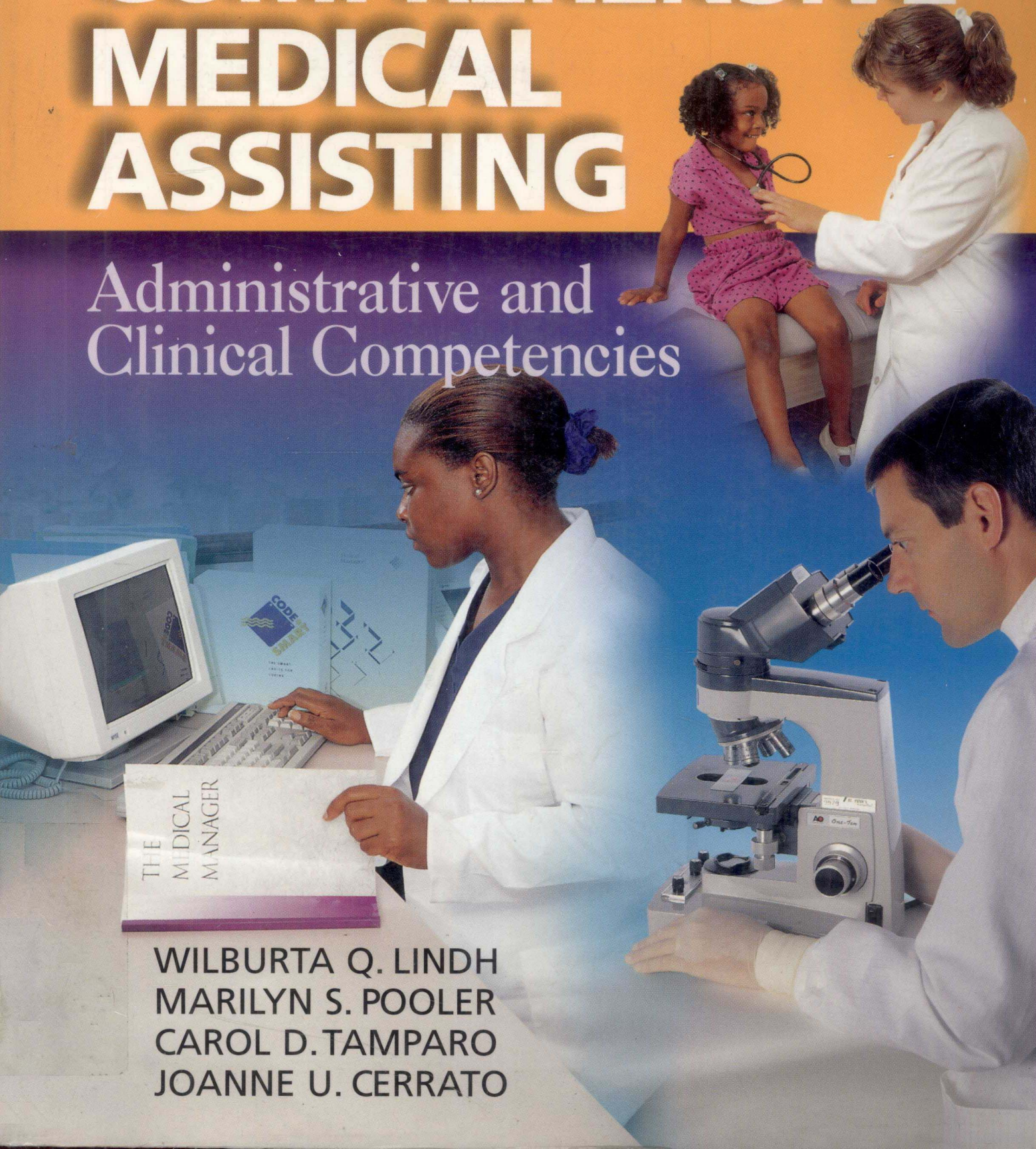


WORKBOOK to Accompany

Delmar's

COMPREHENSIVE MEDICAL ASSISTING

Administrative and
Clinical Competencies



WILBURTA Q. LINDH
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Student Workbook to Accompany

Delmar's Comprehensive Medical Assisting Administrative and Clinical Competencies

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To the Learner

This workbook is designed to accompany *Delmar's Comprehensive Medical Assisting: Administrative and Clinical Competencies*. Using the textbook, study guide software, videos, CD-ROM and this workbook will provide you with the most creative and dynamic learning system available. This complete learning package will help reinforce all the essential competencies you will need to enter the field of medical assisting and become a highly skilled professional in today's multiskilled health care environment. In addition the workbook will challenge you to apply basic skills, use critical thinking abilities, and integrate your knowledge effectively.

WORKBOOK ORGANIZATION

Workbook chapters are divided into the following sections: Vocabulary Builder, Learning Review, Investigation Activity, Case Study, Skills Competency Assessments, and Evaluations of Chapter Knowledge.

Vocabulary Builder

Includes exercises designed to put vocabulary into situational or applied contexts and/or to build spelling skills. Exercises range from word scrambles, crossword puzzles, and word searches to matching and fill in the blank. Very often, vocabulary builder exercises will utilize simulation characters to create applied scenarios that put the key term in a situational workplace context that makes the meaning real and requires you to truly understand the term in usage—going beyond just supplying rote definitions.

Learning Review

These exercises cover the basic chapter content, reinforcing and applying your understanding of chapter content. Simulation characters are often used here to bring the information and place it in a working context for you to consider.

Investigation Activity

These activities take the you beyond the classroom walls. The activities include games, role-playing, research activities, self-tests that probe your response to issues related to chapter content (such as reactions to bioethical issues in chapter 10) or ability of certain skills (such as the "how observant are you self-test in chapter 32: Introduction to the Medical Laboratory), therapeutic

communication building exercises, (such as the nonverbal skills exercise in chapter 6; the family medical history genogram exercise in chapter 22; the living will form in chapter 10, etc.). These exercises help you develop a set of personal and professional viewpoints and ethical values that will help you build a successful career as a medical assistant, recognize health and medical issues faced by patients and in the community.

Case Study

These use simulation characters to apply chapter knowledge in a situational context requiring you to exhibit the proper clinical or administrative knowledge necessary to handle the situation and/or to examine the role of the medical assistant in a variety of situations and contexts.

In general, the workbook has been conceived to give you a creative and interpretive forum to apply your knowledge learned, not simply to repeat it to answer workbook questions. Realistic simulations appear throughout the workbook referencing characters referred to in the textbook, software, CD-ROM and videos. This gives the material a "real world" feel that comes as close as possible to your future experiences in an ambulatory setting. Clinical principles, such as those of infection control, are repeatedly reinforced through simulation exercises that require the ability to use your knowledge effectively and readily.

CHECKLIST SHEETS

By enrolling in a medical assisting program, you have chosen a special goal for yourself. Each step you master takes you closer to your ultimate goal. Remember that the longest journey begins with a single step, the steps you take are the lessons you study and the skills you practice!

This workbook provides two types of worksheets: Evaluation of Chapter Knowledge sheets and Skills Competency Assessment Checklists sheets. These sheets are designed to correlate with specific information and procedures discussed in *Delmar's Comprehensive Medical Assisting: Administrative and Clinical Competencies* textbook.

The Evaluation of Chapter Knowledge sheets are incorporated at the end of each chapter to review theoretical understanding and define competency, while at the same time incorporating essential interpersonal communication and professional skills. The evaluation and grading of these sheets can be done by self-evaluation, by another individual, or by instructor, and are based on a good, average, or poor checklist. If you perform poorly, the instructor may require re-evaluation at a future time.

The Skills Competency Assessment Checklist sheets are designed to set criteria or standards that should be observed while a specific procedure is being performed. They follow the same procedural steps as listed in the textbook. As you perform each procedure, the Evaluation Section of this sheet can be used to judge your performance. The instructor will use this sheet to evaluate your competency in performing this skill. A Skill Tracking sheet is also provided for you on page ix to use as an overview for all competency assessment checklists included in the workbook. This tracking sheet can serve as a table of contents for all checklists, as well as a guide to easily view your performance on the assessment checklists.

The format of the Skills Competency Assessment Checklist sheet is designed to provide specific conditions, standards, skill steps, and evaluation and documentation sections for essential skills necessary for an entry level medical assistant. The Competency Assessment Checklist sheet is organized as follows:

Conditions

These provide clues defining how and when to perform a task. Conditions should be stated in actual terms used in current medical practice. For example, when performing venipuncture, the tourniquet must be removed before removing the needle from the patient's vein.

Standards

Time and accuracy are very good measures of execution and performance. Where appropriate, the time standard pertains to how much time you will be allowed to complete a set of tasks. Accuracy entails how many times the task must be performed and the degree of correctness with which the task must be executed based on the conditions given for each skill. For some laboratory procedures, the exact time required for you to complete the procedure competently will vary according to your preparation and skill, the instructor's requirements, and the equipment and supplies available in the laboratory.

Skill Step Checklist

There are three columns provided for each step of a procedure. The first column includes a check-box to indicate whether the task step was performed accurately, the second column indicates the point values assigned to each specific task, and the third column defines the specific task. A score for each procedure can easily be determined by dividing the total points earned by the total points possible and multiplying the results by 100). For example, if you earn 110 points out of 125 points possible, your score for that procedure would be:

$$110 \div 125 = .88 \quad .88 \times 100 = 88\%$$

Evaluation Summary

This summary includes the actual time you need to complete the specific procedure and will be graded by your evaluator based on your performance of procedural steps and whether standards were met. Your instructor may also provide suggestions for improving your skills which can also be noted in this section.

Documentation

Charting is an extremely valuable part of performing any medical procedure. This section will assist with hands-on charting exercises based on actual procedures performed. Including charting as a part of every Skill Competency Assessment will help you associate performing a procedure, then immediately charting it—which closely simulates the actual workplace environment.

GENERAL STUDY TIPS

Here are some tips to help you learn more effectively:

- Feel certain that each procedure and concept you master is an important step toward preparing your skills and knowledge for the workplace. The textbook, study guide software, student workbook, and instructor materials have all been coordinated to meet the core objectives. Review the textbook Objectives before you begin to study; they are a road map that will take you to your goal.
- Remember that you are the learner, so you can take credit for your success. The instructor is an important guide on this journey, and the text, workbook, software and clinical experiences are tools, but whether or not you use the tools wisely is ultimately up to you.
- Evaluate yourself and your study habits. Take positive steps toward improving yourself, and avoid habits that could limit your success. For example, do you let family responsibilities or social opportunities interfere with your study? If so, sit down with your family and plan a schedule for study that they will support and to which you will adhere. Find a special place to study that is free from distraction.

Because regulations vary from state to state regarding which procedures can be performed by a medical assistant, it will be important to check specific regulations in your state. A medical assistant should never perform any procedure without being aware of legal responsibilities, correct procedure, and proper authorization.

Enjoy your career in medical assisting!

SKILLS COMPETENCY ASSESSMENT TRACKING SHEET

Procededure No. and Title	Workbook Page No.	Date Assessment Completed & Competency Achieved			
		School Program Date/Initials	Externship Site 1 Date/Initials	Externship Site 2 Date/Initials	Externship Site 3 Date/Initials
<i>EXAMPLE:</i>					
21-1 Medical Asepsis Handwash	###	2/23/97 MP	3/15/97 BG	4/20/97	
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SKILLS COMPETENCY ASSESSMENT TRACKING SHEET (cont'd)

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		School Program Date/Initials	Externship Site 1 Date/Initials	Externship Site 2 Date/Initials	Externship Site 3 Date/Initials
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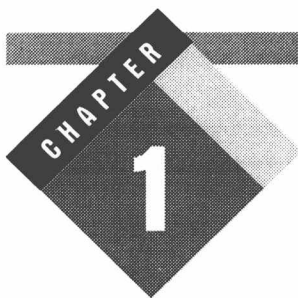
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Medical Assisting as a Profession

PERFORMANCE OBJECTIVES

The medical assistant is a member of a highly skilled team of health care providers, working on a daily basis with physicians, nurses, allied health care professionals, and patients. It is important to display the professionalism that the medical assisting profession requires. Students entering a program of medical assisting education can use this workbook chapter to consider the scope of the medical assistant's duties and strive to cultivate the qualities of a professional medical assistant.

EXERCISES AND ACTIVITIES

Vocabulary Builder

Replace the **highlighted** words in the following paragraph with the proper key vocabulary terms from the list below.

accredits	compliance	integrate
ambulatory care settings	credential	licensed
attributes	disposition	licensure
baccalaureate	empathy	litigious
certify	facilitates	practicums
competency	improvising	versatile

The medical assistant is a **multiskilled** ____ health care professional who performs many clinical and administrative duties in physicians' offices and **outpatient facilities** _____. In today's **lawsuit-prone** _____ society, health care consumers are demanding educated, skilled health care professionals. The American Association of Medical Assistants is a national organization that **recognizes qualifying standards for** _____ medical assisting education programs and

practical applications of theory _____; provides national **proficiency** _____ exams that **guarantee** _____ the skills of medical assistants at entry job level, earning them the **official credit** _____ of CMA; and encourages continuing education. Medical assistants are educated at community, junior and technical colleges, and proprietary schools in programs that are in **agreement** _____ with essential guidelines and standards, and they sometimes earn **4-year undergraduate** _____ college degrees. The medical assistant must **combine** _____ several **characteristics** _____ that will enhance a professional appearance and attitude. Several of these include a warm and friendly **temperament** _____ that **allows for easy** _____ communication, **an insight into another's feelings or emotions** _____, and a talent for **performing without previous preparation** _____ good solutions to unexpected situations. Medical assistants work with **legally authorized to practice** _____ medical and nursing professionals, who have gone through a process of **granting of licenses to practice** _____.

Learning Review

1. Name the nine personal attributes of a professional medical assistant. Then, for each attribute, write a sentence that describes how possessing it contributes to better patient care and good relationships with co-workers and employers.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

2. Name four reasons why the medical assisting profession has grown to require more formal, skilled education and credentialing for medical assistants.

(1) _____

(2) _____

(3) _____

(4) _____

3. To show both health care consumers and other health care professionals that medical assistants are properly educated to handle a wide range of clinical procedures, the AAMA, starting with the June 1998 national certification exam, requires that only graduates of CAAHEP-accredited medical assisting programs are eligible to take the exam. Name the three anticipated benefits of this new requirement.

(1) _____

(2) _____

(3) _____

4. Circle the two correct responses. Medical assistants must recertify their credential every five years. The two ways to recertify for the CMA credential are
- A. Accumulate approved continuing education hours.
 - B. Obtain a good recommendation from a physician employer.
 - C. Become licensed.
 - D. Retake the certification examination.