SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

Career and Technical Education   **Robert Leslie, Director**

CTE Reapproval Self-Study Report

MEDICAL ASSISTING

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Self-study

> *Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.*

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Medical Assistant

Quick Facts:	
2017 Median Pay	$32,480 per year $15.61 per hour
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	634,400
Job Outlook, 2016-26	29% (Much faster than average)
Employment Change, 2016-26	183,900

What Medical Assistants Do
Medical assistants complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities. Their duties vary with the location, specialty, and size of the practice.

Work Environment
Most medical assistants work in physicians' offices, hospitals, outpatient clinics, and other healthcare facilities.

How to Become a Medical Assistant
Most medical assistants have postsecondary education such as a certificate. Others enter the occupation with a high school diploma and learn through on-the-job training.

Pay
The median annual wage for medical assistants was $32,480 in May 2017.

Job Outlook
Employment of medical assistants is projected to grow 29 percent from 2016 to 2026, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As a result, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.

Similar Occupations

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Pharmacy technicians	29-2052	402,500	450,100	12	47,600
Dental assistants	31-9091	332,000	396,000	19	64,600

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* on the Internet at: https://www.bls.gov/ooh/
(visited *February 03, 2019*).

New York State Employment Outlook

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	% Change, 2016-26	Annual projected job openings
Medical Assistant	31-9092	26,460	35,740	35	4,200
Pharmacy technicians	29-2052	18,140	20,980	16	1,790
Dental assistants	31-9091	21,750	26,700	23	3,120

CareerOneStop, U.S. Department of Labor, Employment and Training Administration on the Internet at:
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile (visited February 05, 2019).

A. Curriculum Review

> *The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.*
>
> *CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.*

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review

- The school district or BOCES determines the procedures used in completing the curriculum review

- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards

- Reviewers confirm that CTE program content includes integrated or specialized units of credit

- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

http://www.emsc.nysed.gov/part100/pages/1005.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 100: Medical Assisting 100

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to help students identify the interests, traits, and skills necessary for a healthcare career and then help them develop an effective college and career plan. This course gives the student an introduction to the profession of medical assisting, its scope of practice, and the career opportunities available. In addition, students will develop an orientation to the healthcare environment, effective communication skills, and a foundation in medical ethics, biomedical and legal issues, HIPAA, OSHA and CDC regulations, and patient education techniques. Employability, professionalism, and career readiness skills are emphasized. The class will primarily be taught through lecture and demonstration and supported by online media materials to address various learning styles. Supervised lab time is provided for students to complete required projects.

Pre-Requisites

N/A

Course Objectives

By the end of the Medical Assisting 100 course, students will:

1. Understand the foundations of medical assisting and the occupational and educational opportunities available.
2. Participate in hands-on activities and create products to demonstrate the knowledge and skills of a Medical Assistant.
3. Understand and apply the foundational terminology of medical assisting through participation in field experiences to medical facilities.
4. Demonstrate skills in processing self-knowledge in relation to the medical assistant course and program, the world of work, and future planning.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and internet access outside of school.

Textbook

Blesi, Michelle and Virginia Busey Ferrari. *Medical Assisting: Administrative and Clinical Competencies*. Boston: Cengage Learning, 2017.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 100 • Introduction to Medical Assisting: ○ History of Medical Assisting ○ Health Care Careers
2	• Introduction to Medical Assisting: ○ Medical Ethics and Medical Law ○ Emergencies ○ Interpersonal Communications
3	• Introduction to Medical Assisting: ○ Health and Wellness ○ Infection Control and Medical Asepsis
4	• Introduction to Medical Assisting: ○ Medical History and Patient Screening ○ Body Measurements and Vital Signs • Review and Final Examination

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 **Classroom Practices: Being Successful in MAS 100** **Introduction to Medical Assisting: History of Medical Assisting**	• What are the expectations for the medical assisting classroom? • How can I develop study skills in order to be successful in Medical Assisting? • How can I manage my time this year? • How can I study effectively to prepare for a test? • What is the history of medical assisting? • What is AAMA? • What has been the evolution of health care and medicine?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Describe the contributions of early health care practitioners. • List three technological advancements in health care. • Define AAMA (American Association of Medical Assistants). • Research an aspect of health care and set up a written report in outline form with main idea and subtopics.	• Objective Written Quiz • Rubrics for Research Report and Outline	**Career Ready Practices** CRP 1,2,4,7,8,10,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,3,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7 **Science** HS-ETS1.C
Weeks 5-9 **Introduction to Medical Assisting: Health Care Careers**	• What are the personal characteristics of the Medical Assistant? • How does a Medical Assistant exhibit professionalism? • What careers opportunities are available in the healthcare field?	• Describe the role of the medical assistant. • List the general responsibilities and skills of the medical assistant. • Identify the types of facilities in which medical assistants work. • Describe attitudes and behaviors that are necessary when working in a professional capacity. • Describe the current employment outlook for medical assistants. • Describe the medical assisting credentialing requirements and the process needed to obtain the credential. • Present research of a specialty within the health care field with information on the years of education required, salary, and a job description.	• Objective Written Test • Career Worksheet with Rubric • Research Presentation	**Career Ready Practices** CRP 2,4,7,8,10,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7 **Science**
Weeks 10-13 **Introduction to Medical Assisting: Medical Ethics and Medical Law**	• What laws and ethics are relevant in a healthcare setting? • What is tort law and how is it related to the medical field? • What are the effects of litigation on the medical field? • What is HIPAA?	• Identify specific medical ethics and medical laws that are important in medical assisting. • Describe the government agencies that regulate health care. • Describe the components of the Health Insurance Portability and Accountability Act (HIPAA). • Differentiate between personal and professional ethics.	• Keyed Documents, Including Patient Bill of Rights for Portfolio • Written Quiz • Workbook • Legal/Ethical Issues Video Worksheet • Article Summary Rubric	**Career Ready Practices** CRP 1,2,4,5,8,9,11 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Describe common legal and ethical issues in health care.			
Weeks 14-16 **Introduction to Medical Assisting: Emergencies**	• How should medical staff respond to an emergency? • What types of emergencies are common in a medical office? • What are the responsibilities of a medical assistant in office emergencies? • What is the importance of having a plan in case of emergencies?	• Describe how to respond to medical office emergencies. • List the steps of professional and provider CPR. • Explain the purpose of an AED and its capabilities. • Compare and contrast symptoms of hyperglycemia and hypoglycemia. • Identify the common symptoms of a heart attack. • Identify the symptoms that might indicate damage due to cold exposure. • Identify the distinguishing characteristics of capillary, vein and arterial bleeding. • List the events that can happen during a seizure. • Describe when an obstructed airway can occur. • List the symptoms and signs of a stroke. • Describe principles for evacuating a health care setting. • Identify critical elements of an emergency plan.	• Written Objective Quiz • Related Workbook Assignments • Office Emergency Video Worksheet	**Career Ready Practices** CRP 1,2,3,4,8,11 **Cluster Standards** HL 3,5 **Pathway Standards** HL-THR 2	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 17-21 **Introduction to Medical Assisting: Interpersonal Communication**	• What is communication? • How do patients communicate both verbally and nonverbally? • What are some barriers to effective communication? • Why is empathy important? • What is active listening and why is it important?	• Identify styles and types of verbal communication. • Identify types of nonverbal communication. • Describe barriers to communication. • Describe and demonstrate effective professional communication. • Describe the importance of empathy in working with critically ill patients. • Define and demonstrate active listening.	• Video Task Sheet and Scoring Rubric • Classroom Medical Clinic Evaluation Rubric • Written Objective Quiz Including Theory-Based Questions Related to Interpersonal Communications • Related Workbook Assignments • Death and Dying Video Worksheet • Problem/Solution Rubric	**Career Ready Practices** CRP 1,2,4,8,12 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7 **Science**
Weeks 22-25 **Introduction to Medical Assisting: Health and Wellness**	• What is the difference between health and wellness? • What knowledge of wellness should health care workers have? • What behaviors contribute to overall health and wellness? • What behaviors detract from overall health and wellness?	• Explain the concepts of health and wellness. • Explain how health providers can be role models of health and wellness. • Describe behaviors that contribute to one's health and wellness. • Describe behaviors that detract from one's health and wellness. • Explain the importance of dietary nutrients in overall health.	• Classroom Medical Clinic Evaluation Rubric. • Written Objective Quiz on Theory of Health and Wellness • Related Workbook Assignment • Article Summary Rubric	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,4	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7 **Science** HS-LS1.A, C

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Describe the parts of a food label and how to interpret the information. • Identify special dietary needs for weight control, diabetes, cardiovascular disease, hypertension, cancer, lactose or gluten sensitivity and food allergies. • Describe common dietary and health concerns of patients. • Explain the importance of sleep, exercise and a positive outlook to health and wellness.			
Weeks 26-30 **Introduction to Medical Assisting: Infection Control and Medical Asepsis**	• What is the infection control cycle? • How are diseases transmitted from person to person? • How can microorganisms be controlled? • What are standard precautions? • How should sharps and biohazardous materials be handled? • How does the human body defend against disease? • How do health care workers protect themselves against disease in the health care setting?	• Describe the infection control cycle. • List major types of infectious agents. • Explain the steps in the infectious disease process. • Describe methods of controlling the growth of microorganisms. • Define the principles of standard precautions. • Explain the concepts of self-examination, disease management, and health promotion. • Explain how used needles, lancets, capillary tubes, glass slides and other sharp instruments are to be handled. • Explain the process for disposal of biohazardous materials. • Describe the body's defense mechanisms against disease. • Identify the CDC (Centers for Disease Control) regulations that affect health care practices. • Define medical asepsis. • List and describe personal protective equipment for all body fluids, blood, nonintact skin, and mucous membranes. • Explain the difference between sanitation, disinfection, and sterilization.	• Written Objective Quiz • Related Workbook Assignment	**Career Ready Practices** CRP 1,2,3,4,5,8,11 **Cluster Standards** HL 2,3,4,5 **Pathway Standards** HL-THR 2,3	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7 **Science** HS-LS1.A
Weeks 31-35 **Introduction to Medical Assisting: Medical History and Patient Screening**	• What is the purpose of patient screening? • What skills are needed to conduct a patient interview? • What is the purpose of obtaining a health history? • What are the components of a health history form? • What screening results should be documented?	• Explain the purpose of patient screening. • Describe the process of screening and determining the urgency of a patient's condition. • Identify the skills necessary to conduct a patient interview. • Explain the purpose of obtaining a health history. • Identify the components of a health history form. • Describe and demonstrate safe	• Written Objective Quiz • Clinical Evaluation with Rubric. • Workbook • Situational Role Play Evaluation Sheet • Charting Rubric	**Career Ready Practices** CRP 1,2,4,8,9 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7 **Science** HS-LS3.A HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• procedures during patient screening. • Describe and follow proper documentation procedures of screening results.			
Weeks 36-38 **Introduction to Medical Assisting: Body Measurements and Vital Signs**	• Why are a patient's height and weight measured? • What are vital signs and what do they measure? • What are normal ranges for vital signs? • What factors can affect vital signs?	• Explain why a patient's height and weight are measured. • Identify the four vital signs and the body functions they measure. • Explain the normal ranges for the four vital signs. • Describe factors that can affect each of the vital signs. • Calculate foot and inch measurement conversions, weight and BMI (Body Mass Index) conversions, and Celsius and Fahrenheit temperature conversions.	• Written Objective Quiz • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science**
Weeks 39-40 **Review and Final Examination**	• What were the learning goals this year in medical assisting?	• Complete the assessment demonstrating a thorough knowledge of medical assisting.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 1,2,3,4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 200: Medical Assisting 200

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to help students develop the knowledge and skills needed to begin to interact with patients as a Certified Medical Assistant. Students will focus on developing their foundational knowledge of the anatomy and physiology of human body systems, including the physical composition and the function of these systems. Students will also focus on learning and applying accurate medical terminology and medical abbreviations pertaining to human body systems.

Pre-Requisites

MAS 100: Medical Assisting 100

Course Objectives

By the end of the Medical Assisting 200 course students will:
1. Demonstrate knowledge of human body systems and human anatomy and physiology.
2. Demonstrate knowledge of human body systems in relation to diseases and disorders.
3. Know and use accurate medical terminology.
4. Participate in hands-on activities and create products to demonstrate the knowledge and skills of a Medical Assistant.
5. Understand the career application of Medical Assisting information through participation in field experiences.

Integrated Academics

.5 Health Credit

Equipment and Supplies

- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and Internet access outside of school.

Textbook

Blesi, Michelle and Virginia Busey Ferrari. *Medical Assisting: Administrative and Clinical Competencies*. Boston: Cengage Learning, 2017.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Apporach*. Philadelphia: F. A. Davis, 2013.

Hall, Susan J., Michelle A. Provost-Craig and William C. Rose. *Introduction to Anatomy and Physiology*. Tinley Park, IL: Goodheart-Willcox Company, Inc., 2014.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 200 • Body Structures • Medical Terminology • Sensory System and Special Senses
2	• Muscular and Skeletal Systems • Circulatory System • Digestive System
3	• Endocrine System • Immune System • Integumentary System
4	• Nervous System • Respiratory System • Reproductive System • Anatomy and Physiology: Review of Body Systems • Final Examination

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 **Classroom Practices: Being Successful in MAS 200** **Body Structures**	• What are the expectations for the medical assisting classroom? • How can I be successful in Medical Assisting 200? • How can I manage my time? • How can I study effectively to prepare for a test? • What are anatomy and physiology and how are they related? • What are body cavities and why are organs housed within cavities? • Why is the metric system used in science? • Why is the body organized into systems? • How does one system affect another system?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Identify body systems and related organs and explain their purposes. • Describe and explain the function of body systems. • Define and use medical terms related to body systems. • Describe the anatomy and physiology of body systems in relation to the location of system organs. • Identify and analyze diseases and disorders related to body systems.	• Related Workbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 4-6 **Medical Terminology**	• How are medical terms formed? • What are the common word parts that are used to form medical terms? • What common medical terms and abbreviations are used for the major body systems?	• Describe the basic structure of medical words. • Accurately identify and define roots, prefixes, suffixes and combining forms commonly used in medical terminology. • Analyze medical terms and define their word elements. • Convert medical terms from singular to plural. • Define and accurately apply medical terms and abbreviations related to all body systems.	• Written Objective Quiz • Do It Now • Ticket Out the Door • Student Lesson Worksheets • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,9,11 **Cluster Standards** HL 1,2,4,5 **Cluster Standards** HL 1,2,4,5	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 7-10 **Sensory System and Special Senses**	• What is the function of the sensory system? • What are the structures and organs of the sensory system? • What are some common causes of diseases and disorders related to the sensory system? • How do diseases and disorders of the sensory system affect a patient's quality of life?	• Identify structures of the sensory system. • Identify sensory system organs. • Explain the purpose and function of the sensory system and its related organs. • Define and use medical terms and abbreviations related to the sensory system. • Describe the anatomy and physiology of the sensory system in relation to the location of system organs. • Identify and analyze diseases and disorders of the sensory system. • Identify testing related to diagnosis of diseases and disorders of the sensory	• Written Objective Quiz Covering Special Senses Unit • Diagram for Proper Anatomical Locations and Labeling • Spelling Test/Quizzes for Medical Term Uses • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 9-10R 3 9-10W 3,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		system. • Research and identify common treatments and medications for sensory system diseases and disorders.	• Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways		
Weeks 11-13 **Muscular and Skeletal Systems**	• What are the functions of the muscular and skeletal systems? • What are the structures and organs of the muscular and skeletal systems? • What are some common causes of diseases and disorders related to the muscular and skeletal systems? • How do diseases and disorders of the muscular and skeletal systems affect a patient's quality of life?	• Identify the structures of the muscular and skeletal systems and their related organs. • Explain the purpose and function of the muscular and skeletal systems and their related organs. • Describe the bone growth process. • Explain muscle tone. • Define and use medical terms and abbreviations related to the muscular and skeletal systems. • Describe the anatomy and physiology of the muscular and skeletal systems in relation to the location of system organs. • Identify and analyze diseases and disorders related to the muscular and skeletal systems. • Identify testing related to diagnosis of diseases and disorders of the muscular and skeletal systems. • Research and identify common treatments and medications for diseases and disorders of the muscular and skeletal systems.	• Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,12 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 14-16 **Circulatory System**	• What is the function of the circulatory system? • What organs are part of the circulatory system? • What other systems are affected by the circulatory system? • How does is blood filtered by the circulatory system? • What are some common causes of diseases and disorders related to the circulatory system? • How do diseases and disorders of the circulatory system affect a patient's quality of life?	• Identify the structures of the circulatory system, including chambers of the heart, valves, arteries and veins. • Explain the purpose and function of the circulatory system and its related organs. • Describe the blood filtration process. • Define and use medical terms and abbreviations related to the circulatory system. • Describe the anatomy and physiology of the circulatory system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the circulatory system. • Identify testing related to diagnosis of diseases and disorders of the circulatory system. • Research and identify common treatments and medications for diseases	• Clinical Evaluation with Physical Assessments of the Condition of the Patient with a Rubric • Rubric for Patient Information Brochures • Situational Role Play Evaluation Sheet • American Heart Association CPR Test • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson	**Career Ready Practices** CRP 1,2,4,8,12 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		and disorders of the circulatory system.	Takeaways		
Weeks 17-19 **Digestive System**	• What is the function of the digestive system? • What are the structures and organs of the digestive system? • What are some common causes of diseases and disorders related to the digestive system? • How do diseases and disorders of the digestive system affect a patient's quality of life?	• Identify structures of the digestive system and its related organs. • Explain the purpose and function of the digestive system and its related organs. • Describe the digestive flow process. • Define and use medical terms and abbreviations related to the digestive system. • Describe the anatomy and physiology of the digestive system in relation to the location of its organs. • Identify and analyze diseases and disorders of the digestive system. • Identify testing related to diagnosis of diseases and disorders of the digestive system. • Research and identify common treatments and medications for diseases and disorders of the digestive system.	• Written Objective Quiz Including Theory-Based Questions • Related Workbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,9,12 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 20-22 **Endocrine System**	• What is the function of the endocrine system? • What are the structures and organs of the endocrine system? • What are some common causes of diseases and disorders related to the endocrine system? • How do diseases and disorders of the endocrine system affect a patient's quality of life?	• Identify structures of the endocrine system and its related organs. • Explain the purpose and function of the endocrine system and its related organs. • Analyze and explain body regulation related to hemostasis. • Define and use medical terms and abbreviations related to the endocrine system. • Describe the anatomy and physiology of the endocrine system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the endocrine system. • Identify testing related to diagnosis of diseases and disorders of the endocrine system. • Research and identify common treatments and medications for diseases and disorders of the endocrine system.	• Written Objective Quiz • Workbook Assignment • Self -Evaluation • Peer Evaluation • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** HL 1,2,5 **Pathway Standards** HL-THR 2,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 23-25 **Immune System**	• What is immunity? • How does immunity work? • What are the structures and organs of the immune system? • What is the function of the immune system? • How are viruses and bacteria	• Identify structures of the immune system and its related organs. • Explain the purpose and function of the immune system and its related organs. • Identify and describe the immunity process. • Explain different pathogens and non-	• Written Objective Quiz • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	spread? • How are pathogens harmful? • What do non-pathogens do to help fight infections? • How does the body fight off infection? • What are prophylactics? • How do prophylactics save lives? • How are prophylactics used? • What are some common causes of diseases and disorders related to the immune system? • How do diseases and disorders of the immune system affect a patient's quality of life?	pathogens and how they affect the human body. • Describe how the body fights infection. • Identify and describe prophylactics. • Define and use medical terms and abbreviations related to the immune system. • Describe the anatomy and physiology of the immune system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the immune system. • Identify testing related to diagnosis of diseases and disorders of the immune system. • Research and identify common treatments and medications for diseases and disorders of the immune system.	Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Pathway Standards** HL-THR 2,3	**Science** HS-LS1.A,B HS-LS3.A
Weeks 26-28 **Integumentary System**	• What is the function of the integumentary system? • What are the structures and organs of the integumentary system? • What are some common causes of diseases and disorders related to the integumentary system? • How do diseases and disorders of the integumentary system affect a patient's quality of life?	• Identify structures of the integumentary system and its related organs. • Explain the purpose and function of the integumentary system and its related organs. • Evaluate and analyze accessory organs related to the integumentary system. • Define and use medical terms and abbreviations related to the integumentary system. • Describe the anatomy and physiology of the integumentary system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the integumentary system. • Identify testing related to diagnosis of diseases and disorders of the integumentary system. • Research and identify common treatments and medications for diseases and disorders of the integumentary system.	• Written Objective Quiz • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 29-32 **Nervous System**	• What is the function of the nervous system? • What are the structures and organs of the nervous system? • What are some common causes of diseases and disorders related to the nervous system?	• Identify structures of the nervous system and its related organs. • Explain the purpose and function of the nervous system and its related organs. • Define and use medical terms and abbreviations related to the nervous system.	• Written Objective Quiz • Workbook-Assignments • Clinical Performance Rubric • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How do diseases and disorders of the nervous system affect a patient's quality of life?	• Describe the anatomy and physiology of the nervous system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the nervous system. • Identify testing related to diagnosis of diseases and disorders of the nervous system. • Research and identify common treatments and medications for diseases and disorders of the nervous system.	• Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Pathway Standards** HL-THR 1,2,3,4	**Science** HS-LS1.A,B HS-LS3.A
Weeks 33-35 **Respiratory System**	• What is the function of the respiratory system? • What are the structures and organs of the respiratory system? • What are some common causes of diseases and disorders related to the respiratory system? • How do diseases and disorders of the respiratory system affect a patient's quality of life?	• Identify structures of the respiratory system and its related organs. • Explain the purpose and function of the respiratory system and its related organs. • Explain the connections between the respiratory system, the circulatory system and the nervous system. • Define and use medical terms and abbreviations related to the respiratory system. • Describe the anatomy and physiology of the respiratory system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the respiratory system. • Identify testing related to diagnosis of diseases and disorders of the respiratory system. • Research and identify common treatments and medications for diseases and disorders of the respiratory system.	• Written Objective Quiz • Situational Role Play Evaluation Sheet • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,9 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A
Weeks 36-38 **Reproductive System**	• What is the function of the reproductive system? • What are the structures and organs of the reproductive system? • What are some common causes of diseases and disorders related to the reproductive system? • How do diseases and disorders of the reproductive system affect a patient's quality of life?	• Identify structures of the reproductive system and its related organs. • Explain the purpose and function of the reproductive system and its related organs. • Define and use medical terms and abbreviations related to the reproductive system. • Describe the anatomy and physiology of the reproductive system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the reproductive system. • Identify testing related to diagnosis of diseases and disorders of the	• Written Objective Quiz • Course Textbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 2	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		reproductive system. • Research and identify common treatments and medications for diseases and disorders of the reproductive system.			
Weeks 39-40 **Anatomy and Physiology: Review of Body Systems** **Final Examination**	• What are anatomy and physiology and how are they related? • Why is the body organized into systems? • How does one system affect another system?	• Complete the assessment demonstrating a thorough knowledge of anatomy and physiology and major body systems.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 1,2,3,4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science** HS-LS1.A,B

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 300: Medical Assisting 300

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to provide students with the knowledge and skills required by employers and will focus on the administrative aspects, tasks, and responsibilities of the administrative medical assistant in the medical office. This course will prepare students with interpersonal skills, written and verbal communication skills, and proper telephone etiquette. Students will focus on front desk tasks and responsibilities such as patient check-in and check-out, insurance verification, patient referral services, patient demographics, scheduling patient appointments, and other administrative roles of the medical office. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. At the successful completion of the course, students will have the opportunity to take the National Healthcareer Association (NHA) Certified Medical Administrative Assistant (CMAA) Exam.

Pre-Requisites

MAS 100: Medical Assisting 100
MAS 200: Medical Assisting 200

Course Objectives

By the end of the Medical Assisting 300 course, students will:
1. Demonstrate the knowledge and skills required by the employers, including 21st Century Skills and Career Ready Practices.
2. Demonstrate knowledge of proper patient interaction.
3. Explain appointment scheduling systems.
4. Identify a variety of insurance programs and plans.
5. Explain the referrals process.
6. Summarize the use Electronic Medical Records and the importance of HIPAA regulations.
7. Summarize the government and state agencies associated/related to healthcare.
8. Apply practical knowledge and skills to complete a wide range of administrative medical assisting tasks and duties.

Integrated Academics

1 CTE Integrated Science Credit

Equipment and Supplies
- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and internet access outside of school.

Textbook
Blesi, Michelle and Virginia Busey Ferrari. *Medical Assisting: Administrative and Clinical Competencies*. Boston: Cengage Learning, 2017.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Apporach*. Philadelphia: F. A. Davis, 2013.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading
Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies
Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 300 • Medical Assistant: Roles and Responsibilities • Medical Office Operation • Computers, Software and Keyboarding
2	• Computers, Software and Keyboarding (Cont.) • Office Equipment • Telephone Communication • Written Communication
3	• Appointments, Scheduling, and Patient Screening • Medical History Form Preparation • Medical Records and Records Management
4	• Medical Records and Records Management (Cont.) • Coding with CPT and ICD-10-CM • Health Insurance and Insurance Claims • Medical Office Financial Management and Accounting • Administrative Medical Assistant Review • Final Examination

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 **Classroom Practices: Being Successful in MAS 300** **Medical Assistant: Roles and Responsibilities**	• What are the expectations for the medical assisting classroom? • How can I be successful in Medical Assisting 300? • How can I manage my time? • How can I study effectively to prepare for a test? • What are the administrative roles and responsibilities of the medical assistant in a medical office?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Describe the administrative role of the medical assistant in a medical office. • Explain common administrative responsibilities of the medical assistant in a medical office.	• Related Workbook Assignments • Written Objective Quiz • Do It Now • Ticket Out the Door • Student Lesson Worksheets • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7 **Science**
Weeks 3-7 **Medical Office Operation**	• How are medical offices operated? • What safety procedures are needed in a medical office? • What are some common administrative tasks in a medical office?	• List the key steps of opening and closing a medical office. • Describe what should be checked to ensure safety in the reception area, at the front desk, and in examination and lab rooms. • List tasks to perform to prepare the front desk for the day. • Develop a written plan with a budget for a medical clinic, including room dimensions, a list of prioritized clinical and administrative equipment and supplies, newspaper advertisements, inclusion of safety codes and knowledge of chosen specialty.	• Written Objective Quiz • Workbook Assignment • Self and Peer Evaluation • Clinic Scoring Rubric with Criteria for Floor Plan and Supplies, Advertisement, Economic Considerations, and Technology • Poster Rubric	**Career Ready Practices** CRP 1,2,4,7,8 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7 **Science** HS-ETS1.B
Weeks 8-11 **Computers, Software and Keyboarding**	• What computer knowledge and skills are important for a medical assistant? • What is the difference between computer hardware and software? • How are application software and application suites used regularly in the medical office? • What are some common medical office computer software programs? • What are the functions of electronic health records, practice management software, electronic medical	• Differentiate between computer hardware and software and give examples of each. • Define application software and application suites and give examples of each. • Describe common medical office computer software programs including: MS Word, Excel, Publisher, Power Point, and administrative/clinical medical office software. • Explain the functions of electronic health records, practice management software, electronic medical records software and encoder software. • Explain the importance of data backup.	• Written Objective Quiz • Verbal Feedback • Medical Document Rubric • Questions on Computer Usage, Troubleshooting and Obtaining Patient Information for Data Processing • Computer Generated Progress Report of WPM (Words Per Minute) and Accuracy • Rubric for Keyboarding Goals Including Knowledge and Use of Proofreader Marks	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science** HS-PS4-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	records software and encoder software? • Why is data backup important? • What precautions should be taken when gathering information from the internet?	• Explain why caution should be taken when gathering information from the internet. • Describe four guidelines for finding credible information on the internet. • Explain the computer term downtime and describe when this would be relevant. • Use a computer keyboard with accuracy and speed for data entry and access. • Explain the meaning of proofreader marks. • Troubleshoot computer software problems.			
Weeks 12-14 **Office Equipment**	• How does office equipment commonly found in medical offices operate? • How is office equipment properly used and maintained? • How can equipment issues or problems affect office operations? • What equipment safety procedures are needed in a medical office?	• List five machines, other than the computer, commonly used in medical offices and describe what they do. • Explain the purpose of routine maintenance of administrative and clinical equipment. • Explain methods of troubleshooting and maintaining office equipment including arranging for equipment maintenance or repair. • Explain methods for maintaining an inventory of equipment, warranty and service files. • Identify safety techniques that prevent accidents and maintain a safe work environment. • Identify basic principles of ergonomics.	• Written Objective Quiz • Workbook Assignment • Related Rubrics	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,3,4 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 15-17 **Telephone Communication**	• How do telephone policies and protocols help improve the effectiveness of medical office operation? • What documentation is necessary for effective telephone communication in the medical office? • What types of calls might a medical assistant need to answer?	• Explain the proper protocol for answering the telephone in the medical office. • Describe methods of screening and routing incoming calls. • List the information that should be documented in all telephone messages. • Describe the different types of telephone calls a medical assistant might have to answer in the medical office and explain how each should be handled. • Demonstrate professional telephone etiquette. • Document telephone messages accurately.	• Written Objective Quiz • Telephone Communication Skill Rubric • Verbal Feedback • Situational Role-Playing Rubric	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 18-20 **Written Communication**	• What types of correspondence are used in the medical office? • When would form letters and templates be used? • What is the purpose of information sheets and patient education documents? • How is electronic technology used in professional communication? • What are the pros and cons of using email? • How do HIPAA regulations affect correspondence?	• List the types of correspondence used in the medical office and identify when each is used. • Identify situations when form letters and templates may be used. • Explain the purpose of information sheets and patient education documents. • Explain the uses of electronic technology in professional communication. • List the pros and cons of using email. • Explain how HIPAA regulations affect correspondence. • Compose examples of professional communication.	• Written Objective Quiz • Written Communication Skill Rubric • Verbal Feedback • Situational Role-Playing Rubric	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-PS4-2
Weeks 21-24 **Appointments, Scheduling, and Patient Screening**	• How are medical practice management systems used for scheduling patient appointments? • What procedures important for effective patient scheduling? • What do medical assistants need to know about the patient screening process? • What is the Patient's Bill of Rights?	• Explain different systems for scheduling patients. • Identify advantages and disadvantages of manual and electronic appointment systems. • Identify critical information required for scheduling patient procedures. • Use a written or computerized appointment system to schedule patient appointments and prepare a daily patient schedule. • Explain procedures for triaging/prioritizing patient appointments, arranging hospital admissions, scheduling diagnostic testing, handing cancellations and missed appointments, and responding to medical emergencies. • Define medical terminology and related abbreviations. • Summarize the Patient's Bill of Rights.	• Written Objective Quiz • Workbook-Scheduling/Matrix Outlines • Clinical Performance Rubric	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 25-27 **Medical History Form Preparation**	• What are the legal and ethical considerations in medical documentation? • What do medical assistants need to know about medical records and the process of obtaining a medical history? • What types of information are contained in the patient's medical record?	• Explain and use medical terms appropriately. • Identify types of records common to the health care setting. • Describe the types of information contained in the patient's medical record. • Differentiate between subjective and objective information. • Create and organize an example of a patient's medical record.	• Written Objective Quiz • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,5,8 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 28-32 **Medical Records and Records Management**	• What are the legal and ethical considerations in medical documentation? • What do medical assistants need to know about medical records? • What types of information are contained in the patient's medical record? • What is the difference between electronic medical records (EMR) and a practice management (PM) system? • What is the Health Information Technology for Economic and Clinical Health (HITECH) Act? • How does HIPAA affect medical records? • What is needed in order to create, maintain, and store medical records?	• Identify and describe types of records common to the health care setting. • Describe the types of information contained in the patient's medical record. • Describe the legal and ethical regulations and considerations in managing medical records including HIPAA and the Health Information Technology for Economic and Clinical Health (HITECH) Act. • Explain and use medical terms appropriately. • Explain the principles of using electronic medical record and practice management systems. • Differentiate between electronic medical records (EMR) and a practice management (PM) system. • Differentiate between subjective and objective information. • Identify different systems for filing medical records including alphabetical, numerical, subject and chronological filing. • Describe the pros and cons of various filing methods. • Identify methods of organizing the patient's medical record based on problem-oriented medical record (POMR) and source-oriented medical record (SOMR). • Identify equipment and supplies needed in order to create, maintain, and store medical records. • Create and organize an example of a patient's medical record. • Utilize an electronic medical record.	• Practical Exam with Rubrics • Written Objective Quiz with Questions on Various Methods of Filing and Legal and Ethical Considerations	**Career Ready Practices** CRP 1,2,4,5,8,9 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Weeks 33-34 **Coding with CPT and ICD-10-CM**	• Why are health insurance coding procedures necessary in a medical office? • How is coding used? • How does HIPAA affect coding and billing? • What is the HCPCS (Healthcare Common Procedure Coding System)? • How are CPT (Current Procedural Terminology) and	• Describe the legal and ethical regulations and considerations in health insurance coding including HIPAA. • Name the two main classifications of codes and explain the difference. • Describe how to use the most current HCPCS. • Describe how to use the current CPT coding system and list eight general CPT coding rules. • Identify the symbols in the CPT manual	• Written Objective Quiz on Coding • Coding Exercise Using a Sample Patient Chart • Workbook Assignments on Coding • Skills Rubrics on Coding	**Career Ready Practices** CRP 1,2,4,5,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	ICD-10 (International Classification of Diseases 10th Revision, Clinical Modification) used? • What is the effect of coding requirements on the patient and the organization?	and their meaning. • Describe how to use the diagnostic (ICD) coding classification system and list four general ICD-10-CM coding rules. • Discuss the effects of upcoding and downcoding. • Define medical necessity guidelines as they apply to procedural and diagnostic coding. •			
Weeks 35-36 **Health Insurance and Insurance Claims**	• What are some common types of health insurance plans? • What information is on an insurance card? • How is eligibility for services determined? • How are insurance claims processed? • What information is contained in a patient's billing record? • What financial obligations do patients have for services rendered? • What are managed care requirements for patient referral? • How does worker's compensation apply to patients? • What are some different types of provider fee schedules?	• Identify and define different types of health insurance plans. • Interpret information on an insurance card. • Verify eligibility for services including documentation. • Explain how to process insurance claims including: 　o Obtaining patient insurance information from medical records. 　o Processing claim forms. 　o Electronic claim filing. 　o Posting insurance payments. 　o Handling delinquent claims. 　o Preparing correspondence related to all areas of insurance processing. • Identify types of information contained in the patient's billing record. • Explain patient financial obligations for services rendered. • Outline managed care requirements for patient referral. • Discuss worker's compensation as it applies to patients. • Discuss types of provider fee schedules. • Identify the information and steps required to file a third-party claim. • Input data utilizing a practice management system. • Define four types of insurance fraud and why they should be avoided.	• Written Objective Quiz on Insurance Used in the Field and Troubleshooting Insurance Processing • Insurance Form Preparation Using Patient Chart and Coding • Workbook Assignments on Processing Insurance Claims • Skills Rubrics on Insurance Processing	**Career Ready Practices** CRP 1,2,4,5,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 37-38 **Medical Office Financial Management and Accounting**	• What are common financial management procedures in a medical office? • Who is responsible for financial management procedures in a	• Apply concepts of banking to medical office operation. • Explain bookkeeping theory including rules, methods, and computer programs.	• Written Objective Quiz • Workbook Assignments • Communication Skills Rubric	**Career Ready Practices** CRP 1,2,4,8,9,11 **Cluster Standards**	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	medical office? • What legal and ethical considerations are important in medical office financial management? • What is the effect of medical office financial management on patients, employees and organizations?	• Define bookkeeping terminology. • Explain procedures for office financial management including payroll, day sheets, posting ledgers, managing cash flow, bank deposits, and statements, accounts payable/receivable, preparation of reports, and petty cash management. • Describe the legal and ethical regulations and considerations in office financial management.		HL 2,4,5	11-12RST 1,2,4,7,9 11-12WHST 2,6,7
				Pathway Standards HL-THR 1,2	**Science**
Weeks 39-40 **Administrative Medical Assistant Review** **Final Examination**	• What were the learning goals this year in medical assisting? • What are the roles and responsibilities of the medical assistant in a medical office?	• Complete assessment demonstrating a thorough knowledge of the roles and responsibilities of the administrative medical assistant.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6
				Cluster Standards HL 1,2,3,4,5,6	**Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 400: Medical Assisting 400

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to provide students with the knowledge and skills required by employers, focusing on the clinical aspects and roles of the medical assistant. Students will practice knowledge and skills in the classroom and then have the opportunity to apply them in real-life, hands-on situations by completing a 160-hour internship at the Syracuse Community Health Center. This internship will provide students with the opportunity to work with other medical professionals and assist with duties and tasks such as rooming patients, assessing patient vital signs, completing patient histories for the physician, patient triage, setting up and assisting with patient exams, assisting with diagnostic and procedural testing and other clinical responsibilities. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. Students will be enrolled in HIT 120 Medical Terminology at Onondaga Community College and will earn 3 college credits upon successful completion of the course. Students will have the opportunity to take the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) Exam upon successful completion of the course. In addition, students who successfully complete the program, will have the opportunity to be nominated for consideration for a full scholarship to Bryant & Stratton College for the Associate's Degree program of the student's choice.

Pre-Requisites

MAS 100: Medical Assisting 100
MAS 200: Medical Assisting 200
MAS 300: Medical Assisting 300

Course Objectives

By the end of the Medical Assisting 400 course, students will:
1. Demonstrate the knowledge and skills required by the employers, including 21st Century Skills and Career Ready Practices.
2. Demonstrate proper preparation for patient exams and patient interaction.
3. Demonstrate accurate vital signs and body measurement assessments.
4. Explain and demonstrate proper use of Personal Protective Equipment (PPE).
5. Explain and demonstrate proper standard precautions and blood borne pathogens/exposure procedures.
6. Explain and demonstrate proper use of medical asepsis and sterile field techniques.
7. Explain and demonstrate urinalysis testing.
8. Explain and demonstrate electrocardiogram 10-12 lead placement (EKG/ECG).
9. Explain and demonstrate phlebotomy techniques and proper order of draw.

Integrated Academics
1 CTE Integrated ELA Credit

Equipment and Supplies
- **School will provide**: All text books and lab supplies
- **Student will provide**: Black Scrubs/Patch: externship office attire, stethoscope, watch with second hand, CPR Training Course

Textbook
Blesi, Michelle and Virginia Busey Ferrari. *Medical Assisting: Administrative and Clinical Competencies*. Boston: Cengage Learning, 2017.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Apporach*. Philadelphia: F. A. Davis, 2013.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading
Students are graded on theory and lab practice and performance.

The course must be passed with 70% or better.

Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies
Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 400 • Patient Intake and Screening • Vital Signs • Snellen Eye Chart
2	• Throat Cultures, Strep Screens and Testing • Hemoglobin Testing • Blood Sugar Screening
3	• Urinalysis • Medical Clinic Operation • Infection Control
4	• Introduction to Laboratory Technology • Medication Administration • Clinical Medical Assistant Review • Final Examination

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 **Classroom Practices: Being Successful in MAS 400** **Patient Intake and Screening**	• What are the expectations for the medical assisting classroom? • How can I be successful in Medical Assisting 300? • How can I manage my time? • How can I study effectively to prepare for a test? • What is the purpose of screening in today's medical office? • What is the process for screening and determining the urgency of a patient's condition? • What skills are necessary to conduct a patient interview? • What is the purpose of obtaining a health history? • What are the components of the health history form and how are they documented? • How is the review of systems of obtained and documented?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Explain the purpose of screening in today's medical office. • Describe the process for screening and determining the urgency of a patient's condition. • Identify the skills necessary to conduct a patient interview. • List the characteristics of the patient's chief complaint and the present illness. • Explain the purpose of obtaining a health history. • Identify the components of the health history form and their documentation. • Compare and contrast the patient's medical, family, and social and occupational histories. • Explain how the review of systems is obtained and documented. • Perform a patient screening using established protocols. • Obtain and record a patient health history. • Prepare forms using a computer.	• Written Objective Quiz • Clinical Evaluation with Rubric • Workbook • Situational Role Play Evaluation Sheet • Charting Rubric	**Career Ready Practices** CRP 2,4,7,11 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Weeks 4-6 **Vital Signs**	• What are five types of body measurements? • Why and when is a patient's height and weight measured? • What are the four vital signs and what body functions do they measure? • What is the average normal temperature? • How are conversions done for foot and inch measurements, weight and BMI, and Celsius and Fahrenheit temperatures? • What factors affect normal	• Name five types of body measurements. • Explain why and when a patient's height and weight are measured. • Identify the four vital signs and the body functions they measure. • Identify the average normal temperature for aural, axillary, oral, temporal, and rectal measurement. • Calculate the conversions for foot and inch measurements, weight and BMI, and Celsius and Fahrenheit temperatures. • Identify normal pulse rates, describing five factors that affect them.	• Written Objective Quiz • Vital Signs Video Worksheet • Clinical Evaluation Rubrics • Situational Role Play Evaluation Sheet • Article Summary Task Sheet and Scoring Rubric • Related Workbook Assignment	**Career Ready Practices** CRP 2,4,7,8,10 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	pulse rates? • What is normal respiration? • What are the two phases of blood pressure? • What are the factors that affect blood pressure? • How do normal and abnormal results relate to health or disease process?	• Identify and locate five pulse sites and explain the appropriate use of each. • Explain indications for apical pulse measurement. • Describe normal respiration and explain abnormal breathing patterns. • Name the two phases of blood pressure, describe the corresponding action that occurs and the relative amount of pressure with each phase. • Identify ranges for normal and abnormal blood pressure and factors that affect them. • Explain how normal and abnormal results relate to health or disease process. • Demonstrate proper use of vital sign equipment.			
Weeks 7-9 Snellen Eye Chart	• What are the main structures of the eye? • What are some common eye diseases and disorders? • What kinds of testing are used for diagnosis of diseases and disorders of the eye? • What is the relationship between distance/visual acuity? • How is distant visual acuity measured with a Snellen Chart and occluders?	• Identify structures of the eye. • Identify and analyze diseases and disorders of the eye. • Identify testing related to diagnosis of diseases and disorders of the eye. • Explain the relationship between distance and visual acuity. • Measure distant visual acuity with a Snellen Chart and occluders. • Accurately document visual acuity results in the medical record.	• Clinical Evaluation with Rubric • Written Objective Quiz on Anatomy and Physiology of the Eye • Situational Role Play Evaluation Sheet • Workbook Assignments	**Career Ready Practices** CRP 1,2,4,9,11 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 10-12 Throat Cultures, Strep Screens and Testing	• What is the function of the respiratory system? • What are the structures and organs of the respiratory system? • What are some common causes of diseases and disorders related to the respiratory system? • What is the infectious process? • What are standard precautions? • How is an accurate throat culture completed and documented?	• Explain the purpose and function of the respiratory system and its related organs. • Identify diseases and disorders related to the respiratory system and common treatments. • Identify testing related to diagnosis of diseases and disorders of the respiratory system. • Describe the infectious process and bacterial growth. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Demonstrate the accurate completion of a throat culture using TC swabs, tongue blades, and stat strep screen kits. • Accurately document results of throat cultures and strep screens.	• Clinical Evaluation with rubric • Written objective test • Situational role play evaluation sheet	**Career Ready Practices** CRP 1,2,3,4,8,11 **Cluster Standards** HL 3,5 **Pathway Standards** HL-THR 2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 13-15 **Hemoglobin Testing**	• What organs are part of the circulatory system? • What are some common causes of diseases and disorders related to the circulatory system? • What tests are used to diagnose diseases and disorders of the circulatory system? • What is hemoglobin and what is its function? • What are standard precautions? • How is accurate measure of hemoglobin completed and documented?	• Explain the purpose and function of the circulatory system and its related organs. • Identify and analyze diseases and disorders related to the circulatory system. • Identify testing related to diagnosis of diseases and disorders of the circulatory system. • Define hemoglobin and describe its function. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate measure of hemoglobin using a hemoglobinometer and lancets. • Accurately document results of a hemoglobin test.	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Circulatory System • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,8,12 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B
Weeks 16-18 **Blood Sugar Screening**	• What is the function of the endocrine system? • What are some common causes of diseases and disorders related to the endocrine system? • What tests are used to diagnose diseases and disorders of the endocrine system? • What are standard precautions? • How is a blood sugar test completed and documented?	• Explain the purpose and function of the endocrine system and its related organs. • Identify and analyze diseases and disorders related to the endocrine system. • Identify testing related to diagnosis of diseases and disorders of the endocrine system. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate measure of blood sugar level using a glucometer and lancets. • Accurately document results of a blood sugar test.	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Endocrine System • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,8,11 **Cluster Standards** HL 3,4,5 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B
Weeks 19-21 **Urinalysis**	• What is the function of the urinary system? • What are some common causes of diseases and disorders of the urinary system? • What tests are used to diagnose diseases and disorders of the urinary system? • What are standard precautions? • How is a urinalysis completed and documented?	• Explain the purpose and function of the urinary system and its related organs. • Identify and analyze diseases and disorders related to the urinary system. • Identify testing related to diagnosis of diseases and disorders of the urinary system. • Describe three components of a routine urinalysis. • Explain specific gravity. • Explain normal values expected for a routine urinalysis. • Explain and demonstrate standard	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Urinary System • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate urinalysis using chemical reagent strips. • Accurately document results of a urinalysis.			
Weeks 22-25 **Medical Clinic Operation**	• What professional character traits and ethics are necessary to work in the medical office? • What communication skills are needed in the medical office? • What knowledge of human physiology is needed in a clinical setting? • What are standard precautions? • How are clinical tests completed and documented?	• Demonstrate professional character traits and ethics in the medical office. • Utilize communication skills with staff related to problem solving, scheduling, reporting clinical information. • Apply knowledge of human physiology in a clinical setting. • Perform basic clinical skills with patients including assessments and application of required medical instruments. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform lab procedures with physical and chemical results with patients. • Accurately document health history and test results in the patent record.	• Written Objective Quiz • Workbook Assignment • Clinical Performance Rubric • Self- Evaluation • Peer Evaluation	**Career Ready Practices** CRP 1,2,4,6,7 **Cluster Standards** HL 4,5 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Weeks 26-30 **Infection Control**	• How does immunity work? • How are viruses and bacteria spread? • How does the body fight off infection? • What is the infection control cycle? • What are the principles of standard precautions? • What is the process for disposal of biohazardous material? • How do Centers for Disease Control (CDC) and OSHA regulations impact health care practices? • What is the difference between sanitation, disinfection, and sterilization? • What is the proper method for hand washing? • What is the purpose and proper use of personal protective equipment? • What is the function of the	• Explain the purpose and function of the immune system and its related organs. • Describe how the body fights infection. • Describe the infection control cycle including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit. • Define the principles of standard precautions. • Explain the process for disposal of biohazardous material. • Identify Centers for Disease Control (CDC) and OSHA regulations that impact health care practices. • Explain the difference between sanitation, disinfection, and sterilization and the purpose of each. • Describe and demonstrate proper hand washing. • Explain the purpose and proper use of personal protective equipment. • Explain and demonstrate the function of the autoclave and other infection control equipment the steps and safety	• Written Objective Quiz • Clinical Evaluation with Rubric • Workbook Assignments • Video Worksheet • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,8 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		autoclave and other infection control equipment and what steps and safety precautions need to be followed when using them?	precautions to follow when using them.		
Weeks 31-35 **Introduction to Laboratory Technology**	• What safety protocols are necessary for the medical laboratory? • What are standard precautions? • What is the proper use of lab equipment?	• Identify safety protocols for the medical laboratory. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Describe and demonstrate proper use of lab equipment including the autoclave, microscope, centrifuge, and ultrasonic cleaner. • Prepare autoclave, ultrasonic cleaner and cold sterilization methods using solution ratios. • Demonstrate sterilizing techniques.	• Situational Role Play Evaluation Sheet • Practical Evaluation with Detailed Rubrics-Outlining Use of Equipment • Workbook Assignment • Lab Form Completion • Written Objective Quiz • Mechanism Descriptive Rubric	**Career Ready Practices** CRP 1,2,4,9 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 36-39 **Medication Administration**	• What is the difference between prescription and nonprescription medications? • What are the routes of medication administration? • What should be done to avoid a medication error? • What information is required for a medication entry into a patient's record? • What abbreviations are used in recording medications? • What are standard precautions? • How are medications properly dispensed and documented in patient's chart?	• Explain the difference between prescription and nonprescription medications. • Describe the routes of medication administration. • Calculate conversions with ratio-proportions for infants, children and adults. • Explain how to avoid and handle a medication error. • List and describe the information required for a complete and accurate medication entry into a patient's record. • Recognize and write out the abbreviations used in recording medications. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Properly dispense medications using appropriate measuring instruments. • Accurately document medication administration in patient's chart.	• Practical Evaluation with Rubric • Situational Role Play Evaluation Sheet • Math-Tests and Worksheets on Pharmacology	**Career Ready Practices** CRP 1,2,4,5,8,9,11,12 **Cluster Standards** HL 2,3,4,5 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Week 40 **Clinical Medical Assistant Review** **Final Examination**	• What were the learning goals this year in medical assisting? • What are the clinical roles and responsibilities of the medical assistant in a medical office?	• Complete assessment demonstrating a thorough knowledge of the roles and responsibilities of the clinical medical assistant.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11 **Cluster Standards**	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				HL 1,2,3,4,5,6	11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science** HS-LS1.A,B

B. Teacher Certification

> *The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.*

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.

- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.

- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.

- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.

- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives
http://www.highered.nysed.gov/tcert/certificate/certprocess.htm

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
⦿	TIFFANY	HANDY	Y	EAST SYRACUSE	NY	N/A

View Detail

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Medical Assisting 7-12 Transitional A Certificate	03/19/2016	08/31/2022	Issued

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
⊙	LAURIE	COLLINS	A	SYRACUSE	NY	N/A

View Detail

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
English 7-12 Permanent Certificate	09/01/2008		Issued
Teaching Assistant Continuing Certificate	09/01/2002		Issued
Students With Disabilities - Grades 7-12 - English Initial Certificate	02/01/2009	01/31/2014	Expired
English 7-12 Provisional Certificate	09/01/2003	08/31/2008	Expired
Teaching Assistant Temporary TA License	09/01/2001	08/31/2002	Expired

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
⊙	MELANIE	PELCHER		SYRACUSE	NY	Registered

View Detail

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Physics 7-12 Initial Certificate	09/01/2011	08/31/2016	Expired
Mathematics 7-12 Initial Certificate	09/01/2011	08/31/2016	Expired
Students With Disabilities - Grades 7-12 - Mathematics Initial Certificate	09/01/2013	08/31/2018	Issued
Mathematics 7-12 Professional Certificate	09/27/2014		Issued
Students With Disabilities - Grades 7-12 - Mathematics Professional Certificate	09/27/2014		Issued
Physics 7-12 Professional Certificate	08/22/2014		Issued

C. Technical Assessments Based on Industry Standards

> *The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma*
>
> *The New York State Education Department does not approve, endorse, or certify any technical assessment.*

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.

- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.

- The school district or BOCES determines the number of times a student may take a particular technical assessment.

- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.

- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.

  o Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.

  o An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.

- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).

- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: http://www.emsc.nysed.gov/part100/pages/1005.html

Information on the Technical Endorsement: http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

PRECISION EXAMS

Medical Assistant – Clinical & Laboratory Procedures

EXAM INFORMATION

Items
80

Points
80

Prerequisites
NONE

Grade Level
11-14

Course Length
ONE SEMESTER

Career Cluster
HEALTH SCIENCE
NCHSE HEALTH SCIENCE BUNDLE

Performance Standards
INCLUDED

Certificate Available
YES

DESCRIPTION

This course prepares individuals to support physicians by providing assistance during patient examinations, treatment administration, and monitoring; by keeping patient and related health record information; and by performing clinical, administrative, and laboratory duties

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Asepsis	13%
2- Vital Signs	18%
3- Patient History & Medical Examination	13%
4- Pharmacology & Medication Administration	23%
5- Minor Surgery	10%
6- Electrocardiograph Machine	7%
7- Physician's Office Laboratory	16%
8- Emergencies (Optional)	

STANDARD 1

STUDENTS WILL EXAMINE BASIC CONCEPTS OF ASEPSIS

Objective 1   Describe the infection control cycle.
1. Review the five types of microorganisms.
    1. Bacteria
    2. Virus
    3. Protozoa
    4. Fungi
    5. Rickettsia
2. Discuss the chain of infection

Objective 2   Demonstrate disease prevention principles.
1. Describe the three levels of infection control.
    1. Sanitization
    2. Disinfection
    3. Sterilization
2. Describe the common standard precautions of infection control.
    1. Hand washing/hand sanitizing
    2. Gloving
    3. Personal protective equipment (PPE)
    4. Coughing etiquette/masks
    5. Hygiene
    6. Nutrition

Objective 3   Apply personal safety procedures based on OSHA and CDC regulations.
1. List blood-borne pathogens.
    1. Hepatitis B and C
    2. HIV
2. Describe techniques for preventing pathogen transmission.
    1. Sharps containers
    2. Biohazardous waste
3. Discuss the use of safety devices.
4. Discuss the use of Materials Safety Data Sheets (MSDS).
5. Discuss the use of incident/injury reports.

Objective 4   Demonstrate procedures for the proper cleaning and sanitizing of instruments.
1. Sanitizing instruments
2. Chemical disinfecting
3. Autoclaving

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL OBTAIN VITAL SIGN INFORMATION AND COMPARE IT TO NORMAL VALUES

Objective 1   Measure and obtain the five baseline vital signs.
1. Temperature (tympanic, electronic oral, temporal)
2. Pulse (rate, rhythm, volume, peripheral, apical)
3. Respiration (rate, rhythm, depth)
4. Blood pressure
5. Oxygen saturatio

Objective 2   Define terms which describe normal and abnormal vital signs values.
1. Bradycardia/tachycardia
2. Hypotension/hypertension
3. Febrile/afebrile
4. Bounding/thready pulse
5. Shallow/dyspnea/stridor/hyperventilation/wheezing
6. Hypoxia

Objective 3   Obtain body measurements for adults.
1. Height
2. Weight

Objective 4   Obtain body measurements for infants.
1. Length
2. Weight
3. Head circumference
4. Chest circumference

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL ACCURATELY OBTAIN THE PATIENT HISTORY AND ASSIST WITH THE PHYSICAL EXAMINATION

Objective 1   Demonstrate the ability to obtain an accurate patient history.
1. Chief complaint
2. Use of open-ended questions to obtain information
3. Pain scale
4. Document allergies
5. Relevant observations or information

Objective 2   Prepare the patient and the examination room.
1. Prepare and clean the examination room properly.
2. Assemble all necessary equipment and supplies.
3. Demonstrate patient positioning.
   1. Supine
   2. Prone
   3. Lithotomy (pelvic exam)

      4.   Dorsal recumbent (abdominal exam)
      5.   Trendelenburg (shock)
      6.   Fowler's (respiratory)
      7.   Semi-Fowler's (respiratory)
      8.   Sims' (rectal)
  4. Demonstrate draping techniques.
  5. Assist the physician as necessary.
  6. Clean the examination table and replace supplies.

Objective 3   Describe common examinations and procedures in medical specialties.
  1. Sigmoidoscopy
  2. Prostate exam
  3. Pap smear
  4. Snellen eye chart (visual acuity)
  5. Ishihara (color visual acuity)
  6. Jaeger (near vision acuity)
  7. Ear wax removal (irrigation)
  8. Eye irrigation

Objective 4   Assist the patient with ambulatory devices.
  1. Assist patient from a wheelchair to an exam table and back to the wheelchair.
  2. Instruct patient in using walkers, canes, and crutches

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL DISCUSS PHARMACOLOGY PRINCIPLES AND DEMONSTRATE ACCURATE MEDICATION ADMINISTRATION

Objective 1   Classify common medications.
  1. Antihypertensives
  2. Antihistamines
  3. Antidiuretics/diuretics
  4. Antitussives
  5. Antidepressants
  6. Antianxiety
  7. Contraception
  8. Antipyretics
  9. Analgesics
  10. Antibiotics
  11. Laxatives
  12. Anti-diabetic/hypoglycemic
  13. Anticoagulants
  14. Hormones
  15. Anesthetics
  16. Anti-inflammatories
  17. Bronchodilators
  18. Narcotic

Objective 2   Describe the schedule for controlled substances.
  1. Schedule I – illegal, not prescribed

2. Schedule II – high potential for addiction and abuse
3. Schedule III – moderate to low potential for addiction and abuse
4. Schedule IV – lower potential for addiction and abuse
5. Schedule V – low potential for addiction and abuse

Objective 3   Demonstrate how to find medication information.
1. Physician's Desk Reference (PDR)
2. Nursing Drug Reference
3. Internet

Objective 4   Document medication administration.
1. Medication record
2. Dosage
3. Site
4. Patient reaction
5. Immunization record
6. Lot number
7. Expiration date
8. Site

Objective 5   Understand principles involved with prescription medication.
1. Describe the necessary components of a valid prescription.
2. Compare and contrast prescription and over-the-counter medications.
3. Explain the appropriate procedure for calling or faxing a prescription.

Objective 6   Perform accurate dosage calculations.
1. Evaluate and simplify numerical expressions containing real numbers using the order of operations.
   1. Addition, subtraction, multiplication, division
   2. Fractions
   3. Decimals
   4. Ratios
   5. Proportions
   6. Metrics
   7. Conversions
2. Compute solutions to problems and determine the reasonableness of an answer by relating them to the problem.

Objective 7   Identify the following "rights" of medication administration.
1. Right patient
2. Right medication
3. Right time
4. Right route
5. Right dosage

Objective 8   Demonstrate the procedures for administering medications.
1. Oral, including buccal and sublingual
2. Transdermal
3. Intradermal
4. Subcutaneous
5. Intramuscular, including Z track method
6. Ear/eye drops
7. Ointments
8. Inhalation
9. EpiPen

Objective 9   Describe the side-effects of medications.
1. Compare and contrast common side effects with adverse effects.
2. Recognize signs and symptoms of anaphylactic shock and describe its treatment.

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

STUDENTS WILL DEMONSTRATE THE ABILITY TO ASSIST WITH MINOR SURGERY

Objective 1   Identify common instruments by name, use, and category.
1. Cutting instruments
    1. Scissor (bandage, suture)
    2. Scalpel
2. Grasping and clamping
    1. Hemostat
    2. Forceps
    3. Towel Clamp
3. Probing and dilating
    1. Scope
    2. Speculum
    3. Punch (biopsy)
4. Suture materials
    1. Sutures (absorbable, non-absorbable)
    2. Suture needles
    3. Needle holder
    4. Steri-Strips
    5. Staples
    6. Dermabond

Objective 2   Prepare the patient and the procedure room.
1. Obtain a patient consent form.
2. Explain pre- and post- procedure care and education of the patient.
3. Demonstrate a surgical hand wash.
4. Demonstrate applying sterile gloves.
5. Demonstrate creating a sterile field and opening a sterile pack.
6. Describe ways of maintaining the sterile field.
7. Demonstrate the ability to assist with procedures, including skin preparation.
8. Demonstrate sterile dressing changes.
9. Demonstrate suture and staple removal techniques.

Standard 5 Performance Evaluation included below (Optional)

STANDARD 6

STUDENTS WILL DEMONSTRATE HOW TO USE THE ELECTROCARDIOGRAPH MACHINE

Objective 1 Describe the electrical conduction system of the heart.
1. Identify the SA node, AV node, AV bundle, bundle branches, and Purkinje fibers.
2. Correlate the "PQRST" waves on an EKG with the conduction system of the heart.

Objective 2 Prepare the patient for an EKG.
1. Demonstrate electrode placement and obtain a 12 lead EKG.
2. Identify artifacts and describe ways to prevent them.
    1. Somatic tremor
    2. Wandering baseline
    3. Current interference

Objective 3 Identify other tests used to determine heart function.
1. Holter monitor (24-48 hour)
2. Stress test
3. Event monitor (30 days)

Standard 6 Performance Evaluation included below (Optional)

STANDARD 7

STUDENTS WILL LEARN SKILLS NECESSARY TO WORK IN A PHYSICIAN'S OFFICE LABORATORY

Objective 1 Describe procedures associated with urinalysis.
1. Explain different types of urine collection.
    1. Clean-catch midstream
    2. Catheterization
2. Explain the physical characteristics of urine (color, odor, appearance).
3. Demonstrate the ability to use a reagent strip to identify abnormalities in urine.
4. Demonstrate the ability to set up a wet mount for microscopic analysis.
5. Describe urine pregnancy testing.

Objective 2 Describe terms and procedures associated with hematology.
1. Identify the components of blood and the function of each.
2. White blood cells – fight infection
    1. Red blood cells – carry oxygen
    2. Platelets – clotting
    3. Plasma – liquid portion of the blood
3. Differentiate between plasma and serum.
4. Describe the normal values for these tests:
    1. Hematocrit (40 – 54% men; 37 – 47% women)
    2. Hemoglobin (14 – 18 g men; 12 – 16 g women)
    3. WBC count (5,000 – 10,000)
    4. RBC count (4.2 million – 6 million)
    5. Platelet count (150,000 – 350,000)

   6. Glucose (80 – 120 mg)
   7. Total Cholesterol (<200)
5. Locate capillary and common venipuncture sites.
6. Demonstrate a skin puncture with a sterile lancet/autolet.
7. Demonstrate venipuncture using vacuum method with multiple tubes.
8. Perform a microhematocrit and glucose from finger stick.
9. Demonstrate a hemoccult (guaiac).
10. Describe the procedure for obtaining a PKU.
11. Describe common blood tests (FBS, GTT, blood typing).

Objective 3   Describe terms and procedures associated with microbiology.
1. Differentiate between gram positive and gram-negative bacteria.
2. Demonstrate the ability to obtain a throat culture specimen.
3. Differentiate between culturing bacteria and rapid testing.
4. Identify the parts of and use of the microscope

Standard 7 Performance Evaluation included below (Optional)

STANDARD 8 (Optional)
STUDENTS WILL RESPOND TO EMERGENCIES

Objective 1   Obtain CPR certification.
1. Adult, child, and infant CPR
2. AED training

Objective 2   Obtain First Aid certification.
1. Describe how to respond to bleeding, shock, and poisoning emergencies.
2. Demonstrate bandaging techniques.

Standard 8 Performance Evaluation included below (Optional)

Medical Assistant – Clinical & Laboratory Procedures Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name_____

PERFORMANCE RATING SCALE

| 0 | Limited Skills | 2 | | 4 | Moderate Skills | 6 | | 8 | High Skills | 10 |
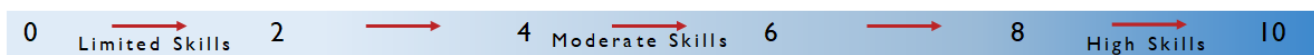
Class_____

STANDARD 1 Asepsis   Score:
- ☐ Demonstrate concepts of asepsis and sterilization.

STANDARD 2 Vital Signs   Score:
- ☐ Vital Signs

STANDARD 3 Patient History & Medical Examination   Score:
- ☐ Assisting with physical exam.
- ☐ Provide care of special needs.

STANDARD 4 Pharmacology & Medical Administration   Score:
- ☐ Pharmacology
- ☐ Administration of medications

STANDARD 5 Minor Surgery   Score:
- ☐ Assisting with basic minor surgery.

STANDARD 6 Electrocardiograph Machine   Score:
- ☐ Obtain a standard 12 lead EKG.

STANDARD 7 Physician's Office Laboratory   Score:
- ☐ Demonstrate microscope slide set-up and prepare a specimen for an outside laboratory.
- ☐ Urinalysis
- ☐ Hematology
- ☐ Microbiology and diagnostic testing.

STANDARD 8 Emergencies   **Score:**

☐   Obtain CPR and First Aid certification.

PERFORMANCE STANDARD AVERAGE SCORE:

Medical Assistant – Medical Office Management

EXAM INFORMATION

Items

52

Points

52

Prerequisites

NONE

Course Length

ONE SEMESTER

Career Cluster

HEALTH SCIENCE

NCHSE HEALTH SCIENCE BUNDLE

Performance Standards

INCLUDED

Certificate Available

YES

DESCRIPTION

An instructional program that prepares individuals to support physicians by providing assistance during patient examinations, treatment administration and monitoring; by keeping patient and related health record information; and by performing clinical, administrative, and laboratory duties.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Profession & Role	12%
2- Legal & Ethical Issues	15%
3- Office Environment	2%
4- Medical Office Communication	10%
5- Interpersonal Communication	10%
6- Medical Records	10%
7- Bookkeeping & Financial Functions	15%
8- Insurance, Coding & Billing	26%

STANDARD 1

STUDENTS WILL EXPLORE THE MEDICAL ASSISTING PROFESSION AND ITS ROLE IN THE HEALTH CARE SETTING

Objective 1   Describe the job responsibilities of a medical assistant.
1. Describe the training required for a medical assistant.
    1. Compare and contrast endorsed and certified and registered medical assistants.
    2. Describe the current medical assistant job training requirements.
2. Compare administrative and clinical skills.
    1. Administrative skills, including office management and clerical functions.
    2. Clinical skills, including therapeutic procedures and diagnostic procedures

Objective 2   Analyzed characteristics needed for a quality medical assistant and apply the skills necessary for obtaining employment.
1. Recognize the following basic attributes:
    1. Positive attitude
    2. Teamwork
    3. Adapt to change
    4. Communication skills
    5. Professional appearance
    6. Confidentiality (verbal and written correspondence)
    7. Exhibit initiative
    8. Cultural competency
    9. Integrity
    10. Discretion
    11. Organize and prioritize
    12. Continuing education
2. Discuss Professionalism.
3. Apply job-seeking skills
    1. Prepare a resume.
    2. Write a cover letter.
    3. Practice job interviewing skills.
    4. Write a follow-up letter.
4. Identify job opportunities available for Medical Assistants.
    1. Inpatient setting
    2. Ambulatory setting
    3. Health care departments and specialties

Objective 3   Describe other health care professionals with whom medical assistants will work.
1. Categorize medical practice specialties.
2. Identify ancillary health care departments.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL ANALYZE THE LEGAL AND ETHICAL ISSUES THAT IMPACT THE MEDICAL OFFICE

Objective 1   Identify the legal guidelines/requirements for a medical office.
1. Define a medical assistant's scope of practice and understand the principle of delegation.
2. Apply risk management procedures.
3. Define HIPAA regulations for the medical office.
4. Discuss patient self-determination acts.
   1. Medical (Durable) Power of Attorney
   2. Living Will/Advanced Directives
   3. Anatomical Gift Act (Organ Donation

Objective 2   Define classifications of law.
1. Discuss criminal law.
2. Discuss civil law
   1. Torts
      1. Battery
      2. Assault
      3. Libel
      4. Slander
      5. False imprisonment
      6. Defamation
      7. Invasion of privacy
   2. Contracts

Objective 3   Explain malpractice and the terms associated with malpractice litigation.
1. Compare and contrast negligence and malpractice.
2. Identify malpractice terms.
   1. Informed Consent
   2. Patient Rights
   3. Good Samaritan Law
   4. Statute of Limitations
   5. Commission and Omission

Objective 4   Evaluate medical ethics and related issues.
1. Differentiate between law, etiquette, and ethics.
2. Discuss ethical situations.
3. Apply ethical situations in personal and professional practice

STANDARD 3

STUDENTS WILL IDENTIFY PROCEDURES THAT CONTRIBUTE TO A PROFESSIONAL AND SAFE MEDICAL OFFICE ENVIRONMENT

Objective 1   Identify the elements important in the medical office.
1. Discuss the environment appropriate to maintain comfort for patients.
   1. Aesthetics
   2. Temperature

        3. Cleanliness

        4. Compliance with ADA

    2. Describe the professional way of greeting and responding to patients.

        1. Explain the process of collecting new and updated information from patients.

        2. Describe the professional way of escorting and instructing patients.

        3. Learn general techniques of how to resolve conflicts with patients.

            1. Late appointment

            2. Angry patient

            3. Talkative patient

            4. Missed appointment

Objective 2   Identify the duties of opening and closing the office.

    1. Discuss steps used in opening the medical office.

    2. Discuss steps used in closing the medical office.

STANDARD 4

STUDENTS WILL APPLY EFFECTIVE MEDICAL OFFICE COMMUNICATION PRINCIPLES IN THE HEALTH CARE SETTING.

Objective 1   Describe the general guidelines for telephone communication.

    1. Describe the medical assistant's role in the triage of telephone calls.

    2. Explain the importance of documenting telephone calls.

    3. Demonstrate professionalism when answering telephone calls.

    4. Identify the process of obtaining and making referrals.

    5. Discuss the process of calling in prescription refills.

Objective 2   Describe scheduling techniques.

    1. Establish a matrix/master schedule.

    2. Describe different types of scheduling.

        1. Double booking

        2. Group/Cluster booking

        3. Open office hours

    3. Describe how to document a no-show appointment and a cancellation.

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

STUDENTS WILL APPLY EFFECTIVE INTERPERSONAL COMMUNICATION PRINCIPLES IN A HEALTH CARE SETTING

Objective 1   Differentiate between verbal and nonverbal communication.

    1. Describe the importance of body language and gestures during communications.

    2. Explain the importance of tone of voice, word choice, and silence during communications.

    3. Identify the parts of a communication model.

Objective 2   Identify effective listening skills/habits.

    1. Differentiate between active and passive listening.

2. Identify types of questions to elicit patient information.
   1. Open-ended questions
   2. Restating
   3. Reflecting
   4. Clarification
   5. Leading

Objective 3   Identify communication barriers.
   1. Describe the following communication barriers.
      1. Physical
      2. Mental
      3. Cultural
      4. Maturity
      5. Age
      6. Stress
   2. Describe the following defense mechanisms:
      1. Repression
      2. Regression
      3. Rationalization
      4. Sarcasm
      5. Denial
      6. Compensation
      7. Projection
      8. Displacement
      9. Physical avoidance
      10. Apathy

Objective 4   Contrast sympathy and empathy
   1. Describe appropriate body language to express empathy.
   2. Demonstrate appropriate expressions of empathy.

Objective 5   Describe the steps of the grieving process.
   1. Identify the psychological implications of disease to a patient.
   2. Describe the five psychological stages of grieving.
      1. Denial
      2. Anger
      3. Bargaining
      4. Depression
      5. Acceptance

Standard 5 Performance Evaluation included below (Optional)

STANDARD 6

STUDENTS WILL ACCURATELY MAINTAIN MEDICAL RECORDS.

Objective 1   Identify the contents of a medical record.
   1. Discuss the standard medical record and various types of reports.
      1. Patient's past records

2. History and physical
3. Insurance
4. Office notes
5. Progress notes
6. Pathology results
7. Nursing notes
8. Medication
9. Physician orders
10. X-ray reports
11. Laboratory reports
12. Operative reports
13. Consultation reports
14. EKG
15. Miscellaneous
2. Describe common documentation approaches for medical records.
   1. SOAP
   2. POM
3. Describe how to initiate a new patient medical record.

Objective 2   Differentiate between subjective and objective information.
1. Discuss the standard medical record and various types of reports

Objective 3   Discuss the legalities associated with the medical record.
1. Demonstrate how to correct errors in the patient chart.
2. Explain the importance of documenting all interventions.

Objective 4   Demonstrate the correct method of filing patient information.
1. Compare and contrast the benefits of alphabetic and numerical filing.
2. Explain the steps for locating a missing file

Standard 6 Performance Evaluation included below (Optional)

STANDARD 7

STUDENTS WILL PERFORM BOOKKEEPING AND FINANCIAL FUNCTIONS IN A MEDICAL OFFICE SETTING

Objective 1   Differentiate between accounts receivable and accounts payable.
1. Define bookkeeping terms.
   1. Credit
   2. Debit
   3. Adjustment
   4. Balance
   5. Asset
   6. Liability
   7. Collections
2. Describe the following financial forms:
   1. Bank deposit
   2. Bank statement

3. Receipt
4. Petty cash
       Day sheet

Objective 2   Discuss the difference between various methods of payment.
   1. Differentiate between different types of checks.
      1. Cashiers
      2. Personal
      3. Money order
      4. Certified
      5. Third-party check
      6. Electronic check
   2. Define terms associated with a checking account.
      1. Payee
      2. Payer
      3. Endorsement
   3. Describe the differences between credit cards and debit cards.
   4. Discuss flexible spending accounts.

Standard 7 Performance Evaluation included below (Optional)

STANDARD 8

STUDENTS WILL PERFORM PROPER INSURANCE, CODING, AND BILLING PROCEDURES

Objective 1   Identify terms associated with medical insurance.
   1. Define the following terms associated with medical billing:
      1. Birthday Rule
      2. Preauthorization/Precertification
      3. Premium
      4. Copayment/Coinsurance
      5. Deductible
      6. Explanation of Benefits (EOB)
      7. Fee Schedule
   2. Define various insurance carriers.
      1. HMO
      2. PPO
      3. Medicare
      4. Medicaid
      5. Fee for Service
      6. Tricare
      7. Workers Compensation
   3. Explain the process to prepare a health care claim.
Objective 2   Explain how to determine procedural and diagnostic coding.
   1. Define the following terms associated with medical coding:
      1. CPT code
      2. ICD-9
      3. HCFA/CMS 1500
      4. E codes/V codes
   2. Understand legalities associated with coding and billing a medical office, including fraudulent claims.
Standard 8 Performance Evaluation included below (Optional)

Medical Assistant – Medical Office Management Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name_____

PERFORMANCE RATING SCALE

| 0 | Limited Skills | 2 | → | 4 | Moderate Skills | 6 | → | 8 | High Skills | 10 |
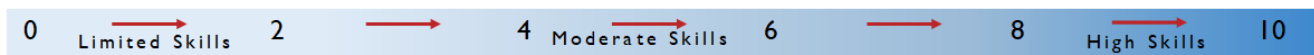
Class_____

STANDARD 1 Profession & Role　　　　　　　　　　　　　　　Score:

☐ Resume/placement
- o As directed by instructor

STANDARD 4 Medical Office Communication　　　　　　　　Score:

☐ Oral communication
- o Demonstrate methods or receiving, placing and recording calls
- o Answer the office telephone
- o Receive, evaluate and record a phone message
- o Make referrals by phone; schedule appointments by phone

STANDARD 5 Interpersonal Communication　　　　　　　　Score:

☐ Patient reception
- o Collation of patient records
- o Greeting the patient
- o Responding to the patient
- o Opening the office and closing the office
- o Escorting the patient
- o Instructing the patent

STANDARD 6 Medical Records　　　　　　　　　　　　　　Score:

☐ Medical records management
- o Demonstrate filing both alphabetically and numerically

STANDARD 7 Bookkeeping & Financial Functions　　　　　Score:

☐ Baking service
- o Prepare a bank deposit
- o Write checks
- o Demonstrate a band reconciliation

STANDARD 8 Insurance, Coding & Billing **Score:**

- ☐ Basic computer knowledge
    - o Generate a patient record
    - o Complete an insurance form
    - o Prepare a billing statement
- ☐ Accounting/billing and collection, prepare the following:
    - o Accounts payable and receivable, day sheet, petty cash, prepare ledger
    - o Patient's itemized monthly statement
- ☐ Insurance
    - o Complete HCFA Insurance Form

PERFORMANCE STANDARD AVERAGE SCORE:

SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual's learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

☐	**Table of Contents:**	This should list each section and piece of the portfolio in the order it appears
☐	**Cover letter**	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
☐	**Resume**	Should be professionally formatted. Usually a one-page document listing the student's name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
☐	**Letters of Recommendation**	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
☐	**Certifications/Credentials**	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
☐	**Transcript**	Student provides a copy of his or her full academic transcript.
☐	**Employability Profile**	Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations. Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,

		employer and/or job coach).
☐	**College Research**	A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
☐	**Career Plan**	Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
☐	**Student Awards**	This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
☐	**Work Samples**	Examples highlighting **only the student's best work**, demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. **Should not be thought as a scrapbook.** Potential employers are only interested in the very best examples.

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D. Postsecondary Articulation

> *The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.*

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.

- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.

- Reviewers confirm that the postsecondary articulation agreement includes the

  - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
  - roles and responsibilities of each institution
  - duration of the agreement
  - endorsement by officials of each institution

- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Articulation Agreement
between
Syracuse City School District (SCSD)
725 Harrison St, Syracuse, NY
and
Onondaga Community College
4585 West Seneca Turnpike, Syracuse, NY

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. **Term**
   The term of this agreement shall be for two years from June 30, 2019-June 30, 2021 and subject to the following conditions:

   - Both parties have the option to extend this Agreement for one additional four year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. **Modification and Waiver**
   No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

3. **Curriculum and Courses**
   - Students who have enrolled in the Medical Assisting program at Syracuse City School District will be eligible to enroll in courses and earn credit for:
     - HIT 120, Medical Terminology, subject to an annual Memorandum of Understanding and the availability of a credentialed high school instructor or the identification of an OCC faculty member to teach the course on-premises at Henninger High School.
   - The above course offered through the OCC College Credit Now Program is required for the Health Information Technology, A.A.S. degree at OCC.
   - Tuition for the concurrent enrollment course will be incurred according to all applicable requirements in place by the State University of New York.
   - Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

4. **Students**
   Each student must enroll as required by SUNY for the course(s) with OCC through the College Credit Now registration process as directed by the Director of Concurrent Enrollment and Secondary School Programs.
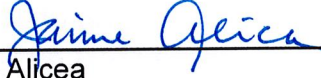
5. **Entire Agreement**
   This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes

any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.

_____
Casey Crabill, Ed.D.
President
Onondaga Community College

_____
Jaime Alicea
Superintendent
Syracuse City School District

_____5/6/19_____
Date

_____5/13/19_____
Date

E. Work-based Learning

> *Work-based learning (WBL) is the "umbrella" term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.*
>
> *Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.*

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.

- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.

- The school district/BOCES provide work-based learning experiences for students with disabilities

- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.

- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.

- The school district/BOCES must comply with Commissioner's Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual
http://www.emsc.nysed.gov/cte/wbl/

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Link to: SCSD CTE Workbased Learning Resources

F. Employability Profile

> *The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.*

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

EMPLOYABILITY PROFILE
Medical Assisting Program

Industry Based Skill Standards

Proficiency Definitions

NA = Not Applicable	1 = Introduced	2 = Trained	3 = Trained/Sklled	4 =Industry Level Certification/ Mastery

	9th	10th	11th	12th
Administrative				
Perform basic clerical functions				
Schedule, coordinate, and monitor appointments				
Schedule in-patient, out- patient , admissions and procedures				
Understand and apply 3rd-party guidelines				
Obtain reimbursement through accurate claims submissions				
Monitor 3rd- party reimbursement				
Perform medical transcription				
Understand, adhere to mananged care policies, procedures dealing with health care contracts				
Finance and Accounting				
Perform procedural and diagnostic coding				
Apply bookkeeping principles				
Document and maintain accounting and banking records				
Manage accounts receivable and billing				
Manage accounts payable				
Perform payroll duties, reimbursement claims. Insurance billing and coding practices				

Industry Certifications Attained	Yes

Internships	Hours

	9th	10th	11th	12th
Fundamental Principles				
Apply principles of Aseptic techniques and Infection Control				
Comply with Quality Assurance Practices				
Screen and follow-up patient test results				
Adheres to safety practices				
Understands Medical Terminology				
Understand stages of human growth and development				
Understands Anatomy and Physiology of the Human Body				
Applies knowledge of nutrition and understands alternative nutrition				
Dianostic Orders				
Collect and proccess specimens				
Perform dianostic testing				
Performs EKG/ECG				
Demonstrates venipuncture				

Patient Care				
Adhere to established triage procedures, obtain patient history and vital signs				
Assist with examinations, treatments, and procedures				
Prepare and maintain examination/treatment areas				
Understands pharmacology terminology, drug calculations, and classifications				
Understands the 5 Rights of medication administration, maintain medication and immunization records, Understands normal/abnormal lab reports, X-ray reports				

College Credits Attained	
Total	

Medical Assisting
EMPLOYABILITY PROFILE

Student Name: _____   School Year: _____   Absences: _____

ID Number: _____   Teacher: _____   Final Grade: _____

Career Ready Practices / Career Development Standards

STANDARDS DEFINITIONS

NA = Not Applicable   1 = Developing   2 = Basic   3 = Proficient   4 = Mastery

	9th	10th	11th	12th
Acts as a responsible citizen/employee				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
Applies appropriate academic and technical skills				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
Attends to personal health and financial well-being				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
Communicates clearly, effectively, and with reason.				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
Makes appropriate decisions				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
Demonstrates creativity and innovative thought				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
Employs valid and reliable research strategies				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
Uses critical thinking skills and demonstrates perseverance				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
Models integrity, ethical behavior, and leadership				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
Develops and implements a Career Plan				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
Uses technology to enhance productivity				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
Works as a productive and respectful team member				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
Demonstrates reliability and dependability				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
Arrives on time and is prepared to work				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
Demonstrates safe working habits				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
Demonstrates problem solving skills				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma   YES ☐   NO ☐   **Industry Credential(s) Awarded** _See Reverse Side_____

Special Recognitions or Scholarships _____   **Student Leadership Organization** _____