



## EHR Go Patient Charts and Activities Mapped to the Standards for the Medical Assistant

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Using the Medical Assisting Standards 3/20/2015 Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2008, 2015 Adopted by the American Association of Medical Assistants Medical Assisting Education Review Board and the Commission on Accreditation of Allied Health Education Programs

<b>CONTENT AREA I: Anatomy &amp; Physiology</b>					
<b>Cognitive (Knowledge) I. C Anatomy &amp; Physiology</b>	<b>EHR Go Patient or Activity</b>	<b>Psychomotor (Skills) I. P Anatomy &amp; Physiology</b>	<b>EHR Go Patient or Activity</b>	<b>Affective (Behavior) I. A Anatomy &amp; Physiology</b>	<b>EHR Go Patient or Activity</b>
1. Describe structural organization of the human body 2. Identify body systems 3. Describe: <ul style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ul> 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system	<b>1. Any patient can be assigned as a Case Study</b>	1. Measure and record: <ul style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. pulse oximetry</li> </ul> 2. Perform: <ul style="list-style-type: none"> <li>a. electrocardiography</li> </ul>	<b>1. a-f. Vital Signs, Pain and Measurement activity</b> <b>1. g/h. Growth Milestones and Documenting in the EHR activity</b>  <b>Can also document vitals &amp; measurements in any patient chart</b>  <b>2.a. Student Portfolio</b>	1. Incorporate critical thinking skills when performing patient assessment 2. Incorporate critical thinking skills when performing patient care 3. Show awareness of a patient's concerns related to the procedure being performed	<b>1. Use any patient chart in the EHR</b>









CONTENT AREA IV: Nutrition					
Cognitive (Knowledge) IV. C Nutrition	EHR Go Patient or Activity	Psychomotor (Skills) IV. P Nutrition	EHR Go Patient or Activity	Affective (Behavior) IV. A Nutrition	EHR Go Patient or Activity
1. Describe dietary nutrients: <ul style="list-style-type: none"> <li>a. carbohydrates</li> <li>b. fat</li> <li>c. protein</li> <li>d. minerals</li> <li>e. electrolytes</li> <li>f. vitamins</li> <li>g. fiber</li> <li>h. water</li> </ul> 2. Define the function of dietary supplements           3. Identify special dietary needs: <ul style="list-style-type: none"> <li>a. weight control</li> <li>b. diabetes</li> <li>c. cardiovascular disease</li> <li>d. hypertension</li> <li>e. cancer</li> <li>f. lactose sensitivity</li> <li>g. gluten-free</li> <li>h. food allergies</li> </ul>	<b>1. Use patient charts to support discussion.</b> <b>Ex: carbohydrates = John James Sheppard Sr.</b>  <b>2. Meredith Dewietz</b>  <b>3.a. Delia Giannopoulos;</b> <b>3.b. Nathan Holderfield;</b> <b>3.c. Alec Allard;</b> <b>3.d. Gordon Land;</b> <b>3e. Ulfat Aftab</b>	1. Instruct a patient according to patient's special dietary needs	<b>1. Gordon Land; Delia Giannopoulos; Meredith Dewietz</b>	1. Show awareness of patient's concerns regarding a dietary change	



**CONTENT AREA V: Concepts of Effective Communication**

<b>Cognitive (Knowledge) V. C Concepts of Effective Communication</b>	<b>EHR Go Patient or Activity</b>	<b>Psychomotor (Skills) V. P. Concepts of Effective Communication</b>	<b>EHR Go Patient or Activity</b>	<b>Affective (Behavior) V. A. Concepts of Effective Communication</b>	<b>EHR Go Patient or Activity</b>
<ol style="list-style-type: none"> <li>1. Identify styles and types of verbal communication</li> <li>2. Identify types of nonverbal communication</li> <li>3. Recognize barriers to communication</li> <li>4. Identify techniques for overcoming communication barriers</li> <li>5. Recognize the elements of oral communication using a sender-receiver process</li> <li>6. Define coaching a patient as it relates to:               <ol style="list-style-type: none"> <li>a. health maintenance</li> <li>b. disease prevention</li> <li>c. compliance with treatment</li> <li>d. community resources</li> <li>e. adaptations relevant to individual patient needs</li> </ol> </li> <li>7. Recognize elements of fundamental writing skills</li> <li>8. Discuss applications of electronic technology in profession</li> <li>9. Identify medical terms labeling the word parts</li> </ol>	<p><b>Use patient charts to support discussion.</b>  <b>Ex: Spanish speaking pts = Angel Flaco Diaz and AnaLeticia Diaz</b></p> <p><b>9. Health Information</b></p>	<ol style="list-style-type: none"> <li>1. Use feedback techniques to obtain patient information including:               <ol style="list-style-type: none"> <li>a. reflection</li> <li>b. restatement</li> <li>c. clarification</li> </ol> </li> <li>2. Respond to nonverbal communication</li> <li>3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients</li> <li>4. Coach patients regarding:               <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. health maintenance</li> <li>c. disease prevention</li> <li>d. treatment plan</li> </ol> </li> <li>5. Coach patients appropriately considering:               <ol style="list-style-type: none"> <li>a. cultural diversity</li> <li>b. developmental life stage</li> <li>c. communication barriers</li> </ol> </li> <li>6. Demonstrate professional telephone techniques</li> </ol>	<p><b>1. Updating Health Information activity</b></p> <p><b>3. Can be accomplished in any chart or by using the Student Portfolio</b></p> <p><b>6. Documenting a Phone Call activity</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate:               <ol style="list-style-type: none"> <li>a. empathy</li> <li>b. active listening</li> <li>c. nonverbal communication</li> </ol> </li> <li>2. Demonstrate the principles of self-boundaries</li> <li>3. Demonstrate respect for individual diversity including:               <ol style="list-style-type: none"> <li>a. gender</li> <li>b. race</li> <li>c. religion</li> <li>d. age</li> <li>e. economic status</li> <li>f. appearance</li> </ol> </li> <li>4. Explain to a patient the rationale for performance of a procedure</li> </ol>	<p><b>3. Select patient from the Cultural Competency, Awareness, and Sensitivity collection</b></p>





<p>2. Identify advantages and disadvantages of the following appointment systems</p> <ol style="list-style-type: none"> <li>manual</li> <li>electronic</li> </ol> <p>3. Identify critical information required for scheduling patient procedures</p> <p>4. Define types of information contained in the patient's medical record</p> <p>5. Identify methods of organizing the patient's medical record based on:</p> <ol style="list-style-type: none"> <li>POMR</li> <li>SOMR</li> </ol> <p>6. Identify equipment and supplies needed for medical records to:</p> <ol style="list-style-type: none"> <li>Create</li> <li>Maintain</li> <li>Store</li> </ol> <p>7. Describe filing indexing rules</p> <p>8. Differentiate between EMR &amp; PMS</p> <p>9. Explain the purpose of routine maintenance of administrative and clinical equipment</p> <p>10. List steps involved in completing an inventory</p> <p>11. Explain the importance of data back-up</p> <p>12. Explain meaningful use as it applies to EMR</p>	<p><b>2. Scheduling</b> <b>Follow-up</b> <b>Appointment activities</b></p> <p><b>4. New Patient Registration and Scheduling activity</b></p> <p><b>5. Use any patient chart</b></p> <p><b>6. Use patient charts to support discussion</b></p> <p><b>8. Use patient charts to support discussion</b></p>	<p>2. Schedule a patient procedure</p> <p>3. Create a patient's medical record</p> <p>4. Organize a patient's medical record</p> <p>5. File patient medical records</p> <p>6. Utilize an EMR</p> <p>7. Input patient data utilizing a practice management system</p> <p>8. Perform routine maintenance of administrative or clinical equipment</p> <p>9. Perform an inventory with documentation</p>	<p><b>Rescheduling an Appointment activities</b></p> <p><b>3. New Patient Registration activities</b></p>		<p><b>any patient chart or using the Student Portfolio.</b></p>
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3. Describe how to use the most current HCPCS level II coding system 4. Discuss the effects of: a. upcoding b. downcoding 5. Define medical necessity as it applies to procedural and diagnostic coding					
<b>CONTENT AREA X: Legal Implications</b>					
<b>Cognitive (Knowledge) X. C Legal Implications</b>	<b>EHR Go Patient or Activity</b>	<b>Psychomotor (Skills) X. P Legal Implications</b>	<b>EHR Go Patient or Activity</b>	<b>Affective (Behaviors) X. A Legal Implications</b>	<b>EHR Go Patient or Activity</b>
1. Differentiate between scope of practice and standards of care for medical assistants 2. Compare and contrast provider and medical assistant roles in terms of standard of care 3. Describe components of HIPAA 4. Summarize Patient Bill of Rights 5. Discuss licensure and certification as applied to healthcare providers 6. Compare criminal & civil law as they apply to the practicing MA 7. Define: a. negligence b. malpractice c. statute of limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act	<b>Use patient charts to support the discussion.</b>	1. Locate a state's legal scope of practice for medical assistants 2. Apply HIPAA rules in regard to: a. privacy b. release of information 3. Document patient care accurately in the medical record 4. Apply the Patient's Bill of Rights as it relates to: a. choice of treatment b. consent for treatment c. refusal of treatment 5. Perform compliance reporting based on public health statutes 6. Report an illegal activity in the healthcare setting following proper protocol	<b>2. Intro to Privacy and Security activity and/or Release of Information activities</b>  <b>3. Student Portfolio; Use any patient chart</b>          <b>5. Daisha Estrada; Jay Delgado (if any tests return +)</b>	1. Demonstrate sensitivity to patient rights 2. Protect the integrity of the medical record	<b>Intro to Privacy and Security activity</b>



<p>f. living will/advanced directives          g. medical DPOA          h. PSDA          i. risk management</p> <p>8. Describe the following types of insurance:          a. liability          b. professional (malpractice)          c. personal injury</p> <p>9. List and discuss legal and illegal applicant interview questions</p> <p>10. Identify:          a. HITECH Act          b. GINA of 2008          c. ADA</p> <p>11. Describe the process in compliance reporting:          a. unsafe activities          b. errors in patient care          c. conflicts of interest          d. incident reports</p> <p>12. Describe compliance with public health statutes:          a. communicable diseases          b. abuse, neglect &amp; exploitation          c. wounds of violence</p> <p>13. Define the following terms:          a. informed consent          b. implied consent          c. expressed consent          d. patient incompetence          e. emancipated minor</p>		<p>7. Complete an incident report related to an error in patient care</p>			
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<ul style="list-style-type: none"> <li>f. mature minor</li> <li>g. subpoena duces tecum</li> <li>h. respondent superior</li> <li>i. res ipsa loquitor</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> <li>n. Good Samaritan laws</li> </ul>					
<b>CONTENT AREA XI: Ethical Considerations</b>					
<b>Cognitive (Knowledge) XI. C Ethical Considerations</b>	<b>EHR Go Patient or Activity</b>	<b>Psychomotor (Skills) XI. P Ethical Considerations</b>	<b>EHR Go Patient or Activity</b>	<b>Affective (Behavior) XI. A Ethical Considerations</b>	<b>EHR Go Patient or Activity</b>
<ul style="list-style-type: none"> <li>1. Define:               <ul style="list-style-type: none"> <li>a. ethics</li> <li>b. morals</li> </ul> </li> <li>2. Differentiate between personal and professional ethics</li> <li>3. Identify the effect of personal morals on professional performance</li> </ul>		<ul style="list-style-type: none"> <li>1. Develop a plan for separation of personal and professional ethics</li> <li>2. Demonstrate appropriate response(s) to ethical issues</li> </ul>		<ul style="list-style-type: none"> <li>1. Recognize the impact personal ethics and morals have on the delivery of healthcare</li> </ul>	<b>Use patient charts from the Ethical Dilemmas in Healthcare collection</b>
<b>CONTENT AREA XII: Protective Practices</b>					
<b>Cognitive (Knowledge) XII. C Protective Practices</b>	<b>EHR Go Patient or Activity</b>	<b>Psychomotor (Skills) XII. P Protective Practices</b>	<b>EHR Go Patient or Activity</b>	<b>Affective (Behavior) XII. A Protective Practices</b>	<b>EHR Go Patient or Activity</b>
<ul style="list-style-type: none"> <li>1. Identify:               <ul style="list-style-type: none"> <li>a. safety signs</li> <li>b. symbols</li> <li>c. labels</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>1. Comply with:               <ul style="list-style-type: none"> <li>a. safety signs</li> <li>b. symbols</li> <li>c. labels</li> </ul> </li> <li>2. Demonstrate proper use of:</li> </ul>		<ul style="list-style-type: none"> <li>1. Recognize the physical and emotional effects on persons involved in an emergency situation</li> </ul>	



<p>2. Identify safety techniques that can be used in responding to accidental exposure to:</p> <ul style="list-style-type: none"> <li>a. blood</li> <li>b. other body fluids</li> <li>c. needle sticks</li> <li>d. chemicals</li> </ul> <p>3. Discuss fire safety issues in an ambulatory healthcare environment</p> <p>4. Describe fundamental principles for evacuation of a healthcare setting</p> <p>5. Describe the purpose of SDS in a healthcare setting</p> <p>6. Discuss protocols for disposal of biological chemical materials</p> <p>7. Identify principles of:</p> <ul style="list-style-type: none"> <li>a. body mechanics</li> <li>b. ergonomics</li> </ul> <p>8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency</p>		<ul style="list-style-type: none"> <li>a. eyewash equipment</li> <li>b. fire extinguishers</li> <li>c. sharps disposal containers</li> </ul> <p>3. Use proper body mechanics</p> <p>4. Participate in a mock exposure event with documentation of specific steps</p> <p>5. Evaluate the work environment to identify unsafe working conditions</p>		<p>2. Demonstrate self-awareness in responding to an emergency situation</p>	
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