

PPENDIX B

Core Curriculum for Medical Assistants

FOUNDATIONS FOR CLINICAL PRACTICE
CONTENT AREA I-IV

Cognitive (Knowledge) I.C Anatomy, Physiology, & Pharmacology	Psychomotor (Skills) I.P Anatomy, Physiology, & Pharmacology
<ol style="list-style-type: none">1. Identify structural organization of the human body2. Identify body systems*3. Identify:<ol style="list-style-type: none">a. body planesb. directional termsc. quadrantsd. body cavities4. Identify major organs in each body system*5. Identify the anatomical location of major organs in each body system*6. Identify the structure and function of the human body across the life span7. Identify the normal function of each body system*8. Identify common pathology related to each body system* including:<ol style="list-style-type: none">a. signsb. symptomsc. etiologyd. diagnostic measurese. treatment modalities9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases10. Identify the classifications of medications including:	

<ul style="list-style-type: none"> a. the metric system b. the household system 2. Identify abbreviations used in calculating medication dosages 3. Identify normal and abnormal results as reported in: <ul style="list-style-type: none"> a. graphs b. tables 	<ul style="list-style-type: none"> 1. Calculate proper dosages of medication for administration 2. k 3. Document on a growth chart 4. Apply mathematical computations to solve equations 5. Convert among measurement systems
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Content Area III: Infection Control

Cognitive (Knowledge)
III.C Infection Control

Content Area IV: Nutrition

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition
<ol style="list-style-type: none">1. Identify dietary nutrients including:<ol style="list-style-type: none">a. carbohydratesb. fatc. proteind. mineralse. electrolytesf. vitaminsg. fiberh. water2. Identify the function of dietary supplements3. Identify the special dietary needs for:<ol style="list-style-type: none">a. weight control	

V.C Concepts of Effective Communication

V.P. Concepts of Effective Communication

1. Identify types of verbal and nonverbal communication
2. Identify communication barriers
3. Identify techniques for overcoming communication barriers
4. Identify the steps in the sender-receiver process
5. Identify challenges in communication with different age groups
6. Identify techniques for coaching a patient related to specific needs
7. Identify different types of electronic technology used in professional communication
8. Identify the following related to body systems*:
 - a. medical terms
 - b. abbreviations
9. Identify the principles of self-boundaries
10. Identify the role of the medical assistant as a patient navigator
11. Identify coping mechanisms
12. Identify subjective and objective information
- 13.

Cognitive (Knowledge)
VI.C Administr

Content Area VIII: Third-Party Reimbursement

Cognitive (Knowledge) VIII.C Third-Party Reimbursement	Psychomotor (Skills) VIII.P Third-Party Reimbursement
<ol style="list-style-type: none"> 1. Identify: <ol style="list-style-type: none"> a. types of third-party plans b. steps for filing a third-party claim 2. Identify managed care requirements for patient referral 3. Identify processes for: <ol style="list-style-type: none"> a. verification of eligibility for services b. precertification/preauthorization c. tracking unpaid claims d. claim denials and appeals 4. Identify fraud and abuse as they relate to third party reimbursement 5. Define the following: <ol style="list-style-type: none"> a. bundling and unbundling of codes b. advanced beneficiary notice (ABN) c. allowed amount d. deductible e. co-insurance f. co-pay 6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements 	<ol style="list-style-type: none"> 1. Interpret information on an insurance card 2. Verify eligibility for services 3. Obtain precertification or preauthorization with documentation 4. Complete an insurance claim form 5. Assist a patient in understanding an Explanation of Benefits (EOB)

Area IX: Procedural and Diagnostic Coding

Cognitive (Knowledge)
IX.C Procedural and Diagnostic Coding

Psychomotor (Skills)
IX.P Procedural and Diagnostic Coding

1. Identify the current procedural and diagnostic coding systemsn

<ol style="list-style-type: none">6. Identify criminal and civil law as they apply to the practicing medical assistant7. Define:<ol style="list-style-type: none">a. negligenceb. malpracticec. statute of limitationsd. Good Samaritan Act(s)e. Uniform Anatomical Gift Actf. living will/advanced directivesg. medical durable power of attorneyh. Patient Self Determination Act (PSDA)i. risk management8. Identify the purpose of medical malpractice insurance9. Identify legal and illegal applicant interview questions10. Identify:<ol style="list-style-type: none">a. Health Information Technology for Economic and Clinical Health (HITECH) Actb. Genetic Information Nondiscrimination Act of 2008 (GINA)c. Americans with Disabilities Act Amendments Act (ADAAA)11. Identify the process in compliance reporting:<ol style="list-style-type: none">a. unsafe activitiesb. errors in patient carec. conflicts of interestd. incident reports12. Identify compliance with public health statutes related to:<ol style="list-style-type: none">a. communicable diseasesb. abuse, neglect, and exploitationc. wounds of violence13. Define the following medical legal terms:<ol style="list-style-type: none">a. informed consentb. implied consentc. expressed consentd. patient incompetencee. emancipated minor	<ol style="list-style-type: none">6. Complete an incident report related to an error in patient care
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- f. mature minor
- g. subpoena duces tecum

1. Identify workplace safeguards
2. Identify safety techniques that can be used in responding to accidental exposure to:
 - a. blood
 - b. other body fluids
 - c. needle sticks
 - d. chemicals
3. Identidentidentidentifda

AFFECTIVE SKILLS

The affective competencies listed below can be bundled with any of the psychomotor competencies included in the curriculum. The goal is to provide opportunities for Program Directors to develop assessment tools creatively and focus on incorporating the affective behaviors with any psychomotor skill that involves interacting with a patient. These behavioral competencies are important to the development of communication skills and professional behavior in the field of medical assisting. The students will need to achieve all the affective competences, but they can do so using several different skills. There are examples in the _____ to guide Program Directors in the incorporation of these affective skills.

A.1	Demonstrate critical thinking skills
A.2	Reassure patients
A.3)