Update: March 20, 2024 Medical Assisting Standards and Skills

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# Health & Safety Standards

**Standard 1: Health and Safety in a Medical Assisting Environment**

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| Students will apply health and safety standard precautions and infection control measures, management of medical instruments and equipment, use of personal protective equipment (PPE), workspace ergonomics, and personal safety practices. | OSHACCMA |

**Skills:**

1. Demonstrate health and safety practices.
2. Examine risks of bloodborne pathogens (BBP) exposure, identify standard precautions, and design a risk control plan.
3. Demonstrate medical asepsis hand wash technique.
4. Identify methods of transmission of microorganisms.
5. Identify and report signs and symptoms of infection.
6. Demonstrate needle safety and sharps disposal.
7. Explain handling and disposal of bio-hazardous materials according to current industry and OSHA standards.
8. Remove and dispose of contaminated gloves according to current industry and OSHA standards.
9. Perform infection control and safety procedures.
10. Identify specific isolation techniques.
11. Utilize procedure for client identification according to current industry standards.
12. Demonstrate transfer techniques according to current industry and OSHA standards.
13. Demonstrate effective body mechanics and ergonomics.
14. Demonstrate barrier protection according to current industry and OSHA standards.
15. Define emergency codes used in office/medical facility.
16. Recognize signage in the healthcare environment.
17. Utilize personal protective equipment (PPE), following OSHA regulations and industry standards.
18. Complete incident/variance report.
19. Demonstrate comprehension of emergency protocols during an in-office emergency.
20. Demonstrate understanding of EMS activation procedures.
21. Describe disaster and fire evacuation plans used by various facilities and statewide alert codes.

# Technical & Integrated Academic Standards

**Standard 2: Healthcare Organizational Structures and Professionalism**

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| --- | --- |
| Students will be able to understand healthcare organizational structures, credentialing, and professionalism, including the patient Bill of Rights and the Health Insurance Portability and Accountability Act (HIPAA). | CCMA |

**Skills:**

1. Identify essential functions, similarities, and differences of healthcare facilities (e.g., acute care, long-term care, assisted living, homecare, rehabilitation, and hospice).
2. Examine ethical and legal issues and the standards for healthcare professions (e.g., standards of care, code of ethics, facility ethical protocol, and appropriate legal documents).
3. Analyze Protected Health Information (PHI), authorization to release and rescind release.
4. Identify regulations associated with consent (e.g., verbal, written, implied, verbal, and exceptions.)
5. Identify professional healthcare workers' organizations and credentialing requirements.
6. Identify the organizational structure of the healthcare team.
7. Demonstrate professionalism as a healthcare worker.
8. Demonstrate the standards of professional appearance.
9. Demonstrate knowledge and comprehension of the Health Insurance Portability and Accountability Act (HIPAA).
10. Summarize the patients' Bill of Rights.
11. Describe the role of the mandated reporter.

**Standard 3: Basic Life Support and First Aid**

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| Students will demonstrate cardiopulmonary resuscitation (CPR), perform standard first aid skills, and obtain Basic Life Support (BLS) for Healthcare Providers Certification. | CPR/BLS First AidCCMA |

**Skills:**

1. Identify and demonstrate skills for medical emergencies.
2. Identify and demonstrate skills for injury emergencies.
3. Perform standard first aid skills (e.g., hemorrhage, shock, fainting, choking, and burns) and obtain HeartSaver First Aid Certification.
4. Identify skills and protocols vital in an environmental injury situation or chemical exposure.
5. Demonstrate how to control severe, uncontrollable external bleeding with a manufactured tourniquet.
6. Demonstrate direct pressure to control external bleeding.
7. Describe and demonstrate skills required to obtain BLS for the healthcare provider at the minimum accepted standard of practice (e.g., compression, AED, and breathing techniques).
8. Describe and demonstrate pediatric CPR.
9. Describe and demonstrate skills for the removal of foreign-body airway obstruction.
10. Identify and demonstrate the use of automated external defibrillation with CPR.

**Standard 4: Communication and Patient Relations**

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| Students will demonstrate effective client/patient communication skills, exhibiting professional communication including oral, written, and electronic, with clients/patients, visitors, guests, and colleagues. | CCMA |

**Skills:**

1. Demonstrate verbal and nonverbal communication.
2. Employ the use of appropriate medical terms and abbreviations.
3. Greet and introduce oneself to patients.
4. Adapt communication according to the patient’s needs.
5. List strategies used to obtain the patient’s symptoms.
6. Interview patients to gather medical information, identify patient symptoms via telephone and/or face-to-face triage.
7. Demonstrate emergency management skills, evaluate, and record incidents, identify the appropriate response, and complete variance reports based on injuries.
8. Identify barriers to open communication.
9. Provide a verbal patient report.
10. Complete a written patient report.
11. Collect a medical history.
12. Identify and document pertinent patient information.
13. Demonstrate how to respond to patients’ needs.
14. Explain the importance of responding to a patient’s needs in a timely, compassionate, and professional manner.
15. Demonstrate respect for cultural diversity and orientations.
16. List strategies used to maintain patient dignity at all times.
17. Accommodate patients with special needs.

**Standard 5: Office Management and Administrative Tasks**

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| --- | --- |
| Students will be able to intake and discharge patients, schedule appointments, maintain electronic medical records, utilize business management software to code procedures and diagnostics for billing and insurance purposes. | CCMA |

**Skills:**

1. Answer, prioritize, and accurately address in-office and phone calls from patients, vendors, and other industry professionals.
2. Maintain an appointment matrix.
3. Generate daily appointment schedule.
4. Perform appointment cancellation procedures.
5. Process and check patient referrals.
6. Demonstrate procedures used to register/check in new and established patients.
7. Employ medical emergency protocols in office/facility including activation of EMS and notification of appropriate medical personnel.
8. Verify patient information using two forms of patient identification (i.e., state-issued driver’s license, insurance card, photo ID, etc.).
9. Determine ethical electronic communication in the workplace (i.e., appropriate cell phone usage).
10. Organize and maintain technical information.
11. Manage and locate elements of a patient file.
12. Maintain patient demographic information.
13. Retrieve patient files.
14. Correct documentation errors.
15. Electronically file results and/or correspondence.
16. Process electronic prescriptions.
17. Maintain appropriate documentation on each patient chart.
18. Identify ethical considerations regarding confidentiality, maintaining integrity and security of medical records in accordance with state rules and standards of practice.
19. Compose various types of business documents.
20. Perform electronic mailing.
21. Demonstrate sending and receiving a fax.
22. Organize incoming and outgoing mail.
23. Prepare packages for shipping.
24. Demonstrate understanding of various types of health insurance.
25. Define various terms associated with health insurance.
26. Demonstrate understanding of appropriate billing codes (HCPCS, ICD, and CPT).

**Standard 6: Examination Room Procedures**

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| Students will be able to demonstrate examination room procedures, including obtaining vital signs and blood pressure, documenting physical exams and procedures, and providing procedure/treatment instructions to patients. | CCMA |

**Skills:**

1. Explain procedure to prepare exam room, including supplies and medical instruments, for minor surgeries or procedures (e.g., defining a sterile field, applying sterile gloves, identifying barrier protection, preparing sterile instruments for use).
2. Apply facility interviewing techniques to obtain concise and accurate reporting of relevant information from patients, (e.g., chief complaint, pain scale, review of symptoms, medications, allergies).
3. Assist with a pediatric exam.
4. Measure and record an infant’s height, weight, head, and chest circumference, plot growth chart.
5. Calculate Body Mass Index (BMI) for a pediatric patient.
6. Obtain a pediatric urine specimen.
7. Measure and record pediatric vital signs.
8. Review Vaccine Information Sheet (VIS) with parent/guardian.
9. Demonstrate understanding of pediatric vaccines and schedules.
10. Complete immunization record.
11. Assist with basic patient exams.
12. Measure and record vital signs.
13. Measure and record blood pressure manually.
14. Measure and record automated blood pressure.
15. Identify all pulse sites.
16. Perform a radial pulse.
17. Perform an apical pulse.
18. Perform body temperature using a variety of thermometers.
19. Perform respiratory rate.
20. Perform an oxygen saturation.
21. Perform a pain assessment.
22. Assist with a physical exam.
23. Measure and record height and weight.
24. Identify equipment used for specific exams.
25. Calculate Body Mass Index (BMI).
26. Prepare patients for various physical examinations.
27. Assist in positioning and draping patients.
28. Perform visual acuity testing.
29. Perform audiometry.
30. Assist with obstetric and gynecologic procedures.
31. Assist with urologic procedures.
32. Assist in patient discharge.

**Standard 7: Clinical Skills**

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| Students will demonstrate special procedures including electrocardiogram (EKG) and venipuncture and assist with patient screenings and wellness assessments.  | CCMAEKG |

**Skills:**

1. Perform specialty procedures.
2. Perform ear lavage.
3. Perform spirometry testing.
4. Describe the use of electrocardiography (EKG) equipment.
5. Identify the anatomy of the heart.
6. Trace the flow of blood throughout systemic and pulmonary circulations.
7. Identify the origin of electrical activity in the heart and follow its path.
8. Identify characteristics of a twelve lead EKG, three channel.
9. Demonstrate application of limb and chest electrodes.
10. Identify electrocardiogram (EKG) artifacts/troubleshoot machine failure.
11. Demonstrate application of Holter monitor.
12. Identify basic arrhythmias.
13. Perform Venipuncture procedures.
14. Demonstrate correct order of blood draw according to National Committee for Clinical Laboratory Standards (NCCLS) protocol.
15. Perform venipuncture by evacuated tube system.
16. Perform venipuncture by winged infusion system.
17. Explain venipuncture technique to collect blood sample.

**Standard 8: Patient Education, Nutrition, and Rehabilitation**

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| Students will be able to provide patient education, understand principles of nutrition, and provide instructions for use of rehabilitation devices. | CCMA |

**Skills:**

1. Provide patient education.
2. Instruct patients for diagnostic tests and/or follow-up tests.
3. Instruct the patient in self-breast exam.
4. Instruct the patient in testicular self-exam.
5. Instruct the patient in the use of medications.
6. Provide patient education for various diagnoses.
7. Educate patients in the use of durable medical equipment.
8. Demonstrate an understanding of the principles of nutrition.
9. Demonstrate an understanding of therapeutic diets.
10. Demonstrate an understanding of restrictive diets.
11. Demonstrate an understanding of the energy nutrients and their significance in a balanced diet.
12. Assist with patient rehabilitation and functional activities.
13. Demonstrate appropriate transfer technique.
14. Demonstrate proper use of a wheelchair.
15. Measure, fit ,and instruct the patient on ambulatory devices.
16. Demonstrate use of a walker.
17. Demonstrate use of crutches.
18. Demonstrate use of a cane.

**Standard 9: Surgical Preparation and Assisting**

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| Students will be able to demonstrate preparation for surgical procedures, including assembling required surgical equipment and supplies and demonstrating proper operating room conduct and asepsis. | CCMA |

**Skills:**

1. Perform surgical asepsis.
2. Demonstrate chemical disinfection of instruments according to current industry and OSHA standards.
3. Wrap instruments for sterilization in the autoclave.
4. Perform steam sterilization of instruments (autoclave).
5. Clean and maintain autoclave.
6. Operate ultrasonic cleaner.
7. Prepare and maintain a sterile field.
8. Demonstrate knowledge of chemical sterilization.
9. Prepare a 1:10 bleach and water solution.
10. Assist with minor surgical procedures.
11. Apply sterile gloves.
12. Apply sterile barrier protection.
13. Set up and cover a sterile field.
14. Open sterile packs of instruments and apply to sterile field.
15. Prepare skin for minor surgery.
16. Prepare exam room for minor surgery.
17. Assist the provider in the suturing of a laceration or incision repair.
18. Perform a sterile and non-sterile dressing procedure.
19. Perform suture removal.
20. Perform staple removal.
21. Apply sterile adhesive skin closure strips.
22. Assist the provider with incision and drainage procedure.
23. Assist in the monitoring and evaluation of recovering surgical patients.

**Standard 10: Laboratory Procedures and Skills**

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| Students will be able to explain specimen collection techniques, demonstrate laboratory procedures to prepare, process, and examine specimens, identify, and use common laboratory materials and equipment, and demonstrate proper use of PPE.  | CCMA |

**Skills:**

1. Compare and contrast laboratory panels and selected tests including Urinalysis, Hematology, Chemistry/Metabolic testing, and specialized testing (e.g., Mono, TB, Flu Vision, Audiometric, H-pylori, Allergy, Respiratory).
2. Differentiate between normal and abnormal diagnostic test results.
3. Identify sources of specimen contamination.
4. Obtain a blood specimen.
5. Obtain a urine specimen.
6. Obtain a stool specimen.
7. Obtain a sputum specimen.
8. Obtain sterile cultures (urine, throat, wound).
9. Perform basic stool testing.
10. Perform guaiac testing.
11. Obtain stool for parasitic testing.
12. Obtain specimen for pinworm testing.
13. Operate a compound microscope to perform laboratory tests.
14. Identify characteristics of a gram stain.
15. Identify characteristics of a wet slide and hanging drop slide preparation.
16. Observe urine sediment.
17. Perform urine testing.
18. Assess urinary volume, color, clarity, and odor.
19. Perform drug screening.
20. Perform a urinalysis chemical screen via reagent dipsticks.
21. Perform microscopic urinalysis.
22. Perform pregnancy screening.
23. Perform hematology procedures.
24. Obtain a capillary specimen.
25. Perform hemoglobin testing.
26. Perform micro-hematocrit testing.
27. Identify characteristics of an erythrocyte sedimentation rate.
28. Perform basic serology procedures.
29. Explain and demonstrate how to determine blood type using ABO/Rh system.
30. Perform a capillary blood glucose.
31. Perform cholesterol testing.
32. Perform hemoglobin (A1C) testing.
33. Perform basic immunology procedures.
34. Perform rapid strep test.
35. Perform pregnancy tests.
36. Perform mononucleosis tests.
37. Perform rapid antibody H-pylori testing.
38. Demonstrate specimen processing.
39. Accurately label specimen.
40. Perform specimen preservation.
41. Accurately complete laboratory requisition.
42. Operate a centrifuge.
43. Demonstrate principles of quality control.
44. Inspect expiration dates of supplies and reagent kits.
45. Perform quality control procedures.
46. Maintain records of quality control.

**Standard 11: Pharmacy and Pharmacology**

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| --- | --- |
| Students will be able to identify common pharmaceutical materials and drugs and demonstrate preparation, safe handling, and administration of medication. | CCMA |

**Skills:**

* + - 1. Understand the basic principles of pharmacology.
			2. Differentiate drug classifications.
			3. Explain the role of governing agencies (e.g., Drug Enforcement Administration (DEA), U.S. Food and Drug Administration (FDA), etc.).
			4. Use a drug reference.
			5. Understand principal actions of drugs.
			6. Prepare medications for administration.
			7. Reconstitute medication from a powder.
			8. Withdraw medication from a vial.
			9. Withdraw medication from an ampule.
			10. Calculate medication dosage.
			11. Identify the Six Right of Medication Administration.
			12. Identify the common routes of medication administration.
			13. Perform oral administration.
			14. Perform intramuscular administration.
			15. Perform intramuscular Z-track administration.
			16. Perform intradermal administration.
			17. Perform subcutaneous administration.
			18. Perform transdermal administration.
			19. Perform inhalation administration.
			20. Describe rectal administration.
			21. Perform administration of ophthalmic medications.
			22. Perform administration of optic medications.
			23. Educate patients regarding medication administration.
			24. List and describe the possible adverse effects of medication.
			25. Reinforce safety warnings and guidelines.
			26. Describe the basic elements of a prescription.
			27. Demonstrate comprehension of a medication order.
			28. Order medication from a pharmacy.
			29. Examine immunization resources, recordkeeping, Vaccine Information Sheet (VIS), Vaccine Adverse Event Reporting System, (VAERS) and vaccine storage.
			30. Manage inventory control procedures including restocking supplies, rotating stock, and checking expiration date.

**Standard 12: Human Body Systems, Growth, and Development**

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| --- | --- |
| Students will be able to identify and categorize the anatomy, physiology, and pathology of the major body systems (e.g., integumentary, musculoskeletal, digestive, cardiovascular, respiratory, urinary, reproductive, nervous, sensory, and endocrine) and understand the principles of human growth and development. | RMACCMA |

**Skills:**

1. Apply the medical terminology used in the major body systems.
2. Classify organs/components that form each of the ten body systems and research their functions.
3. Differentiate between normal and abnormal characteristics in the body system.
4. Categorize the physical, intellectual, and social-emotional stages of growth and development throughout the human lifespan.
5. Identify normal development patterns, milestones across the lifespan.
6. Identify structural units (cells, tissue, organ), anatomical divisions and body planes and quadrants.
7. Explain Maslow’s Hierarchy of Needs.
8. Demonstrate an understanding of common mental health disorders and treatments.

# Employability Standards

**Standard 14: Employability Skills**

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| Students will understand and demonstrate the roles of professional communication, critical thinking, problem solving, professionalism, teamwork, and collaboration within the context of Medical Assistant careers. |  |

**Skills:**

1. Demonstrate the impact of communication skills on the success of medical assistant’s career.
2. Evaluate the impact of poor communication by medical assistants on the safety of a medical organization.
3. Evaluate the impact of poor communication by medical assistants on a patient’s health outcomes.
4. Describe appropriate methods of communication for internal and external stakeholders.
5. Troubleshoot a care plan to find mistargeted or extraneous work that does not contribute to the patient’s health outcome.
6. Examine the role of the medical assistant in society, particularly in terms of its significance for employability and career opportunities.

# Entrepreneurship Standards

**Standard 15: Entrepreneurship**

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| --- | --- |
| Students will be able to explain various career pathways in the medical assisting field, describe opportunities for entrepreneurship and be able to evaluate the value proposition of business ownership in the medical assisting field. |  |

**Skills:**

1. Name the possible career pathways in the medical field.
2. Understand and identify the elements of a business plan (including initial equipment and staffing needs, a marketing/business development plan, and a basic revenue management strategy) for a startup company in the Ambulatory Health Care sector.
3. Describe the concept of professional networking and demonstrate personal introductions and an “elevator speech” appropriate for other medical assistants, doctors, health services managers and other potential business partners.
4. Evaluate the licensing, regulatory and tax implications of self-employment and business ownership as a medical assistant compared to W-2 employment.
5. Build a team-based project plan that results in a successful diagnosis and health outcome for a patient and that includes recruiting teammates and assigning roles for a project.

# Digital Literacy Standards

**Standard 16: Digital Literacy**

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| --- | --- |
| Students will be able to understand the role computer science, digital literacy, and social media play in society and the medical field. |  |

**Skills:**

1. Describe the use of online resources in licensing and professional development as a medical assistant.
2. Demonstrate the use of common scheduling, resource management, billing and/or customer relationship software systems.
3. Understand where to find online resources that offer authoritative content related to medical assistants and how to be a safe and ethical consumer and creator of digital content.
4. Apply strategies for using digital tools and technology to drive business and commerce.

# Sample Performance Tasks

**Standard 1: Health and Safety in a Medical Assisting Environment**

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| --- | --- |
| Students will apply health and safety standard precautions and infection control measures, management of medical instruments and equipment, use of personal protective equipment (PPE), workspace ergonomics, and personal safety practices. | OSHACCMA |

**Sample Performance Tasks:**

* Students will participate in and successfully complete a simulated orientation scenario.
* Students will complete an incident/variance report based on a mock injury.

**Standard 2: Healthcare Organizational Structures and Professionalism**

|  |  |
| --- | --- |
| Students will be able to understand healthcare organizational structures, credentialing, and professionalism, including the patient Bill of Rights and the Health Insurance Portability and Accountability Act (HIPAA). | CCMA |

**Sample Performance Tasks:**

* Students will create a flow chart depicting the organizational structure of healthcare.
* Students will identify situations in which they are obligated to report patient information per mandated reporting and compare and contrast the Patients’ Bill of Rights and HIPAA with mandated reporting protocol.

**Standard 3: Basic Life Support and First Aid**

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| --- | --- |
| Students will demonstrate cardiopulmonary resuscitation (CPR), perform standard first aid skills, and obtain Basic Life Support (BLS) for healthcare providers Certification. | CPR /BLSFirst AidCCMA |

**Sample Performance Tasks:**

* Students will demonstrate skills to obtain the BLS certification for healthcare providers.
* Students will demonstrate skills and knowledge to earn HeartSaver First Aid Certification.

**Standard 4: Communication and Patient Relations**

|  |  |
| --- | --- |
| Students will demonstrate effective client/patient communication skills, exhibiting professional communication, including oral, written, and electronic, with clients/patients, visitors, guests, and colleagues. | CCMA |

**Sample Performance Tasks:**

* Students will demonstrate the reporting out of patient information in both verbal and non-verbal format. Verbal format will be used in a role play situation and non-verbal by using progress notes.
* Students will demonstrate the reporting out of patient information in both verbal and non-verbal format. Verbal format will be used in a role play situation and non-verbal by using progress notes.
* Students will demonstrate the ability to adapt to patient needs and overcoming various barriers of communication by creating a project presentation based on various cultural healthcare beliefs and aligning them with the Patients’ Bill of Rights and HIPAA Laws.
* Students will role play triage situations using mock telephones, as well as face-to-face conversation.

**Standard 5: Office Management and Administrative Tasks**

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| --- | --- |
| Students will be able to intake and discharge patients, schedule appointments, maintain electronic medical records, utilize business management software to code procedures and diagnostics for billing and insurance purposes. | CCMA |

**Sample Performance Tasks:**

* Students will utilize a student learning computer program to demonstrate the ability to create and maintain an appointment matrix, as well as register and check out patients.
* Students will deliver incoming correspondence and results to the appropriate recipients.
* Students will participate in a clinical scenario which includes the selection of correct billing codes.
* Students will utilize a case study to demonstrate proficiency in accurately maintaining electronic medical records, documentation, and in processing electronic prescriptions.

**Standard 6: Examination Room Procedures**

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| Students will be able to demonstrate examination room procedures, including obtaining vital signs and blood pressure, documenting physical exams and procedures, and providing procedure/treatment instructions to patients. | CCMA |

**Sample Performance Tasks:**

* Students will obtain and document infant height, weight, head and chest circumference, vital signs, and BMI and plot on a growth chart.
* Students will obtain and document vital signs, height and weight, BMI, visual acuity, and audiometry results.

**Standard 7: Clinical Skills**

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| --- | --- |
| Students will demonstrate special procedures including electrocardiogram (EKG) and venipuncture, assist with patient screenings and wellness assessments.  | CCMA EKG |

**Sample Performance Tasks:**

* Students will demonstrate an understanding of the anatomy of the heart by drawing a diagram to depict the flow of blood through the heart.
* Students will perform an electrocardiogram (EKG) and troubleshoot, as necessary.
* Students will perform a phlebotomy procedure in a simulated laboratory environment.
* Students will transfer a patient from the exam table to a wheelchair.
* Students will measure the patient for an assistive device and instruct on its correct use.
* Students will obtain and educate patients on a treatment specific diet.

**Standard 8: Patient Education, Nutrition, and Rehabilitation**

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| --- | --- |
| Students will be able to provide patient education, understand principles of nutrition, and provide rehabilitation activities. | CCMA |

**Sample Performance Tasks:**

* Students will educate patients on the performance of a breast self-exam.
* Students will obtain and educate patients on a treatment specific diet.
* Students will measure the patient for an assistive device and instruct on its correct use.

**Standard 9: Surgical Preparation and Assisting**

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| --- | --- |
|  Students will be able to demonstrate preparation for surgical procedures, including assembling required surgical equipment and supplies and demonstrating proper operating room conduct and asepsis. | CCMA |

**Sample Performance Tasks:**

* Students will participate in a clinical scenario in which they must perform the appropriate isolation technique.
* Students will demonstrate preparation of a sterile field.
* Students will prepare a sterile field and assist with a mock incision and drainage procedure.

**Standard 10: Laboratory Procedures and Skills**

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| --- | --- |
| Students will be able to explain specimen collection techniques, demonstrate laboratory procedures to prepare, process, and examine specimens, identify, and use common laboratory materials and equipment, and demonstrate proper use of PPE.  | CCMA |

**Sample Performance Tasks:**

* Students will obtain collection of a laboratory specimen per laboratory requisition.
* Students will perform guaiac testing on a simulated stool specimen.
* Students will prepare a urine specimen for microscopic exam.
* Students will perform physical and chemical urinalysis and document results.
* Students will perform a hemoglobin procedure and document the results.
* Students will perform the ABO/Rh test to determine the blood type.
* Students will perform a rapid strep test and document results.
* Students will demonstrate how to prepare a specimen for processing.
* Students will perform and document quality control testing.

**Standard 11: Pharmacy and Pharmacology**

|  |  |
| --- | --- |
| Students will be able to identify common pharmaceutical materials and drugs and demonstrate preparation, safe handling, and administration of medication. | CCMA |

**Sample Performance Tasks:**

* Students will reconstitute medication and calculate proper dosage from a physician’s order using the proper formula.
* Students will perform an intramuscular injection using a simulator.
* Students will demonstrate knowledge of patient education by communicating possible side effects of medication.
* Students will label all parts of a prescription.
* Students will research medication using a drug reference.

**Standard 12: Human Body Systems, Growth, and Development**

|  |  |
| --- | --- |
| Students will be able to identify and categorize the anatomy, physiology, and pathology of the major body systems (e.g., integumentary, musculoskeletal, digestive, cardiovascular, respiratory, urinary, reproductive, nervous, sensory, and endocrine) and understand the principles of human growth and development. | CCMA |

**Sample Performance Tasks:**

* Students will create patient education pamphlets for mental health disorders.
* Demonstrate an understanding of physical, intellectual, and social-emotional development throughout the lifespan.
* Students will create a poster to demonstrate an understanding of Maslow’s Hierarchy of Needs.

# Credential References

**OSHA** – Occupational Safety and Health Administration

[Training Requirements in OSHA Standards](https://www.osha.gov/sites/default/files/publications/osha2254.pdf)

National Cardiopulmonary Resuscitation (CPR) and First Aid Certification

[Heartsaver® First Aid Training | American Heart Association CPR & First Aid](https://cpr.heart.org/en/cpr-courses-and-kits/heartsaver/heartsaver-first-aid-training)

**Basic Life Support Certification** [BLS Certification in Massachusetts - American Red Cross](https://www.redcross.org/local/massachusetts/take-a-class/bls)

**Electrocardiogram (EKG) Certification** – Certification or license is not required in Massachusetts; however, medical institutions do recognize standards set by the National Workforce Career Association (NWCA) and the National Health Career Association (NHA).

**Certified Clinical Medical Assistant (CCMA) –** This framework is aligned to competencies outlined by the American Association of Medical Assistants (AAMA) recognized nationally, [AAMA Official Site - American Association of Medical Assistants](https://www.aama-ntl.org/).

**Registered Medical Assistant (RMA) –** This framework is aligned to competencies outlined by American Medical Technologists (AMT) recognized nationally, [[AMT Official Site - American Medical Technologists](https://www.aama-ntl.org/).](https://americanmedtech.org/medical-assistant) The credential requires 720 hours of instruction, including 160 hours of clinical internship.