

Glendale Unified School District

High School

June 21, 2022

Department: Career Technical Education
Course Title: Medical Assisting Year Two
Course Code: 5225V
Grade Level(s): 11-12
School(s) Course Offered: Hoover High School
UC/CSU Approved (Y/N, Subject): College-Preparatory Elective (G)
Course Credits: 10
Recommended Prerequisite: Medical Assisting Year One

Course Overview: This course is designed to teach the fundamental skills necessary for both administrative and clinical duties in a physician's office or medical clinic. This certified Medical Assisting course is a learning experience that provides students an opportunity to apply their technical and academic skills in a hybrid model that allows for on-line asynchronous work paired with a hands-on medical lab experience. Students will develop and practice an understanding of the duties and responsibilities of a highly skilled medical assistant, including but not limited to anatomy and physiology, medical terminology, health and human growth and development, pharmacology, body mechanics, infection control, EKG, phlebotomy, physical exams, and ambulatory surgery. Students who complete this program will be eligible to take the California state exam to obtain a Certified Medical Assistant status.

Unit 1: Body Mechanics

(4 weeks)

STANDARDS

B6.0, B8.0

Common Core Pathway Standards 11-12.4

- A. Students will be able to understand the correct ways to move the body to prevent injuries to themselves and patients.

- a. Safety Guidelines: Body Mechanics, Equipment Safety
 - b. Moving Patients: Pressure Ulcers, Moving Up In Bed, Turning and Logrolling, Dangling
 - c. Positioning Patients: Basic Bed Positions, Chair Positioning
 - d. Transferring Patients: Bed: Introduction to Transfers, Bed and Wheelchair Transfer, Bed and Stretcher Transfer
 - e. Transferring Patients: Toilet and Vehicle, Wheelchair and Toilet Transfer, Wheelchair and Vehicle Transfer
- B. Students will work in groups to write and perform a song that helps them remember at least five principles of body mechanics. Students will practice procedures learned in the module using various patient care scenarios and they will practice the scenarios in their groups and present and perform the scenarios to the entire class. Students will also work in groups exploring how to properly transfer patients and communicate with them.

Unit 2: Ambulatory Surgery

(4 weeks)

STANDARDS

B11.0, B12.0

Common Core Pathway Standards 11-12.9

- A. Students will also learn about the tasks to be done before, during, and after ambulatory surgery including infection control techniques, instruments for common surgeries, guidelines for using anesthetics, and providing follow-up care to surgical patients, including suture and staple removal.
- a. Ambulatory Surgery: Ambulatory Surgery, Infection Control, Surgical Instruments
 - b. Preoperative Procedures: Preliminary Duties, Room Preparation, Patient Preparation
 - c. Intraoperative Procedures: Local Anesthetics, Surgical Assisting
 - d. Postoperative Procedures: Patient Care and Discharge, Room Cleanup, Follow-Up Care
- B. Students will work in groups to perform two role-play scripts that demonstrate that empathy and sensitivity are needed when working with surgical patients. Students will complete a project where they work in pairs to debate an ethical issue in healthcare. Students will do research, prepare position statements and then debate the issue. Students will also review articles for information related to a topic in the module. Once an article is found, students will complete a Current Event form.

Unit 3: Specimen Collecting and Testing

(4 weeks)

STANDARDS

B4.4, B10.2, B10.4

Common Core Pathway Standards 11-12.2

- A. Students will know and understand the guidelines and safety precautions for handling specimens and CLIA-waived tests. Students practice common procedures for collecting

stool and urine specimens, strain urine, and perform common tests. They explore cultures, smears, and stains and practice taking throat, wound, and sputum specimens.

- a. Policies and Practices for Specimens: Introduction, Safety Precautions
 - b. Collecting Urine Specimens: Routine Urine Specimen, Clean-Catch Urine Specimen, 12-Hour Urine Specimen, Pediatric Urine Specimen
 - c. Straining and Testing Urine: Straining Urine, Urinalysis, Urine Pregnancy Test
 - d. Stool Specimen and Tests: Stool Specimen, Testing Stool Specimen

 - e. Cultures and Smears: Cultures and Smears, Throat Culture, Wound Culture Sputum Microscopes
- B. Students will complete a project where they work in groups to test and compare the effectiveness of three cleaning products: soap and water, a disinfectant cleaner, and bleach as they create cultures and compare the results. At the beginning of the module, students will also write down three to five questions or concerns they have about various topics related to specimen collection and testing. They will go back into their text after the completion of the module to answer their own questions and concerns while referring to their textual evidence.

Unit 4: Client Status

(4 weeks)

STANDARDS

B2.0, B4.5

Common Core Standards LS1.B, LS1.C

- A. Students will learn the importance of body measurements and vital signs. Students learn about body measurements for adults and infants. They also learn about methods and equipment for taking and recording temperature, pulse, respiration, and blood pressure. A learning game is provided to gain practice in reading analog devices.
- a. Vital Signs and Body Measurements: Vital Signs, Body Measurements
 - b. Temperature: Temperature, Glass/Mercury Thermometers, Oral Temperature, Tympanic Temperature
 - c. Pulse: Pulse, Radial Pulse, Apical Pulse
 - d. Respiration
 - e. Blood Pressure
- B. Students will be given the opportunity to measure, record, and graph vital signs; evaluate the information; and identify factors that may affect a patient's vital sign. They will need to explain their findings in detail. Students will also perform the Vital Sign procedures for the instructor as well as a trained and licensed physician through an on-line learning system.

Unit 5: Physical Exams

(4 weeks)

STANDARDS

B7.0, B9.0

Common Core Standards 11-12.9

- A. Students gain more knowledge about the medical assistant's role in EENT, CPE, pediatric, GYN and OB patient examinations. Students learn about the equipment, positions, and draping methods for each procedure and how to educate and prepare patients and assist physicians.
 - a. Introduction to Physical Exams: Physical Exams, Positions and Draping
 - b. Eye and Ear Examinations: Visual Acuity, Auditory Acuity, EENT Exam
 - c. Physical Examinations: Complete Physical Exam, Pediatric Exam
 - d. Gynecological and Obstetrical Exams: Gynecological Exam, Prenatal Exam

- B. Students will journal about how to make GYN patients more comfortable, how to adjust visual and auditory tests for children, how to respond to an anti-vaccination parent, and how to adjust a physical exam for a geriatric patient. A class discussion on these topics will follow the assignment. Students will also work in pairs to create a campaign to promote a wellness topic. They will perform research and create a presentation, a poster, and a class activity.

Unit 6: Anatomy & Physiology

(4 weeks)

STANDARDS

B2.0

Common Core Standards LS1.B, LS1.C

- A. Students will learn the 12 body systems and how they work together, including structure, functions, diseases, disorders, homeostasis, and immunity. As a bonus, an Advanced Test option is provided along with the traditional Module Test option found in all modules. It provides broader coverage and some more challenging questions.
 - a. Introduction to Anatomy & Physiology: Anatomy and Physiology Defined, Anatomy and Physiology and the Health Care worker, Everything Begins with Cells, Metabolism and Cell Reproduction, Basics of Body Structure, Basics of Diseases and Immunity
 - b. Integumentary System: Integumentary System, Diseases and Disorders
 - c. Skeletal System: Skeletal System, Diseases and Disorders
 - d. Nervous System: Nervous System, Diseases and Disorders
 - e. Sensory System: Intro to the Sensory System, Vision, Hearing, Smell, Taste, and General Senses Diseases and Disorders
 - f. Cardiovascular System: Cardiovascular System, Diseases and Disorders
 - g. Lymphatic System: Lymphatic System, Diseases and Disorders
 - h. Respiratory System: Respiratory System, Diseases and Disorders
 - i. Digestive System: Digestive System, Diseases and Disorders
 - j. Urinary System: Urinary System, Diseases and Disorders
 - k. Endocrine System: Endocrine System, Diseases and Disorders
 - l. Reproductive System: Reproductive System, Diseases and Disorders

- B. Students will analyze the interdependence of body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation; and explain biological processes that maintain life. Students will research a disease or disorder and create a brochure about the

disease or disorder. As an alternative, students can create a brochure on a body system and include information on how to maintain a healthy system.

SimRated and UC Irvine Digital Badges/Certificates:

To obtain the SimRated Badges/Certifications, each student will practice their procedures in the lab and will then be evaluated by a professional Medical Physician or Resident. Each student enrolled in the program will demonstrate that they can perform the procedure in the clinical lab environment with clinical supervision. The attending physician or resident physician will sign off that the student completed the procedure correctly. In Year-1, each student will receive SimRated Badge Certifications, which are recognized within the medical field and among the medical community, in the following Medical Assisting areas:

A. ECG Placement - student receive a SimRated digital badge/certificate

- a. Earners have successfully passed the cognitive and simulation-based assessments of applying 3, 5 and 12 ECG leads on an adult manikin task trainer. They have demonstrated proficiency with performing ECG lead application per the SimRated critical action checklist. The checklist is designed to assess the procedure technique, accuracy, infection control, communication and safe utilization of equipment. Upon completion of this Simulation Based micro-credential, learners are prepared to begin supervised ECG placement on adult patients.
- b. Successful completion of the simulation-based assessment evaluated by clinician raters, which includes narrative feedback provided beyond the checklist rating.
- c. Obtain 90% or greater on assessment of ECG cognitive knowledge.
- d. Perform phlebotomy on an adult with 90% or greater score on simulation-based assessment. Skills assessed include identifying correct patient, establishing privacy, applying 3, 5 and 12 lead ECGs on an adult patient
- e. Perform ECG Lead Placement on an adult without any critical failures as deemed by clinician rater

B. Intramuscular Injection - Students receive a digital badge/certificate

- a. Earners have successfully passed the cognitive and simulation-based assessments of performing intramuscular injection on an adult manikin task trainer. They have demonstrated proficiency with performing intramuscular injection per the SimRated critical action checklist. The checklist is designed to assess the procedure technique, accuracy, infection control, communication and safe utilization of equipment. Upon completion of this Simulation Based micro-credential, learners are prepared to begin supervised intramuscular injection on adult patients.
- b. Successful completion of the simulation-based assessment evaluated by clinician raters, which includes narrative feedback provided beyond the checklist rating.
- c. Obtain 90% or greater on assessment of intramuscular injection cognitive knowledge
- d. Perform intramuscular injection on an adult with 90% or greater score on simulation-based assessment. Skills assessed include identifying correct patient, hand hygiene, anatomic landmark identification, inserting needle into muscle, medication administration safety, sharps safety
- e. Perform intramuscular injection on an adult without any critical failures as deemed by clinician rater

Primary Curriculum Source:

Applied Educational Systems

Certified Medical Assistant Course

<https://teacher.aeseducation.com/courses>

Secondary Curriculum Source:

SimRated

Hands-on Labs for Medical Assisting

<https://www.simrated.com>