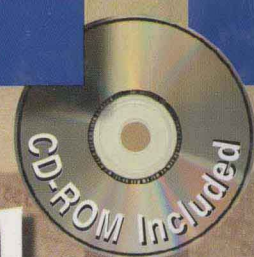


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Clinical Procedures

for Medical Assisting

**A Patient-Centered
Approach**

**Includes 1997
AAMA Areas of
Competence**

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Ramutkowski* ■

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A Patient-Centered Approach

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Clinical Procedures for Medical Assisting: A Patient-Centered Approach to Administrative and Clinical Competencies

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Preface

Clinical Procedures for Medical Assisting: A Patient-Centered Approach is a complete clinical textbook for the medical assisting student at the postsecondary level. It acquaints the student with all the clinical knowledge, skills, and duties expected of a medical assistant, from the general to the specific. The book speaks directly to the student, and chapter introductions and conclusions are written to engage the student's attention and to build a sense of positive anticipation about joining the medical assisting profession.

When referring to patients in the third person, we have alternated between passages that describe a male patient and passages that describe a female patient. Thus, the patient will be referred to as “he” half the time and as “she” half the time. The same convention is used to refer to the physician. The medical assistant is consistently addressed as “you.”

Patient-Centered Approach

Throughout the book we have taken a patient-centered approach. Wherever tasks involving interaction with patients are described, the focus is on the patient's needs and on the role of the medical assistant in making the patient an active participant in her own care. Several chapters are primarily or exclusively devoted to interaction with patients—such as Chapter 6, on interviewing the patient.

There is a particular focus on patient education. It is always desirable for patients to be as knowledgeable as possible about their condition. Patients who do not understand what is expected of them may be confused, frightened, angry, and uncooperative; educated patients are better able to understand why compliance is important. Throughout the book, elements that focus on patient education carry this symbol:



We have also made a consistent effort to discuss patients with special needs. Half the chapters in the book contain *special sections of text devoted to the particular concerns of certain patient groups*. These groups include the following:

- **Pregnant women.** Pregnancy has profound effects on every aspect of health, all of which must be taken into account when working with pregnant patients. Where appropriate, we have dealt with special concerns for pregnant patients, such as positioning for an examination, changes in diet, and taking care to avoid harming the fetus with drugs or procedures that would ordinarily pose little or no risk to the patient. Chapter 7, on the general physical examination, includes a separate procedure on meeting the needs of the pregnant patient during an examination.

- **Elderly patients.** Special care is often required with elderly patients. The body undergoes many changes with age, and patients may have difficulty adjusting to their changing physical needs. Several chapters deal with the special needs of elderly patients, such as Chapter 8, which includes an “Educating the Patient” feature on preventing falls in the elderly.
- **Children.** The special needs of children are complex, because not only their bodies but their minds and social situations are very different from those of adults. Dealing with children usually means dealing with their parents as well, and medical assistants must hone their communication skills to meet the needs of both patient and parent when working with children. One chapter that focuses on children is Chapter 9, which discusses the medical specialty of pediatrics.
- **Patients with disabilities.** Many different diseases and disabilities require extra effort or consideration on the part of the medical assistant. Patients in wheelchairs and patients with diabetes, hemophilia, or visual or hearing impairments all require specific accommodations. One chapter that deals with such patients is Chapter 4, which includes a text section on the Americans With Disabilities Act and a procedure for making the examination room safe for patients with visual impairments.
- **Patients from other cultures.** Communicating with patients from other cultures, especially when language barriers are involved, poses a special challenge for the medical assistant. In addition, patients from other cultures may have attitudes about medicine or about social interaction that differ sharply from those of the medical assistant's culture. Chapter 7 includes a text section and a procedure about communicating with patients from other cultures and meeting their needs for privacy during an examination.

Because safety is a primary concern for both the patient and the medical assistant, we have emphasized this aspect of the work. Every procedure includes appropriate icons, discussed in Chapter 1, for safety precautions required by the Occupational Safety and Health Administration (OSHA) guidelines. These icons for the OSHA guidelines appear in order of use within each procedure. If hand washing is necessary more than once, the hand washing icon appears twice. If biohazardous waste is generated during the procedure, the biohazardous waste container icon will appear, and so on.

Areas of Competence

A key feature of the book that will enhance its usefulness to both students and instructors is its reference to the areas of competence defined in the 1997 AAMA Role Delineation Study. The study, which replaces the 1990

DACUM (Developing A Curriculum) analysis, provides a comprehensive list of duties and skills required of medical assistants in their work. The Committee on Accreditation of Allied Health Education Personnel (CAAHEP) requires that all medical assistants be proficient in the 67 entry-level areas of competence when they begin medical assisting work. The opening page of each chapter provides a list of the areas of competence the chapter covers, and the complete Medical Assistant Role Delineation Chart is provided as an appendix. (A correlation chart also appears in the *Instructor's Resource Binder*.) The chapter-by-chapter listing of areas of competence allows instructors to identify skills that have been covered in the course and helps students find the chapters that cover specific skills and duties.

We have been careful to ensure that the text provides ample coverage of topics used to construct the AMT Registered Medical Assistant (RMA) Exam. A correlation chart appears in the *Instructor's Resource Binder*.

Organization of Text

Clinical Procedures for Medical Assisting: A Patient-Centered Approach is divided into five sections, each of which relates to a broad topic or area of skills. Each section is set apart, and the general areas of competence covered are included with the list of chapters in the section. The ordering of sections, and of chapters within each section, allows the student and the instructor to build a knowledge base starting with the fundamentals and working toward an understanding of highly specialized tasks.

Section 1 begins with a grounding in principles of asepsis, a concept that is crucial to all clinical procedures, before delving into the details of infection control and blood-borne pathogens. Section 2 leads the student through the basics of anatomy and physiology and into the details of the general examination; Section 3 builds on that knowledge as it explores highly specialized physical examinations. Section 4 explores the technical details of laboratory testing, and Section 5 involves the most complex and challenging aspects of clinical medical assisting, including drug administration, electrocardiography, and radiology.

Each chapter opens with a page of material that includes a chapter outline, a list of objectives (skills or knowledge for the student to achieve), a list of key terms, and a list of areas of competence covered in the chapter. The main text of each chapter is organized into topics that move from the general to the specific. Color photographs, anatomical and technical drawings, tables, charts, and in-text features help educate the student about various clinical aspects of medical assisting. The in-text features, set off in boxes within the text, include the following.

- Procedures give step-by-step instructions on how to perform specific clinical tasks a medical assistant might be required to perform.

- “Tips for the Office” features provide guidelines on keeping the medical office running smoothly.
- “Educating the Patient” features focus on ways to instruct patients about how to care for themselves outside the medical office.
- “Diseases and Disorders” features give detailed information on specific medical conditions—how to recognize, prevent, and treat them.
- “Caution: Handle With Care” features cover precautions to be taken in certain situations or when performing certain tasks.
- “Multiskill Focus” features discuss various specialized medical professions or duties that represent useful additional skills for medical assistants.

Each chapter closes with a summary of the chapter material, focusing on the role of the medical assistant. The summary is followed by end-of-chapter pedagogy, consisting of three types of questions: discussion questions, which involve students in an exploration of issues raised by the chapter material; critical thinking questions, which apply the chapter material to specific, case study-like situations; and application activities, which allow students to practice specific skills in the classroom. End-of-chapter pedagogy is followed by Further Readings—a list of books and articles containing additional information about the subjects presented in the chapter. The instructor may use these further readings to enhance lessons, or the student may use them as references to supplement the text.

The book also includes a glossary and several appendixes for use as reference tools. The Glossary lists all the words presented as key terms in each chapter, along with their definitions, and several other terms the student should know. The appendixes include the Medical Assistant Role Delineation Chart and prefixes and suffixes, Latin and Greek terms, abbreviations, and symbols used in medical terminology.

Ancillaries

The *Student Workbook* provides an opportunity for the student to review the material and skills presented in the textbook. On a chapter-by-chapter basis, it provides:

- Vocabulary review exercises, which test knowledge of key terms in the chapter.
- Content review exercises, which test the student's knowledge of key concepts in the chapter.
- Critical thinking exercises, which test the student's understanding of key concepts in the chapter.
- Application exercises, which test mastery of specific skills.
- Case studies, which apply the chapter material to real-life situations or problems.

- Competency checklists for the procedures in the chapter.

The *Instructor's Resource Binder* provides the instructor with materials to help organize lessons and classroom interactions. It includes:

- A complete lesson plan for each chapter, including an introduction to the lesson, teaching strategies, alternative teaching strategies, case studies, transparency teaching notes, assessment, chapter close, resources, and an answer key to the student textbook.
- Procedure competency checklists, reproduced from the *Student Workbook*.
- An answer key to the *Student Workbook*.
- Charts that show where in the student textbook, the *Student Workbook*, and the *Instructor's Resource Binder*, material is presented that correlates with the 1997 AAMA Role Delineation Study Areas of Competence, the 1990 DACUM Competencies, the SCANS Competencies, the National Health Care Skill Standards, and the AMT Registered Medical Assistant (RMA) Certification Exam Topics.
- Fifty transparencies that reproduce art with captions from the student textbook.

Computer software, including the Glencoe Student Assessment System, the Instructor's Presentation System, and the WCBrown/McGraw-Hill *Dynamic Human* CD-ROM, is also available.

Together, the Student Edition, the *Student Workbook*, and the *Instructor's Resource Binder* form a complete teaching and learning package. *Clinical Procedures for Medical Assisting* will prepare students to enter the medical assisting field with all the knowledge and skills needed to be a useful resource to patients, a valued asset to employers, and a credit to the medical assisting profession.

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**Every area of the text was reviewed by practitioners and educators in the field.
Their insights helped shape the direction of the book.**

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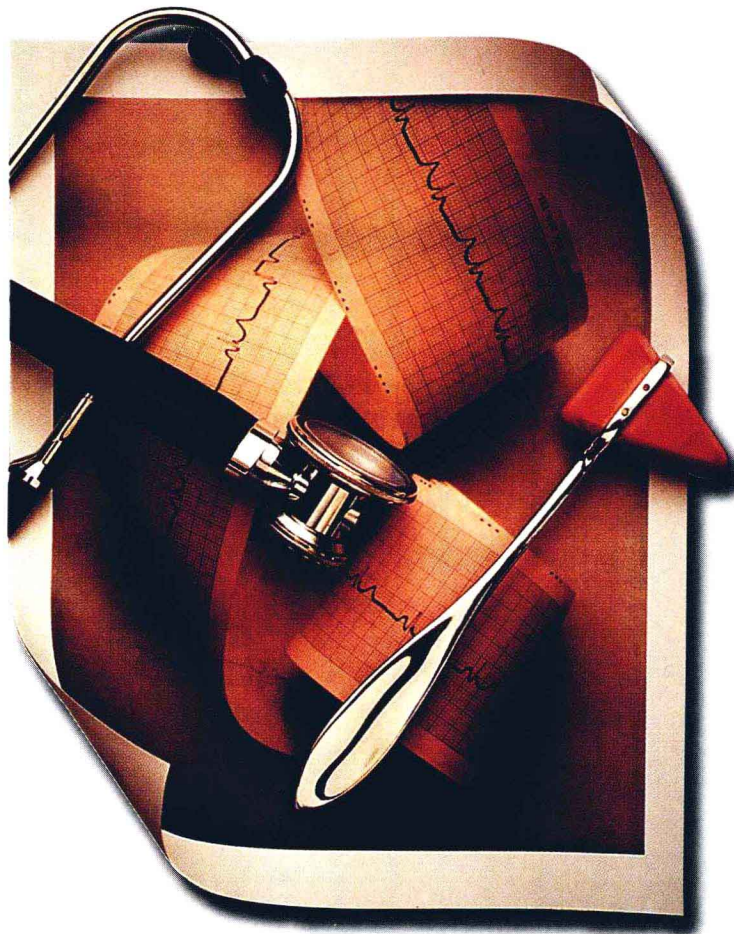
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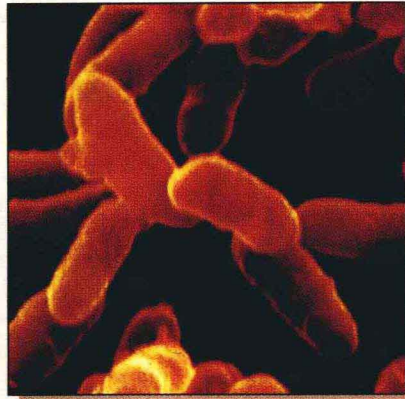
Clinical Procedures

for Medical Assisting

**A Patient-Centered
Approach**



Clinical Medical Assisting



"One of the most important things you must remember when assisting with patients is to put yourself in the patient's place. How would you feel if you were told to do something you didn't know how to do? Wouldn't you want to know ahead of time what will be expected of you?"

"As a medical assistant, it is your job to anticipate the physician's every need during a physical exam. Compare the process with that of surgery, where the doctor is handed an instrument even before he asks for it. You should try to make as smooth a transition as possible from one step to the next; everyone benefits."

**Diane Morlock,
Medical Assisting Instructor
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Toledo, Ohio**

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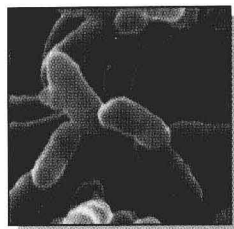
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