

Appendix K

HEALTH SCIENCE YOUTH APPRENTICESHIP

THERAPEUTIC SERVICES PATHWAY MEDICAL ASSISTANT (UNIT 3)

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

1. Use Standard Precautions and Infection Control

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Protect self and spread of infection using standard precautions and infection control techniques as required by situation

Hand Washing

- Wash hands and wrists using soap and water, lathering and rubbing all surfaces for at least 15 seconds
- Wash before/after direct contact with clients, after removing gloves, after contact with body fluids, after contact with contaminated items, before/after eating, before/after restroom use

Gloving

- Use gloves when touching blood, saliva, other body fluids/secretions, mucous membranes, non-intact skin, blood-soiled items, contaminated surfaces, sterile body areas, decontamination procedures
- Discard used gloves as appropriate

Shielding (gowns, goggles, face shields)

- Wear when splashing or spattering is likely to occur

Patient Care equipment

- When possible, dedicate noncritical patient-care equipment (stethoscope, BP cuff, thermometer, etc.) to a single patient or cohort of patients to avoid sharing among patients
- Clean and disinfect any equipment that must be brought out of the room before use with others

Environmental Controls

- Keep housekeeping surfaces (floors, walls, tabletops) clean
- Clean up spills promptly
- Store regulated medical waste in proper waste containers

Linens and Laundry

- Do not shake or handle in way that may aerosolize the infectious agents
- Avoid contact of own body and clothing with the soiled items being handled
- Contain soiled items in a laundry bag or designated bin
- No sorting or rinsing of textiles in the location of use
- Textiles heavily contaminated with blood or other body fluids should be bagged and transported in a manner that will prevent leakage
- Clean textiles should be handled, transported, and stored by methods that will ensure their cleanliness

Respiratory Hygiene

- Cover mouth and nose when coughing or sneezing or wear a mask
- Wash hands after contact with respiratory secretions

- Maintain separation, ideally by at least 3 feet, between ill persons and others
- Move ill patients to rooms promptly to remove them from common waiting areas

Safe Injection

- Avoid unnecessary use of needles and sharps
- Use care when disposing needles and sharps
- Do not bend, re-cap or remove contaminated needles
- Maintain aseptic technique throughout all aspects of injection preparation and administration
- Dedicate vials of medication to a single patient.
- **Never use peripheral capillary blood monitoring devices (such as lancets or platforms) packaged as single-patient use on more than one patient.**

Cleaning, Disinfection and Sterilization

- Use only sterile equipment and devices that enter the patient's vascular system
- Use appropriate agents, including detergents, for cleaning equipment and devices prior to sterilization or disinfection
- Clean equipment and devices that do not touch the patient or that only touch the intact skin of the patient
- Place disposable used syringes, needles, scalpel blades, and other sharp instruments in appropriate puncture-resistant containers for disposal
- Place specimens of blood and body fluids in well-constructed containers with secure lids to prevent leaking
- Clean spills of blood or other body fluid with appropriate detergent and appropriate chemical germicide

Learning Objectives

Define standard precautions, infection control and aseptic method

List body fluids that require the use of Standard Precautions

List body fluids that do not require the use of Standard Precautions

Explain the chain of infection and describe the way infection control concepts are applied

Define engineering controls, work practice controls, and environmental controls and give examples

Identify barriers and personal protective equipment (PPE) for protection from exposure to potentially infectious material

Compare cleaning, disinfecting and sterilizing

Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

2. Manage client appointments

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Verify the required elements of the medical order, if applicable for services
- Ascertain the time required for the health service(s) required by the client
- Refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care
- Identify conflicts in schedule and those of the client's schedule
- Assist in recommending resolution to scheduling conflicts
- Confirm client and the department/facility have the identical appointment information
- Accurately enter appointment times and other required information
- Prepare an appointment card if client is present
- Document any scheduling changes in the correct locations
- After appointment time, documents status of the appointment: late, no show, rescheduled, cancelled, etc.

Learning Objectives

- Explain the elements of medical orders required for some types of appointments as defined by Medicare and Joint Commission standards
- List the elements about an appointment schedule that are most important to the client
- List the scheduling elements of greatest concern to the department/facility
- Describe the appointment procedures used in your department/facility
- Detail the client information required for most scheduling procedures
- Describe the importance of reminder calls for appointments
- List the types of calls that indicate a need for immediate service in your department/facility
- Explain how departments/facilities handle "no show" appointments

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

3. Create and/or maintain the client record

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Obtain/update client information

Verify data/information

Ensure client identification appears on each record or form used

Enter/update required information in the client record

Confirm accuracy of entered/updated information

Use only approved abbreviations

Client record is accurate and complete

Learning Objectives

Explain the legal purposes and ownership of the client record

Describe the content within a typical client record

Compare and contrast the different types and functions of the client record

Define the electronic medical record (EMR)

Discuss the impact of the EMR on healthcare consumers and professionals

Describe how to convert time to military time AND why military time is used

Outline the procedure used in a typical health service facility for creating the client record

Explain how manual documents are linked to electronic records

Explain how to handle duplicate client records

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

4. Complete client identification labels

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Obtain/update client information

Enter required information on labels

Print out applicable labels

Confirm accuracy of information

Apply labels onto client records, materials, and forms as applicable

Client Identification Labels are accurate and complete

Learning Objectives

Explain the use of bar codes used in client identification

List the ways in which identification of clients and client documents is confirmed

Explain reasoning for cross referencing and cross indexing of medical records

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

5. Verify client and/or insurance information

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Follow guidelines to verify and/or reconcile insurance information, authorizations, medical, and/or client information

Review claim(s) for incomplete or inaccurate insurance information or authorizations

Locate and/or request appropriate information required to complete the insurance claim, authorizations, or client record

Verify revised information with worksite professional

Update and revise information in the client record

Verify claim information with worksite professional

Learning Objectives

Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs

Illustrate the insurance reimbursement cycle

Compare and contrast major types of insurance plans

Compare non-government payers (commercial insurance, managed care) to government payers Medicare, Medicaid)

Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities

Explain the purpose of Worker's Compensation and why it is considered a health insurance plan

Discuss issues and trends in insurance plans and health care financing

List the categories of information common to most insurance claims

Describe the information on a typical explanation of benefits (EOB) form

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

6. Order and receive supplies and/or equipment

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Follow procedures for procuring supplies, equipment, and/or medications when items are not in stock, outdated, in need, and/or as scheduled
- Obtains appropriate supervisory approvals to place orders
- Refer to the preferred provider literature to locate supplies for purchase
- Order supplies, equipment, and/or medications
- Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
- Identify supply items and/or medications requiring special handling or storage
- Store and stock items appropriately
- Report any items received that are expired and/or damaged immediately to worksite professional
- Update inventory record
- File or route warranty and service agreements for equipment to the worksite professional
- File or route the Packing Slip and/or any Material Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives

- Compare and contrast ordering procedures for routine and for emergency orders
- Explain any special procedures required to order equipment
- Discuss the issue of cost containment in health care and how that impacts ordering
- List items in your facility that require any special handling and/or storage
- Explain how to store items received so as to prevent loss and damage
- Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

7. Clean and prepare supplies and/or instruments

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Clean reusable supplies thoroughly, as required, with the appropriate solvent
- Soak glassware in warm aqueous solution of detergent
- Dry items in required manner
- Place cleaned and dried items in sterilization pouches or wraps if required
 - Perform following steps as applicable to lab setting
 - Label and seals items properly
 - Place items in sterilization equipment
 - Ensure items remain apart during the sterilization cycle
 - Place empty canisters upside-down in order to prevent accumulation of water
 - Does not overload sterilizer trays
 - Allow a distance between trays to permit steam circulation
- Document cleaning procedure if required
- Return clean reusable supplies and instruments to their proper storage locations

Learning Objectives

- Identify common glassware, instruments, and reusable testing supplies used in the laboratory
- Describe the use of common lab glassware and instruments
- Describe proper dish washing technique for chemical glassware
- Compare disinfecting to sterilizing purposes, solutions, and methods
- List the glassware and items requiring sterilization in your lab
- Describe the sterilization procedures required for glassware, instruments, or testing supplies in your lab

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

8. Instruct clients in collection of specimens

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify the client
- Provide privacy for the client
- Explain instructions for specimen collection in plain language
- Determine the client's level of understanding about the directions
- Respond to client questions accurately within scope of job role OR refer to worksite professional
- Obtain consent for testing
- Provide privacy for the client
- Collect specimen noting client safety and Standard Precautions
- Accurately label specimen
- Complete documents for collecting specimen

Learning Objectives

- List medical and lay terms related to specimens processed in your lab
- Outline the procedures for collecting a routine specimens in your lab
- Name the equipment and special supplies used for collecting specimens
- Explain any special pediatric patient requirements for collecting specimens

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

9. Process specimens for testing

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Instruct clients in collection of specimens

Verify specimen label

Complete documents for processing specimen

Deliver specimen, arrange for pickup, or store specimen for testing later

Clean supplies and/or instruments

Dispose of any contaminated articles

Learning Objectives

Discuss the use of Standard Precautions while collecting and handling specimens

Name the specimens collected most frequently in your lab

Describe any special storage, handling, and disposal requirements for specimens in your lab

Differentiate between different types of specimens including urine, stool, whole blood, serum, plasma, and sputum

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

10. Assist in performing testing

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Locate and identify the specimen to be tested

Assist with testing specimen

Select the correct equipment and supplies

Include QC samples, if applicable

Verify counts, measurements, and/or color reactions with the worksite professional

Document testing

Screen test results for follow up with the worksite professional

Clean supplies and/or instruments

Dispose of contaminated materials

Learning Objectives

List common tests performed on specimens in your lab

Define the terms associated with common tests performed on specimens

Explain the purpose of common tests performed on specimens

Explain testing requirements for common tests performed in your lab

Describe normal values and conditions resulting in abnormal test results in your lab

Explain quality control and assurance practices for testing in your lab

Describe appropriate specimen storage and disposal procedures

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

11. Obtain/update client information

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Ensure client privacy

Use good communication techniques to obtain basic client information- reason for visit, changes in information, etc.

Verify client information in easy to understand language

Report/record the required information

Record data/information in the appropriate place

Correct any incorrect information in the client record

Copy or scan insurance cards or other documents as required

Use only abbreviations on the facility's approved list

Learning Objectives

List the ways in which identification of clients is confirmed

Explain the use of bar codes for identification in health care settings

Describe good communication techniques for eliciting accurate client information

Detail the common medical history components of the client record

Describe general documentation requirements for recording objective information and client observations

Explain the role of observations in client care

List some of the most critical client care observations to be made

Comments:

Unit 3: Therapeutic Services Pathway

Medical Assistant

Competency

12. Position client

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for the client

Explain procedure to the client

Secure assistance, if needed, before beginning to move and turn client

Change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics.

Seek client input to determine their comfort with the position

Report/record client condition, reactions, and position change if needed

Bed-Confined Clients:

Makes observations about condition of the skin

Assure that there are no skin-on-skin surfaces touching

Give skin care to potential or existing pressure areas

Learning Objectives

Describe proper body alignment

Describe turning and moving a client using correct body mechanics

Describe the use of pillows or other comfort devices for various positions

List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning

Describe some of the observations about the client that should be noted during positioning

Explain some of the procedures used to avoid skin-on-skin contact and pressure

Outline the problems that can be caused by bed rest and immobility of the client

List the basic positions for a client confined to bed

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

13. Measure height/weight

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client prior to procedure

Prepare equipment for the procedure

Explain the procedure to the client in plain language

Set scale to zero for weight

Position client using proper body mechanics if necessary

Measure weight and height according to protocol

Report/record weight and height reading(s)

Weight and Height measurements are accurate

Care for equipment according to protocol

Learning Objectives

Describe the various methods for measuring client weight

Explain how to convert pounds to kilograms

Explain how to convert inches to centimeters

Identify different methods of measuring client weight

Explain how to document weight and height measurements

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

14. Measure vital signs

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite.

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client prior to procedure
- Prepare the equipment for the procedure
- Explain the procedure to the client in plain language
- Position client using proper body mechanics if necessary
- Measure vital signs (temperature, pulse, respirations, blood pressure, etc.) according to protocol
- Report/record reading(s)
- Vital sign readings are accurate
- Care for equipment according to protocol
- Report abnormal readings immediately to worksite professional

Learning Objectives

- Identify the range of normal values for each of the vital signs
- Explain the techniques for obtaining vital signs
- Locate pulse sites
- List descriptive characteristics of the pulse and respiration
- Describe the various methods for measuring body temperature
- Compare different types of thermometers
- Describe the care of thermometers
- Describe factors that influence temperature, pulse and respiration readings
- Define terms related to blood pressure
- Describe how to use and care for the sphygmomanometer and stethoscope
- Explain the technique for obtaining blood pressure
- Discuss variations of equipment choice for different size clients
- Identify the range of normal values for blood pressure
- Describe factors that influence blood pressure readings
- Identify the causes of inaccurate blood pressure readings
- Identify the variations in blood pressure readings that should be reported immediately
- Explain how to document blood pressure results

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

15. Set up area for exam/procedures

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Verify procedure to be performed
- Consult procedure protocol for safety and setup requirements
- Gather the equipment and supplies that will be used for the procedure
- Ensure the cleanliness of the procedure equipment and area/room
- Check the equipment for malfunction or damage if applicable and allowed
- Confirm solutions and supplies are correct and not expired
- Arrange the equipment and supplies in the order in which they will be used
- Report the status of supplies and equipment to the worksite professional
- Document procedure set up, if applicable

Learning Objectives

- Identify the therapeutic and diagnostic procedures most commonly administered in your facility
- Describe the major purpose for each of the procedures identified
- List the types of equipment and supplies that are required for each of the procedures identified
- Define the medical terms and abbreviations related to each of the procedures identified
- Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- Explain how to set up a sterile field

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

16. Assist with exam/procedures

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Verify that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure

Drape client and/or take other measures to assure client privacy during the procedure

Assist in **positioning client** using proper body mechanics

Assist with procedural steps performed by the worksite professional

Report any client response to the procedure to the worksite professional

Label and **process specimens** when applicable

Document assistance

Clean/disinfect and/or sterilize equipment and supplies

Dispose of contaminated articles according to protocol

Communicates any follow up information to the client as directed by the worksite professional

Learning Objectives

Discuss ways you can reassure the client before, during, and after a procedure

List common therapeutic and diagnostic procedures performed in your facility

Describe the major purpose for each of the procedures identified

Identify the position(s) necessary for the client during common therapeutic and diagnostic procedures performed in your facility

Explain how equipment and/or supplies are sterilized for each common procedures identified

Outline potential adverse client reactions to each common procedure identified

Explain how to handle contaminated materials

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

17. Assist with medication and/or immunization administration

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Verify medication or immunization ordered

Provide privacy for the client

Observe worksite professional with performance before and after medication administration

Position client using proper body mechanics if necessary

Observe worksite professional explain administration procedure to the client

Observe worksite professional administer medication to the client

Assist worksite professional with monitoring of client response to the medication administration

Learning Objectives

Outline the steps for assuring accuracy in administering medication (Right Drug, Dose, Client, Route, Time, Documentation)

Outline the steps for assuring identity of the correct medication (at storage removal, at container removal, at storage return)

List some of the most frequent medications that are used in your facility and their purpose, expected outcome, and common side effects

Discuss conditions which contraindicate the use of oral medications

Explain how to document topical and oral medication administration

Explain how to document parenteral and immunization administration

Compare and contrast procedures for giving immunizations versus parenteral medications

Describe appropriate injection sites for subcutaneous, intramuscular, intradermal, intravenous injections for adults and children

Explain the process for disinfecting the injection site for different anatomical sites

Discuss medication asepsis practices

List the signs and symptoms of a life threatening reaction to parenterals and immunizations

Discuss needle re-capping and safety issues and engineering controls related to needle re-capping

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

18. Clean and restock after procedures

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Consult procedure protocol for clean up and disposal requirements
- Gather the equipment and supplies that were used for the procedure
- Clean equipment and area/room according to protocol
- Dispose of contaminated materials as required
- Return re-usable supplies to proper locations
- Check the equipment for malfunction or damage if applicable
- Restock supplies as indicated
- Document clean up

Learning Objectives

- Compare cleaning, disinfecting and sterilizing
- Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment
- Identify the therapeutic and diagnostic procedures most commonly administered in your facility and their cleaning and disposal requirements
- Explain the equipment and supplies sterilization requirements for each of the procedures identified
- Explain the importance of a clean environment and clean equipment in the procedure room or area
- Explain how to handle contaminated materials

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

19. Perform CPR

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Complete an approved CPR course for the health care professional successfully
- Accurately assess the condition of the victim by checking for breathing and for a pulse
- Contact emergency care or designate someone to get help
- Check and clear the victim's airway following the guidelines in the CPR course
- Administer CPR (one person and two person), doing both chest compressions and ventilation, following the guidelines given in the CPR course noting client safety, proper body mechanics, and Standard Precautions

Learning Objectives

- Define terms related to CPR (Cardiopulmonary Resuscitation)
- Give the purpose for CPR
- List the "ABCs" guides for CPR
- Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
- Outline the steps necessary to evaluate the victim's condition before starting CPR
- Describe correct hand placement on the victim's chest for compression
- List the different ways CPR can be administered
- Discuss the relationship of cardiac compressions and ventilation processes used in CPR
- Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
- Describe the special measures that are required if the victim has an obstructed airway
- Describe the purpose and use of the AED

Comments:

Unit 3: Therapeutic Services Pathway Medical Assistant

Competency

20. Use First Aid Measures

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Complete an approved First Aid course successfully
- Accurately assess emergency situation(s)
- Contacts emergency care or designate someone to get help
- Give appropriate immediate care to the injured client
- Apply principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines

Learning Objectives

- Define terms related to emergency care
- Identify types of emergency situations which might occur in your facility that would require immediate aid
- Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- List the general principles which should guide your decision making in an emergency situation
- List the "priorities of care" which need attention before beginning other first aid procedures
- Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments: