bill of Rights.
State detailed information on HIPPA
Know the difference between OSHA and CLIA
Define PPE.

Z. Define MSDS
Explain how the ADA applies to the medical assisting profession
Discuss several ways a physician might lose the license to practice medicine

UNIT 2

8. COMPUTER CONCEPTS
9. TELEPHONE TECHNIQUES
10. SCHEDULING APPOINTMENTS
11. PATIENT RECEPTION AND PROCESSING
12. OFFICE ENVIRONMENT AND DAILY OPERATIONS
13. WRITTEN COMMUNICATIONS AND MAIL PROCESSING

Objectives: At the end of this unit the student shall be able to:

A. Define and spell words related to this unit.
B. State several ways the computer can be used effectively.
C. Explain the basic parts of a computer
D. Define the microprocessors
E. List three different kinds of printer
F. Explain the motherboard.
G. Explain the file formats and locate the keys on keyboard.
H. Define a "pleasing telephone voice".
I. Explain the correct way to hold a handset
J. Give the seven fundamentals ways to correctly handle telephone messages.
K. Show the most capable way to call in a prescription or a prescription refill to a pharmacy.
L. Describe scheduling guidelines.
M. List several critical information required for scheduling patient admission
N. Give detailed information on how self scheduling can reduce the number of calls.
O. List several advantages of computerize scheduling
P. State several reasons for failed appointments.
Q. State the purpose of the office mission.
R. Give several patients facilities and state why each is important.
S. Explain why using the patient's name as often as possible is important.
T. State how to place the medical record breach of confidentiality.
U. List several ways to make the patient feel comfortable in the medical office.
V. State five specific actions that must be taken to prepare for patients before the morning.
W. Give three expenses involved in the operation of a medical practice.
X. State why it is important for maintenance of office equipment.
Explain fire safety issues in a healthcare setting.
List the role of the medical assistant in emergencies.
Define medical waste and regular waste
List four principles of body mechanics and ergonomics
Y List the different parts of speech

Give several applications of electronic technology in effective communication
State the four common sizes of letterhead stationery

Z. Explain the four standard parts of a business letter.
State how to organize technical information and summaries
Describe a communications portfolio
State how to open, sort, and annotate incoming mail.
Give the correct way to fax
State how to address an envelope according to the U.S. Postal Service.

UNIT 3 **14. THE PAPER MEDICAL RECORDS (formerly Medical Records Management)**
15. THE ELECTRONIC MEDICAL RECORDS
16. HEALTH INFORMATION MANAGEMENT
17. PRIVACY IN THE PHYSICIAN'S OFFICE

Objectives: **At the end of this unite the student shall be able to:**

A. Define, spell, and pronounce key terms listed in this unit.
B. State why accurate medical records are important.
C. State who owns the medical record.
D. Explain systems for organizing medical records
E. State the difference between subjective and objective information
F. List different types of information kept in the medical record
G. State why it is important to document truthfully and appropriately.
H. Describe how to make additions to a medical record
I. Explain indexing rules
J. Discuss filing process
K. Describe types of records common to the healthcare setting.
L. State the presidential Executive Order that lead to the implementation of electronic medical record systems across the nation.
M. List the principles of using the EMR
N. State the difference between EHR and EMR
O. List three reasons patients are hesitant in accepting electronic health records
P. State the goals of the NHIN and list the core capabilities.
R. Give several reasons why health information is used.
S. State the nine characteristics of quality health data
T. List four concerns of quality assurance
U. State why HIPPA is important.
V. Describe NCHS
W. Define total quality management
X. Give the function of JCAHO
Y. State the difference between Title 1 and Title 11
Z. List patients rights under the Privacy Rule
Describe an incidental disclosure
State three examples when a patient is not considered the child's representative.
State the role of the notice of Privacy Practice in emergencies.

UNIT 6 **27** **EMERGENCY PREPAREDNESS AND ASSISTING WITH MEDICAL EMERGENCIES.**

Objectives: **At the end of this unit the student shall be able to:**

A. **Describe critical thinking**
B. **List patient safety factors in the medical environment**
C. **State environmental safety issues in the healthcare setting**
D. **Discuss fire safety issues in a healthcare setting.**
E. **State the requirements for proper disposal of hazards materials**
F. **Give the medical assistant's role in emergency response.**
G. **Discuss how to use an AED**
H. **Perform CPR**
I. **Tell how to give oxygen through a nasal cannula to a patient in**

UNIT 7 **28** **CAREER DEVELOPMENT AND LIFE SKILLS**

Objectives: **At the end of this unit the student shall be able to:**

A. **State why job search training is important**
B. **Give three expectations employers have of employees**
C. **Describe the two best job search methods**
D. **List several errors that should be avoided on a resume**
E. **State the four phases of the interview process**
F. **Give several legal and illegal interview questions**
G. **State why it is important to have liability coverage**
H. **Prepare a resume**
I. **Organize a job search**
J. **Interview for a job and negotiate a salary**

BASIC NURSE ASSISTANTS
COURSE OUTLINE MODULE A

UNIT 1

1. **THE HEALTH CARE SYSTEM**
2. **THE NURSING ASSSISTANT**
3. **PROFESSIONALISM AND JOB-SEEKING**
4. **LEGAL AND ETHICAL ISSUES**
5. **COMMUNICATION SKILLS**
6. **THOSE WE CARE FOR**

Objectives: **At the end of this unit the student shall be able to:**

A. **List changes that have happened in how health care is delivered**
List several types of health care organizations
Give examples of government and private agencies that manage the health care system
Define the survey process

B. **Define OBRA**
List contents of the registry
State members of the nursing team and describe the role of each.
Define the delegation process
State the five rights of delegation

C. **Discuss the difference between professional and professionalism.**
Describe work ethic
State why personal health and hygiene is important for the health care worker
List the application process
Tell why a good impression is important
Give in details the correct way to leave a job

D. **State patient's rights, as set forth by the AHA and OBRA**
Illustrate two major types of advance directive
Explain the legal aspects of health care delivery
Describe common legal violations in health care

E. **Define communication**
Give the names of two major forms of communication
State techniques that promote effective communication
Exhibit proper telephone communication skills
Define reporting and recording

F. **State why there is a need for health care involvement**
Define acute, chronic, and terminal conditions
Describe the phases of human growth and development
Define Maslow's hierarchy and describe each level
Explain the discrepancy between sex and sexuality

UNIT 2

7. COMMUNICABLE DISEASE AND INFECTION CONTROL
8. BLOODBORNE AND AIRBORNE PATHOGENS
9. WORKPLACE SAFETY
10. PATIENT SAFETY AND RESTRAINTS
11. POSITIONING, LIFTING, AND TRANSFERRING PATIENTS AND RESIDENTS
12. BASIC FIRST AID AND EMERGENCY CARE

Objectives: **At the end of this unit the student shall be able to:**

A. **Give several types of "germs that cause disease**
Define the following: normal flora, infection, pathogen, health care-associated infection
Describe how defense mechanisms prevents us from getting sick
Give four major technique of infection control
Describe four methods of medical asepsis
Describe how PPE is used in infection control
State the standard precautions that are taken with every patient.

B. **Tell how blood borne pathogens are transmitted**
List two bloodborn diseases
State OSHA standards for b bloodborn pathogens
Describe how airborne pathogen are transmitted
State several measures health care workers can use to prevent the spread of airborne pathogens,

C. **Define the following: ergonomics and body mechanics**
Describe the use of good body mechanics when lifting
State several ways to prevent back injury
Explain the procedures taken before and after giving patient care
Exhibit steps to assist a patient who is falling
List several chemical and electrical hazards found in the health care setting

D. **Define accident and incident**
State how OBRA relates to incident and accident
State the import ants of recording and reporting incidents and accidents
Give four types of restraints
List several methods used to reduce the need for restraints.

E. **Describe the complications of immobility**
Describe the correct body alignment
List the different body positions and state their purpose
State several safety technique related to lifting and transferring people.

F. **State the nurse assistant role in emergency situations**
State the ABCs of emergency care
Give sign and symptoms of a heart attack and stroke
List steps to take when a patient is fainting
Explain how to assist a person having a seizure, or hemorrhaging
List several types and causes of shock

UNIT 3

13 THE PATIENTOR RESIDENT ENVIRONMENT
14 ADMISSIONS, TRANSFERS, AND DISCHARGES
15. BEDMAKING
16. VITAL SIGNS, HEIGHTS, AND WEIGHT
17. COMFORT AND REST
18. CLEANLINESS AND HYGIENE
19. GROOMING
20. BASIC NUTRITION
21. ASSISTING WITH URINARY AND BOWEL ELIMINATION

Objectives: **At the end of this unit the student shall be able to:**

A. Explain the types of rooms found in the health care setting.
State OBRA policies involving the physical environment in the healthcare setting.
Describe the role of the nurse assistant in helping to keep the patients environment clean.
List the standard equipment and furniture found in the person unit.

B. Explain the admission process.
Describe how the admission process can be a good experience with the help of the nurse assistants.
List several responsibilities the nurse assistant's has in the admission process
Define discharge plan and state the nurse assistant's role in the process.

C. Describe a correctly made bed
State the various kinds of linens used for bed-making.
Describe the correct steps to use when handling linens.
State the infection control steps used in bedmaking
Describe the following types of beds; closed, open, surgical and occupied.

D. Define key terms related to vital signs
Know the significant of obtaining correct measurements.
List several factors that will affect a person's body temperature.
Describe regular sites used for taking vital signs and state their advantages and disadvantages.
Know common pulse sites.
Know the parts of stethoscope and explain their function.
Demonstrate the correct way to take a radial pulse and an apical pulse.
Describe respiration and give the normal rate.
State the correct way to take a blood pressure and give the normal BP measurement.
Define sphygmomanometer and tell how it works.
State the different sounds, which are heard while taking a blood pressure.
Explain the correct way to measure a person's height and weight.

E. Explain the normal sleep cycle.
List several factors that can affect sleep.
Explain pain, acute pain and chronic pain.
Give several nonverbal signs of pain that a person may show.
List several factors that may be used to reduce pain and promote comfort.

F. Define personal hygiene and oral care
List several important ways that will promote safe handling of a client's denture

Describe how to give oral care to an unconscious person.
Define perineal care and state the steps to provide male and female perineal care

G. **Define grooming.**
List several factors that affect a person's grooming habits.
Explain the correct hand and foot care techniques.
State several changes that may occur in a client's feet related to aging.
Explain the correct ways of helping to dress and undress a patient.
List several complaints observed when helping with hair care.

H. **Define nutrition, Mypramid and nutrients.**
Explain common special diets.
State the correct procedure for feeding a person who cannot feed himself.
Explain how to record solid food that is eaten.
Give various ways of giving nutrition to a person unable to take food by mouth.
Illustrate techniques used to measure and record fluid intake and output.

I. **State two techniques used to show how the body eliminates waste products.**
List several ways of assisting a patient to promote normal bowel and urinary elimination
Explain the normal color of urine.
State how to measure and record urinary output.
State how to measure and record bowel output.

UNIT 4

22 CARING FOR PEOPLE WHO ARE TERMINALLY ILL
23. CARING FOR PEOPLE WHO ARE DYING.

Objectives: **At the end of this unit the student shall be able to:**

A. **Define terms related to terminal illness.**
B. **Describe the stages of grief and give an example of each.**
C. **State the function of hospice care.**
D. **Discuss the role of the medical assistants for terminally ill patients.**
E. **List the warning signs of death.**
F. **List several measures the nurse assistants may provide comfort for the dying person.**

UNIT 5

24. Basic Body Structure and Function
25. The Integumentary System
26. The Musculoskeletal System
27. The Respiratory System
28. The Cardiovascular System
29. The Nervous System
30. The Sensory System
31. The Endocrine System
32. The Digestive System
33. The Urinary System
24. The Reproductive System.

Objectives: **At the end of this unit the student shall be able to:**

A. **Define terms related to body structure and function.**
State how the body maintains the balance required for life.
List the class of disease and cause that may put in jeopardy for developing a certain disease.

B. **Describe the layer of the skin.**
State the function of the skin.
Explain how the normal aging process affects the skin
Define pressure ulcers and list other names used for pressure ulcers.
Know the stages of pressure ulcers.
List the different types of wounds that a patient may have.
State terms used to explain skin lesions.

C. **Know several parts of the musculoskeletal system and their functions.**
List and describe the four kinds of bones.
State the three kinds of muscles and give examples of each.
Explain some disorders that can affect the musculoskeletal system.

D. **Define terms related to the respiratory systems**
State the main function of the respiratory systems
Tell how oxygen is used for the respiratory patient.
List guidelines for patients receiving oxygen therapy.

E. **State the major parts of the cardiovascular system and their functions.**
Tell how the aging process affects the heart
Explain why a healthy diet and exercise can reduce disorders of the heart.
Describe several disorders that affect the cardiovascular system.

F. **List the two main category of the nervous system.**
State the main function of the nervous systems.
Tell how the aging process affects the nervous system.
Give several disorders that affect the nervous system.
List several regular diagnostic procedures used to help detect disorders.

G. **Describe the two main division of the sensory system.**
State the body's general senses.
Describe how we experience taste, smell, sight, and sound.
Explain how the aging process affects the body's general senses.
List disorders of the eye, and ear

UNIT 4 **22 CARING FOR PEOPLE WHO ARE TERMINALLY ILL**
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Tell how oxygen is used for the respiratory patient.
List guidelines for patients receiving oxygen therapy.

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Explain why a healthy diet and exercise can reduce disorders of the heart.
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State the main function of the nervous systems.
Tell how the aging process affects the nervous system.
List several regular diagnostic procedures used to help detect disorders.

G. **Describe the two main division of the sensory system.**
State the body's general senses.
Describe how we experience taste, smell, sight, and sound.
Explain how the aging process affects the body's general senses.
List the disorders of the eye, and ear.
Explain how to care for eyeglasses, contact lenses, and artificial

eyes.

H. **Give the main function of the endocrine system.**
Describe the glands that make up the endocrine system.
List the hormone produced by the endocrine systems.
Explain several disorders that affect the endocrine system.
Describe the care given to patients with endocrine disorders.

I. **Give the organs that are part of the digestive systems.**
List the function of the organs that make up the digestive systems.
Describe some disorders of the digestive systems.
List several diagnostic tools used to diagnose digestive disorders.

J. **Describe the urinary systems.**
List the function of each organ of the urinary system.
State several disorders of the urinary system.
Give several diagnostics procedures that may be used to detect disorders of the urinary system.

K. **List the main function of the reproductive system.**
State the organs that make up the reproductive system.
Describe the normal functions of the male and female reproductive organs.
Explain the aging process as it relates to the reproductive systems.
List several disorders of the male and female reproductive systems.

UNIT 6

35 **CARING FOR PEOPLE WITH REHABILITATION NEEDS**
36 **CARING FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES**
37. **CARING FOR PEOPLE WITH MENTAL ILLNESS**
38. **CARING FOR PEOPLE WITH DEMENTIA**
39. **CARING FOR PEOPLE WITH CANCER**
40. **CARING FOR PEOPLE WITH AIDS**

Objectives: **At the end of this unit the student shall be able to:**

A. **Define terms related to rehabilitation needs**
List several reasons why a patient may need rehabilitation services or restorative care.
List the three stages of the rehabilitation process.
List the health care professionals that make up the rehabilitation team and state their duties.

B. **Define terms related to developmental disabilities.**
Describe common developmental disabilities and discuss traits of each.
List the special needs that a person with developmental disabilities may have.
List the various types of rehabilitation that may be needed to assist people with developmental disabilities.

C. **Describe terms related to mental illness.**
List several types of mental illness
State techniques that people use to deal with stress effectively.
State several potential bases for mental illness.
List different treatment available for people diagnose with a mental illness.

D. **Define terms related to dementia.**
List the three major stages of dementia.

List four major causes of dementia
Explain common behaviors associated with dementia.
Explain several techniques for managing difficult behaviors in people with dementia.
Discuss ways to assist patients with dementia with their ADLs.

F. **Define terms related to cancer.**
Tell the common causes of cancer.
List the warning signs of cancer.
State common types of cancer and treatment used to treat cancer.
List some side effects of cancer treatment.

G. **Define HIV/AIDS**
List several risk factor of HIV/AIDS
State several legal matter related to caring for people with HIV/AIDS
List responsibilities the nurse assistants have for providing care for the person with HIV/AIDS.

UNIT 7

41. CARING FOR THE SURGICAL PATIENTS
42. CARING FOR MOTHERS AND NEWBORMS
43. CARING FOR PEDIATRIC PATIENTS.

Objectives: **At the end of this unit the student shall be able to:**

A. **Define terms related to surgery.**
List the three types of anesthesia
State some fears and concerns a person may have about surgery.
Explain how to prepare a person for surgery.
List some complications of surgery.
State several observations that are important in the recovery phase of surgery.
Describe the correct way to apply TED stockings.

B. **Define terms related to pregnancy and the newborn.**
List at least two ways of delivering a baby.
Give responsibilities of the nurse assistants when caring for a new mother.
State several abnormalities that should be reported to the nurse while caring for the new mother.
Explain why security is important when caring for the newborn.
State several reason how to care for the umbilical cord stump.
Explain how to care for a circumcision.
Tell how to bottle-feed a baby
Tell how to bathe a baby.

C. **List several needs that children in health care setting have.**
Explain the stages of growth and development.
Explain safety concerns for a child's developmental level
Describe the signs of child abuse and list the nurse assistant's role in reporting suspected abuse.

UNITE 8

44. INTRODUCTION TO HOME HEALTH CARE
45. SAFETY AND INFECTION CONTROL IN THE HOME HEALTH CARE SETTING

Objectives: **At the end of this unit the student shall be able to:**

A. **State why a person may need home health care**
List ways home health care is paid for
List the home health care team and describe their functions
State several traits that a home health aid must have to be successful

B. **List safety concerns in the home care settings**
Explain how infection is spread in the home care setting
Describe ways to reduce the spread of infection in the home
List factors used to prepare and store food
List ways that the home health aide can take to protect themselves while performing duties in the home setting

MEDICAL INSURANCE BILLING &CODING
COURSE OUTLINE MODULE C

UNITS HOURS	TITLE	
1.	**From Patients to Payment** *Becoming a Medical Insurance Specialist*	**5**
2.	**HIPPA and the Legal Medical Record**	**5**
3.	**Diagnostic Coding**	**10**
4.	**Procedural Coding**	**5**
5.	**Payment Methods:** *Managed Care and Indemnity Plans*	**5**
6.	**Health Care Claims Preparation**	**5**
7.	**Claim Transmission, RA/ EOB Follow-up, and Collection**	**8**
8.	**Blue Cross and Blue Shield**	**5**
9.	**Medicare**	**5**
10	**Medicaid**	**5**
11.	**TRICARE and CHAMPVA**	**8**
12.	**Worker's Compensation**	**8**
13.	**Disability**	**8**
14.	**Dental Insurance**	**6**
15.	**Hospital Insurance**	**6**
16.	**Health Care Claim Simulations**	**6**
*****	**Total Hours**	**100**

MEDICAL INSURANCE BILLING & CODING
MODDULE D

UNIT 1:

From Patient to Payment: Becoming a Medical Insurance Specialist

A. Introduction to Medical Insurance
B. Common Types of Medical Insurance
C. The Medical Office Billing Work
D. The Responsibility of a Medical Insurance Specialist
E. The Effects of Health Care Claim Errors

Objectives:

At the end of this unit the student will be able to:

1. **Differentiate between indemnity plans and managed care plans**
2. **List the numerous types of insurance coverage.**
3. **Explain the medical office billing work flow**
4. **State several primary responsibility of a medical insurance specialist**
5. **Compare medical ethics and etiquette**

UNIT 2 :

HIPPA and the Legal Medical Record

A. Medical Record
B. Documentation Standards
C. Protected Health Information and Medical Records
D. Record Retention
E. Avoiding Fraud

Objectives:

At the end of this unit the student will be able to:

1. **State the importance of medical records documentation in the billing and payment process.**
2. **List the facts that are included in patient's health information (PHI)**
3. **Discuss the purpose of HIPPA**
4. **State what PHI can be released without patient's approval**
5. **Give facts that are included in PHI**
6. **Explain how to guard against possible fraudulent circumstances**

UNIT 3 :

Diagnostic Coding

A. Introduction to Diagnostic Coding
B. Coding Basics for Physician Practices
C. Using the ICD-9-CM
D. Five Steps to Diagnostic Coding
E. Professional Focus: Preview of ICD-10 CM

Objectives:

At the end of this unit the student will be able to:

1. **State how diagnostic coding influences the payment process.**
2. **List the primary diagnosis and coexisting conditions**
3. **Describe the ICD format, and identify sections used by medical insurance specialists**
4. **Identify the purpose and correct use of V and E codes**
5. **Give the five-step process to analyze diagnoses and locate the correct ICD 9-CM code**

UNIT 4

Procedural Coding

- **A. Introduction to Procedure Codes in the CPT**
- **B. Coding Evaluation and Management Services**
- **C. Professional Focus; Certification as a Medical Coder**
- **D. Coding Surgical Procedures**
- **E. Coding Laboratory procedures and Coding Immunizations**
- **F. HCPCS Codes**
- **G. Five Steps for locating correct codes**

Objectives:

At the end of this unit the student will be able to:

1. **Explain the reason and plan of the Current Procedural Terminology**
2. **List the three features that influence the selection of Evaluation and management code**
3. **State the difference between referral and consultation services.**
4. **Document surgical packages and laboratory panels that are coded as single procedures.**
5. **List the two types of codes in the HCPCS and when they are used**
6. **Locate correct procedures codes using CPT**

UNIT 5

Payment Methods: Managed Care and Indemnity Plans

- **A. Types of Health Plans**
- **B. *Professional Focus: Working as a Medical Specialist***
- **C. Consumer -Driven Health Plans**
- **D. Setting Fees**
- **E. Payment Methods**
- **F. Patients' Charges**
- **G. When Patients' charges Must Be Paid**

Objectives:

At the end of this unit the student will be able to:

1. **Explain the key types of health plans and how the different structures affect the patient's payment due for medical services.**

2. **List three methods in which payments are set**
3. **Compare the calculation of payments for participating and nonparticipating Providers and explain how balance-billing rules influence the charges that can be collected from patients.**

UNIT 6

Health Care Claim Preparation

- **A. Preparing Claims Using Medical Billing Programs**
- **B. Health Care Claims**
- **C. Completing the CMS-1500 Claim**
- **D. *Professional Focus: Billing Services***
- **E. Completing the HIPPA Claim**

Objectives:

At the end of this unit the student will be able to:

1. **State the procedures for using medical billing programs to prepare claims**
2. **Discuss the content of the physician or supplier information of CMS-1500 claim**
4. **In a few words describe the information contained in the five major sections of HIPPA claims**
5. **Compare billing provider, pay-to provider, rendering provider, and referring provider**

UNIT 7

Claims Transmission, RA/EOB Follow-Up, and Collections

- **A. Health Plan Claim Transmission**
- **B Health Plan Claim Processing by Payers**
- **C. *Professional Focus: Career Opportunities with Health Plans***
- **D. Processing the RA/EOB**
- **E. Appeals**
- **F. Patient Billing and Collections**

Objectives:

At the end of this unit the student will be able to:

1. **Give the three major methods of electronic claim transmission.**
2. **Explain the claim determination process used by health plans**
3. **State five steps to process RAs/EOB's from health plans**
4. **Give general motives for and appeals of reduced and denied payments**
5. **Discuss the coordination of benefits process used to determine the patient's primary and additional insurance .**

UNIT 8

Blue Cross and Blue Shield

- **A. Introduction to Blue Cross and Blue Shield**
- **B. Federal Employee Health Benefits Plan**
- **C. Key Features of Blue Cross and Blue Shield**
- **D. Physician Participation and Reimbursement**
- **E. Filing Claims for Special Cases and National Groups**
- **F. Blue Card Worldwide**
- **G. Membership Card Information**

Objectives:
At the end of this unit the student will be able to:

- **A. Discuss the history and structure of the Blue Cross and Blue Shield Association**
- **B. State four important issues of Blue Cross and Blue Shield members plan**
- **C. Give the responsibility of physicians who do and do not participate in Blue Cross and Blue Shield member plans**
- **D. Explain the Blue Card Program**
- **E. Give two reasons to complete claim forms within established time limits.**

UNIT 9

Medicare

1. **Medicare Overview**
2. **Medicare Charges**
3. **Filing Medicare Claims**
4. ***Professional* Focus; Medicare's National correct Coding Initiative**
5. **Who Pays First?**

Objectives:
At the end of this unit the student will be able to:

1. **State two parts of Medicare Coverage**
2. **Discuss the fees that Medicare participating and nonparticipation physicians are allowed to charge**
3. **State the difference between an excluded service and a medically unnecessary service**
4. **Give four situations in which Medicare is the secondary payer.**

UNIT 10

Medicaid

- **A. Introduction to Medicaid**
- **B. Medical Coverage**
- **C. *Professional Focus: Medicaid Fraud and Abuse***
- **D. Medicaid Eligibility**
- **E. Filing Medical Claims**

Objectives:
At the end of this unit the student will be able to:

1. **Name two ways Medicare programs vary from state to state**
2. **List the primary kinds of Medicaid benefits determined by federal law, and give examples.**
3. **Describe two broad classifications of people who are eligible for Medicaid assistance.**
4. **Give four areas a medical insurance specialist should pay special attention to when filing Medicaid claims**

UNIT 11

TRICARE and CHAMPVA

- **A. TRICARE**
- **B. *Professional Focus: TRICARE and the HIPPA Privacy Rule CHAMPVA***
- **C. Beneficiary Identification**
- **D. Billing Beneficiaries**
- **E. Primary or Secondary Payer**

Objectives:

At the end of this unit the student will be able to:

1. **Tell who is eligible for TRICARE and CHAMPVA and how to verify eligibility**
2. **Discuss the program offered to TRICARE beneficiaries.**
3. **Describe the use of a non-availability statement in the TRICARE program**
4. **Explain where to file claims first when TRICARE and CHAMPVA beneficiaries are also covered by other insurance program**

UNIT 12

Workers' Compensation

- **A. When Employees Are Hurt at Work**
- **B. Federal Programs, Forms, and Procedures**
- **C. *Professional Focus: Workers' Compensation Terminology***
- **D. State Program, Forms, and Procedures**
- **E. Keeping Separate Records**

Objectives:

At the end of this unit the student will be able to:

1. **State what workers' compensation insurance covers and which federal and state agencies administer the programs**
2. **Give five types of compensation that employees may receive for work-related illnesses and injuries.**
3. **State five questions to ask the state compensation board about workers' compensation regulations**
4. **State why medical information that relate to a workers' compensation case should be separated from the patient's chart for disease and disorders that are not work related**

UNIT 13

Disability

- **A. Replacing Lost Income**
- **B. Filing for Disability Benefits**
- **C. *Professional Focus: Consulting and Educational Career Opportunities***

Objectives:

At the end of this unit the student shall be able to:

1. **State the purpose of disability compensation**
2. **State the difference between government and private disability plans**
3. **Give the eight types of data the physician should add in a medical report for the claims department of a disability compensation program.**

UNIT 14

Dental Insurance

- **A. Introduction to Dental Terms**
- **B. Dental Insurance**
- **C. *Professional focus: Dental Injury claims and Workers' Compensation***
- **D. Processing Dental Claims**

Objectives:

At the end of this unit the student will be able to:

1. **Locate and describe the parts of the mouth and teeth**
2. **Identify key words, condition, and treatments related to dentistry**
3. **Give six kinds of benefits offered by dental insurance plans**
4. **Explain the claim form and coding methods commonly used to submit dental insurance claims.**

UNIT 15

Hospital Insurance

- **A. Health Care facilities: Inpatient versus Outpatient**
- **B. Hospital Claims Processing**
- **C. Inpatient (Hospital) Coding**
- **D. Payers and Payment Methods**
- **E. Claims and Follow-UP**

Objectives:

At the end of this unit the student will be able to:

1. **State the difference between inpatient and outpatient hospital services**
2. **The steps relating to hospital claims processing**
3. **Describe two differences in coding diagnoses for hospital inpatient cases and physician offices services**
4. **Describe the procedure code used in hospital coding.**

UNIT 16

Medisoft Claim Simulations

- **A. Introduction to Medisoft**
- **B. Guided claim Simulations**
- **C. Claim Simulations**

Objectives:

At the end of this unit the student will be able to:

1. **Describe the program's database structure**
2. **List the structure and how claims are created**
3. **Complete an electronic claim**

ELECTROCARDIOGRAM (EKG) COURSE OUTLINE
COURSE OUTLINE MODULE D

Orientation

A. Course Introduction
B. Program Policies and Procedures

UNIT 1

Introduction to Electrocardiogram

A. Role and Responsibility of the EKG Technician
B. Qualification of the EKG Technician
C. Key terms related to EKG
B. Qualification of the EKG Technician
C. Key terms related to EKG

Objectives:

At the end of this unit the student shall be able to:
1. Define and correctly spell important related words.
2. State the role and responsibilities of the EKG technician
3. State the qualities of an EKG technician

UNIT 2

Fundamental Concepts

A. Introduction to the Cardiac Patient
B. Cardiac Risk factors
C. Disease and Diagnostic Procedures
D. Key Terms

Objectives:

At the end of this unit the student shall be able to:
1. State and explain several cardiac risk factors
2. State several disease and conditions that may have an effect on the heart
3. Define and correctly spell key terms

UNIT 3

Cardiac Anatomy and Physiology

A. The role and the position of the heart in the body
B. The heart as a muscle
C. Circulation of Blood through the heart
D. The Electrical Impulse and Conduction system
E. The Cardiac Cycle

Objectives:

At the end of this unit the student shall be able to:
1. State the location of the heart and identify the large blood vessels around the heart
2. Describe how the heart works as a muscle
3. State the flow of blood through the heart
4. State the difference between mechanical and electrical function of the heart

5. Define and correctly spell key terms

UNIT 4

EKG Basics: The Heartbeat as a Waveform

A. Application of theory
B. Action Potential
C. The Waveform
D. EKG tracing
E. The Cardiac Cycle

Objectives:

At the end of this unit the student shall be able to:

1. State the theory of events as it relates to polarization, depolarization, repolarization and movements of electrolytes.
2. Describe how the electrical impulse represented by the EKG waveform relate to the activities of the heart chambers,
3. Label the parts of the normal sinus waveform of the EKG tracing
4. Define and correctly spell the key terms

UNIT 5

The 12-Lead EKG

A. Introduction to the 12-Lead ECG
B. Preparing the Patient
C. The Electrocardiograph
D. The ECG Reading
E. Lead Placement and Description
F. Procedures for Obtaining a 12-Lead ECG

Objectives:

At the end of this unit the student shall be able to:

1. State what a "lead" is and recognize the 12 leads used in a standard ECG
2. Describe the equipment used when obtaining an ECG
3. State the correct way to prepare a patient's skin for an ECG and give explanation why proper preparation is important
4. Describe the proper steps to follow when taking an ECG
5. Demonstrate how to correctly perform an ECG
6. Define and correctly spell key terms

UNIT 6

The Holter Monitor

A. Indications for the Holter Monitor
B. The Holter Monitor
C. Lead Positions
D. Holter Monitor Testing

E. Holter Monitor Placement

Objectives:

At the end of this unit the student shall be able to:

1. Explain the Holter monitor and state its likeness and dissimilarity from a 12-Lead ECG
2. Give several symptoms that may require testing with a Holter monitor
3. State several conditions in which the use of the Holter monitor can be helpful in determining an ultimate diagnosis
4. Explain the correct procedure for applying a Holter monitor to a client
5. Discuss why a journal is needed and how long the monitor is left on
6. Correctly apply a Holter monitor to a classmate
7. Spell and define key terms

UNIT 7

The Treadmill Stress Test

A. Indications for a TMST
B. Contraindications for a TMST
C. Patient Instruction
D. Exercise ECG Equipment
E. Patient Preparation
F. Determining a Patient's Target Heart Rate
G. Roles of Healthcare Professionals
H. Treadmill stress test and blood pressure
I. Precautions

Objectives:

At the end of this unit the student shall be able to:

1. State what information can be obtained from a TMST, or exercise ECG
2 Give several sign and conditions that may require further testing by a TMST
3. State signs that a client may develop during a Treadmill Stress Test
4. Give several reasons for stopping the Treadmill Stress Test.
5. Discuss which condition can make it unsafe to proceed with an exercise ECG
6. Correctly take a blood pressure.
7. Define and correctly spell key terms

UNIT 8

Basics of Rhythm Interpretation

A. Introduction to Rhythm Analysis
B. ECG Graph Paper
C. Systematic Rhythm Analysis
D. Rhythm Interpretation

Objectives:

At the end of this unit the student shall be able to:

1. Explain the requirements for normal sinus rhythm
2. State how to examine the heart rhythm
3. Distinguish and correctly measure components of the ECG waveform
4. Give the normal duration for the PR interval and QRS .
5. State several techniques for measuring waveforms
6. Explain normal sinus rhythm
7. Correctly spell and define key terms

UNIT 9 Analysis and Identification of Abnormal Heart Rhythms

A. Introduction to Abnormal Heart Rhythms
B. Atrial Arrhythmias
C. Junctional Arrhythmias
D. Ventricular Arrhythmias
E. Heart Block
F. Other significant Rhythms

Objectives:

At the end of this unit the student shall be able to:

1. State several irregular heart rhythms that originate in the atria of the heart
2. Name several .irregular heart rhythms that initiate in the ventricle of the heart
3. State three irregular heart rhythms that arise because of abnormalities that block the conduction system of the heart.
4. Give three heart rhythms that point to a medical emergency.
5. Correctly spell and define key terms

ELECTROCARDIOGRAM ……..UNIT BREAKDOWN
MODULE D

Unit 1. Introduction to the Role	6
Unit 2 . Fundamental concepts	6
Unit 3. Cardiac Anatomy & Physiology	15
Unit 4 . EKG Basic	14
Unit 5 . The 12 Lead ECG/ EKG	14
Unit 6 . Holter Monitor	7
Unit 7. The Treadmills Stress Test	7
Unit 8. Basic Rhythm Interpretation	16
Unit 9. Analysis and Identification of Abnormal Heart Rhythms	15
Total Clock Hours	100

PHLEBOTOMY ……UNIT BREAKDOWN
MODULE E

UNIT

UNIT 1	**INTRODUCTION TO PHLEBOTOMY**	
	HEALTH CARE STRUCTURE	4
	SAFETY	6
	INFECTION CONTROL	6
UNIT 2	**PHLEBOTOMY BASIC**	
	MEDICAL TERMINOLOGY	5
	HUMAN ANATOMY AND PHYSIOLOGY	5
	CIRCULATORY, LYMPHATIC, AND IMMUNE SYSTEM	5
UNIT 3	**SPECIMEN COLLECTION**	
	VENIPUNCTURE EQUIPMENT	6
	ROUTINE VENIPUNCTURE	8 8
	DERMAL PUNCTURE	8
	VENIPUNCTURE COMPLICATIN	6
	BLOOD COLLECTION IN SPECIAL POPULATION	5
	SPECIAL COLLECTION AND PROCEDURES	8
	SPECIAL NON-BLOOD COLLECTION PROCEDURES	5
UNIT 4	**SPECIMEN HANDLING**	5
	SPECIMEN TRANSPORT, HANDLING AND PROCESSING	5

	POINT-OF-CARE TESTING	5
UNIT 5	**PROFESSIONAL ISSUES**	
	QUALITY PHLEBOTOMY	4
	LEGAL ISSUES IN PHLEBOTOMY	4

BASIC NURSE ASSISTANT……UNIT BREAKDOWN
MODULE A

UNIT 1	THE HEALTH CARE SYSTEM	10
	THE NURSING ASSISTANT	
	PROFESSIONALISM AND JOB-SEEKING	
	LEGAL AND ETHICAL ISSUES	
	COMMUNICATION SKILLS	
	THOSE WE CARE FOR	
UNIT 2	COMMUNICABLE DISEASE AND INFECTION CONTROL	10
	BLOODBORN AND AIRBORNE PATHOGENS	
	WORKPLACE SAFETY	
	PATIENT SAFETY AND RESTRAINTS	
	POSITIONING, LIFTING, AND TRANSERRING PATIENTS AND RESIDENTS	
	BASIC FIRST AID AND EMERGENCY CARE	
UNIT 3	THE PATIENT RESIDENT ENVIRONMENT	10
	ADMISSION, TRANSFERE AND DISCHARGE	
	BEDMAKING	
	COMFORT AND REST	
	CLEANLINESS AND HYGIENE	
	GROOMING	
	BASIC NUTRITION	
	ASSISTING WITH URINARY AND BOWEL ELIMINATION	
UNIT 4	CARING FOR PEOPLE WHO ARE TERMINALLY ILL	5
	CARING FOR PEOPLE WHO ARE DYING	

UNIT 5	BASIC BODY STRUCTURE AND FUNCTION	20
	THE INTEGUMENTARY SYSTEM	
	THE MUSCULOSKELETAL SYSTEM	
	THE RESPIRATORY SYSTEM	
	THE CARDIOVASCULAR SYSTEM	
	THE NERVOUS SYSTEM	
	THE SENSORY SYSTEM	
	THE ENDOCRINE SYSTEM	
	THE DIGESTIVE SYSTEM	
	THE URINARY SYSTEM	
	THE REPRODUCTIVE SYSTEM	
UNIT 6	CARING FOR PEOPLE WITH REHABILITATGION NEEDS	15
	CARING FOR PEOPLE WITH DEVELOPMENTAL DISABILITY	
	CARING FOR PEOPLE WITH MENTAL ILLNESS	
	CARING FOR PEOPLE WITH DEMENTIA	
	CARING FOR PEOPLE WITH CANCER	
	CARING FOR PEOPLE WITH AIDS	
UNIT 7	CARING FOR THE SURGICAL PATIENT	10
	CARING FOR MOTHERS AND NEWBORNS	
	CARING FOR PEDIATRIC PATIENTS	
UNIT 8	INTRODUCTION TO HOME HEALTH CARE	
	SAFETY AND INFECTION CONTROL IN THE HOME HEALTH SETTING	
	CLINICAL	
TOTAL		120

THE ADMINISTRATIVE MEDICAL CLINICAL ASSISTANT UNIT BREAKDOWN…… MODULE B

UNIT		HOURS
INTRODUCTION	BECOMING A SUCCESSFUL STUDENT	**2**
	THE HEALTHCARE INDUSTRY	**2**
UNIT 1	THE MEDICAL ASSISTING PROFESSIONAL	**3**
	PROFESSIONAL BEHAVIORS IN THE WORKPLACE	**4**
	INTERPERSONAL SKILLS AND HUMAN BEHAVIORS	**3**
	MEDICINE AND ETHICS	**3**
	MEDICINE AND LAW	**3**
UNIT 2	COMPUTER CONCEPT	**3**
	TELEPHONE TECHNIQUES	**3**
	SCHEDULING APPOINTMENTS	**2**
	PATIENT RECEPTION AND PROCESSING	**4**
	OFFICE ENVIRONMENT AND DAILY OPERATIONS	**2**
	WRITTEN COMMUNICATIONS AND MAL ROCESSING	**3**
UNIT 3	THE PAPER MEDIAL RECORDS	**3**
	THE ELECTRONIC MEDICAL RECORDS	**4**
	HEALTH INFORMATION MANAGEMENT	**3**
	PRIVACY IN THE PHYSICIAN'S OFFICE	**3**

UNIT 6	EMERGENCY PREPAREDNESS	**2**
UNIT 7	CAREER DEVELOPMENT AND LIFE SKILLS	**2**

CLINICAL PROCEDURES FOR THE MEDICAL CLINICAL ASSISTANTS
UNIT BREAKDOWN……..MODULE F

UNIT		**HOURS**
UNIT 1	**INTRODUCTION TO THE MEDICAL RECORD**	**3**
UNIT 2	**INTRODUCTION TO MEDICAL ASEPSIS AND OSHA**	**4**
UNIT 3	**STERILIZATION AND DISINFECTION**	**4**
UNIT 4	**VITAL SIGN**	**5**
UNIT 5	**THE PHYSICAL EXAM**	**5**
UNIT 6	**EYE AND EAR ASSESSMENT AND PROCEDURES**	**5**
UNIT 7	**PHYSICAL AGENTS TO PROMOTE TISSUE HEALING**	**5**
UNIT 8	**THE GYNECOLOGIC EXAMINATON AND PRENATAL CARE**	**3**
UNIT 9	**THE PREDIATRIC EXAMINATION**	**3**
UNIT 10	**MINOR OFFICE SURGERY**	**4**
UNIT 11	**ADMINISTRATION OF MEDICATION AND IV THERAPY**	**4**
UNIT 12	**CARDIOPULMONARY PROCEDURE**	**4**
UNIT 13	**COLON PROCEDURE AND MALE REPRODUCTIVE HEALTH**	**4**
UNIT 14	**RADIOLOGY AND DIAGNOSTIC IMAGING**	**4**
UNIT 15	**INTRODUCTION TO THE CLINICAL LABORATORY**	**3**
UNIT 16	**URINALYSIS**	**4**
UNIT 17	**PHLEBOTOMY**	**3**
UNIT 18	**HEMATOLOGY**	**4**

UNIT 19	**BLOOD CHEMISTRY AND SEROLOGY**	**3**
UNIT 20	**MEDICAL MICROBIOLOGY**	**3**
UNIT 21	**EMERGENCY MEDICAL PROCEDURES**	**3**

THE END OF MEDICAL CLINICAL ASSISTANTS