

Course Outline

Health Science and Medical Technology

REVISED: July/2021

Job Title

Medical Records Specialist

76-15-60

Career Pathway:

Healthcare Administrative Services

**Medical Office Administration/2:
Front Office Assistant**

Credits: 5

Hours: 90

Industry Sector:

Health Science and Medical Technology

Course Description:

This competency-based course is the second in a sequence of five designed for Medical Office Administration. Instruction includes an introduction and safety, the career of a medical office assistant, healthcare law and ethics, communications, appointment scheduling, patient reception and registration, management of healthcare information, overview of billing and coding, financial management, healthcare software, and employability skills review. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

O*NET-SOC CODE:

29-2072.00

CBEDS Title:

Intro to Health Information & Records Systems

Prerequisites:

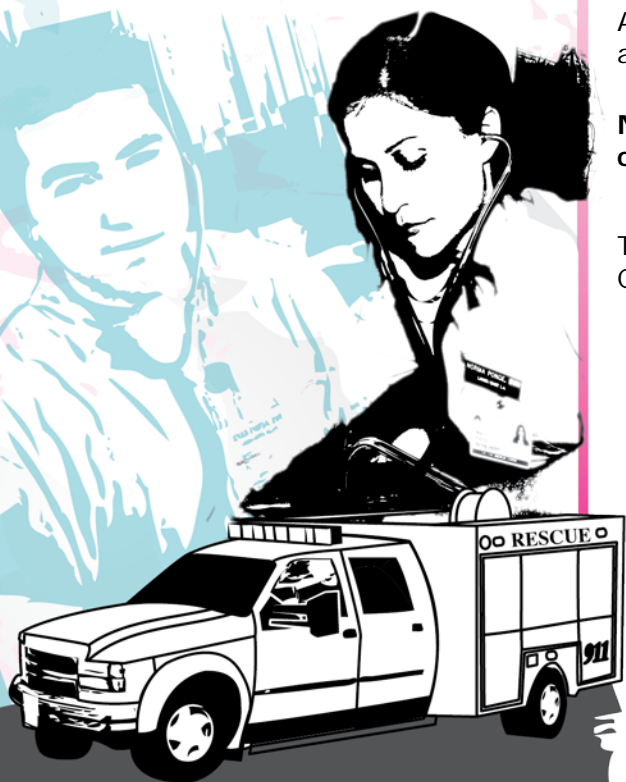
Enrollment requires successful completion of the Medical Office Administration Tech/1: Medical Terminology (76-15-50) course and keyboarding speed and accuracy as required by the industry.

CBEDS No.:

4263

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-12

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 14
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 14-15
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to MARGARET ALVAREZ, ELENA COBIAN, KATHRYN DORSEY, SHERYL KINNE, VIRGINIA PADILLA, and AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

C. Health Care Administrative Services Pathway

Health care administrative workers include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialists, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems simply could not function.

Sample occupations associated with this pathway:

- ◆ Clinical Data Specialist
- ◆ Ethicist
- ◆ Medical Illustrator
- ◆ Health Care Administrator

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
- C3.0 Understand the overarching concepts of economic and financial management systems, system and information management, and the latest innovations in health care as they affect health care delivery
- C4.0 Know the role and relationship of public policies and community engagement on the health care delivery system.
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
- C6.0 Understand the dynamics of human relations, self-management, organizational, and professional leadership skills necessary within the health care administrative system.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
- C8.0 Understand the resources, routes and flow of information within the health care system and participate in the design and implementation of effective systems or processes.
- C9.0 Use an electronic health care patient information system to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine.
- C10.0 Understand common file formats for document and medical imaging, digitizing paper records, and storing medical images.
- C11.0 Know how to schedule and manage appointments for providers.
- C12.0 Understand how to use health information effectively.
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
- C14.0 Understand how to transfer information to third-parties.
- C15.0 Code health information and bill payers using industry standard methods of classification of diseases, current procedural terminology, and common health care procedure coding system.
- C16.0 Use a systematic method of continual process improvement.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Medical Office Administration/2: Front Office Assistant Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 4. Review the different occupations in the Health Science and Medical Technology Industry Sector that have an impact on the health industry. 5. Review the opportunities available for promoting gender equity, cultural sensitivity and the representation of non-traditional populations in the healthcare field. 6. Review local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Health Science and Medical Technology industry sector. 7. Review resource and time management and its importance to the successful operation of an organization. 8. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing the healthcare field. 9. Review the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices. 10. Review classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 11. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employers’ obligations as they apply to safety c. role of the Division of Workers’ Compensation (DWC) d. adherence to Universal Precautions 12. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.5 Health and Safety: 6.1, 6.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: C1.1, C1.5, C2.4, C4.2, C5.1, C5.2, C5.3, C6.3, C7.1, C14.2, C16.1</p>
<p>B. THE CAREER OF A MEDICAL OFFICE ASSISTANT</p> <p>Understand, apply, and evaluate the basic principles of employment opportunities for a medical office assistant.</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to the career of a medical office assistant. 2. Identify various titles for office positions usually filled by a medical office assistant and list the places of possible employment. 3. Describe the typical job duties of a medical office assistant. 4. Explain the desired personal qualities of a medical office assistant. 5. Demonstrate appropriate professional appearance for a medical office assistant. 	<p>Career Ready Practice: 1, 5, 6, 8, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Career Planning and Management: 3.2, 3.4, 3.5, 3.6, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 6. Identify employer qualifications/expectations in the industry. 7. Demonstrate competency in working with diverse cultures and communities. 8. Identify employment information (e.g., earnings, employment trends, and job forecasts) as it relates to the medical office assistant. 9. Name professional organizations and related certifications for a medical office assistant. 10. Pass an assessment of terms related to the career of the medical office assistant. 	<p>Problem Solving and Critical Thinking: 5.2, 5.4, 5.5, 5.6</p> <p>Responsibility and Flexibility: 7.1, 7.4, 7.6</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.1, C1.5, C2.4, C5.1</p>
<p>C. HEALTHCARE LAW AND ETHICS</p> <p>Understand, apply, and evaluate the ethical and legal policies and procedures governing a healthcare office environment.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Describe and apply terminology specific to healthcare law and ethics. 2. Explain the essentials of laws that apply to the provider–patient relationship (HIPAA, HITECH, and ACA). 3. Explain confidentiality and the rules governing Protected Health Information (PHI). 4. Describe medical malpractice and negligence. 5. Explain the concept of risk management. 6. Identify requirements for reporting injury, disease, and medical incidents. 7. Explain advance healthcare directives. 8. Discuss the purpose of the Hippocratic Oath and other medical oaths. 9. Discuss common ethical issues in health care and its impact. 10. Describe appropriate responses to ethical dilemmas. 11. Pass an assessment on the ethical and legal responsibilities of a medical office assistant. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 11, 12</p> <p>CTE Anchor: Ethics and Legal Responsibilities: 8.2, 8.4</p> <p>CTE Pathway: C4.2, C4.4, C6.3, C6.5, C7.1, C7.2, C14.2</p>
<p>D. COMMUNICATIONS</p> <p>Understand, apply, and evaluate the policies and procedures used in professional medical communication.</p>	<ol style="list-style-type: none"> 1. Describe the fundamentals of communication. 2. Recognize and interpret written and verbal instructions. 3. Apply terminology specific to communications in the medical office. 4. Identify effective and ineffective communication techniques. 5. Identify professional communication to include conflict resolution and de-escalation with patients, coworkers and employers. 6. Identify confidentiality issues related to patient communication. 7. Describe telephone equipment and services. 8. Demonstrate professional and proper telephone communication skills. 9. Demonstrate elements of written and electronic communication such as accurate spelling, grammar, proofreading, and formatting. 10. Describe mail processing in the office. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 11</p> <p>CTE Anchor: Communications: 2.4, 2.5, 2.6</p> <p>Technology: 4.3, 4.6</p> <p>Problem Solving and Critical Thinking: 5.6</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ol style="list-style-type: none"> 11. Identify electronic communication etiquette and follow guidelines in sending secured emails outside the network. 12. Demonstrate use of medical practice management software/EHRs to assist with patient communication. 13. Pass an assessment on medical communications. 	<p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.1, C2.4, C13.1, C13.2, C13.3, C13.4, C14.2, C15.3</p>
<p>E. APPOINTMENT SCHEDULING</p> <p>Understand, apply, and evaluate the proper appointment scheduling procedures in a manual and electronic system.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to appointment scheduling in the healthcare industry. 2. Explain the usage of computer and manual systems for scheduling appointments and procedures for: <ol style="list-style-type: none"> a. patients b. pharmaceutical organizations c. sales representatives 3. Identify types of scheduling methods used in offices today. 4. Identify the essential information needed for scheduling an appointment. 5. Explain the documentation of no-shows and appointment cancellations. 6. Demonstrate proper appointment procedures to include co-pay/payment arrangement. 7. Demonstrate the delivery of proper verbal and written appointment reminders procedures. 8. Explain proper handling of unexpected schedule interruptions. 9. Demonstrate appointment-scheduling procedures and make changes to appointments using patient information in a manual and computerized medical practice management system and EHRs. 10. Pass an appointment scheduling procedures. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Technical Knowledge and Skills: 10.2, 10.3 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C8.3, C9.2, C9.4, C11.1, C11.2, C11.3, C11.4, C11.5, C12.2, C12.3, C12.4</p>
<p>F. PATIENT RECEPTION AND REGISTRATION</p> <p>Understand, apply, and evaluate the proper patient reception, registration, daily routine of office preparation and end of day procedures.</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to patient reception and registration. 2. Explain the concept of exceptional patient service. 3. Describe activities associated with getting the office ready to receive patients including considerations for reception area. 4. Describe and demonstrate the patient registration process (e.g. patient information form, insurance card, verification/eligibility, notice of privacy practices) in a computerized medical practice management system and EHRs. 5. Explain and demonstrate appropriate methods for welcoming a patient. 6. Explain common medical emergencies, the use of protocol for those situations in the office, and other concerns for medical office emergencies. 7. Explain managing office supplies. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6 Technical Knowledge and Skills: 10.2, 10.3 Demonstration and Application: 11.1, 11.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)	<ol style="list-style-type: none"> 8. Demonstrate proper procedures for entering practice and employee information into practice management software and EHR systems. 9. Explain the purpose of generating a superbill/encounter form. 10. Pass an assessment on patient reception and registration procedures. 	<p>CTE Pathway: C4.2, C8.2, C8.3, C9.2</p>
<p>G. MANAGEMENT OF HEALTHCARE INFORMATION</p> <p>Understand, apply and evaluate the procedures for managing health information including filing, health records and processing mail in a healthcare environment.</p> <p>(22 hours)</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to the management of healthcare information. 2. Explain the role of health information management. 3. Explain privacy rules when implementing protected health information (PHI). 4. Explain the role of computers in the health care field. 5. Comply with healthcare privacy laws. 6. Identify the components and the organization of the medical record. 7. Describe and demonstrate the proper format for medical documentation. 8. Describe the importance of accuracy and completeness of health information in manual and electronic health records. 9. Describe the necessary office supplies used with physical charts. 10. Use methods of filing and locating medical records. 11. Demonstrate color-coding, alphabetic and numeric filing of medical records. 12. Describe protection, retention, and disposal of medical records. 13. Explain procedures for releasing medical information. 14. Discuss the legal and ethical issues surrounding medical records. 15. Demonstrate the use of a tickler file. 16. Demonstrate the proper procedures for: <ol style="list-style-type: none"> a. Inputting patient demographic data b. Attachments c. Forwarding a message d. Scanning and attaching reports e. Generating e-prescriptions f. Generating reports in an electronic health record 17. Pass an assessment on management of the healthcare information. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Responsibility and Flexibility: 7.1, 7.2, 7.6 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>CTE Pathway: C2.2, C3.1, C3.3, C3.4, C4.2, C4.3, C7.2, C8.2, C9.2, C12.1, C12.2, C12.3, C12.4, C14.1, C14.2, C14.3</p>
<p>H. OVERVIEW OF BILLING AND CODING</p> <p>Understand an overview of the procedural and diagnostic coding process and locate codes. Explain to the patient billing, collections and legal/ethical issues pertaining to the process.</p>	<ol style="list-style-type: none"> 1. Apply terminology specific to billing and coding. 2. Describe the fundamental concepts of procedural coding. 3. Describe fundamental concepts of diagnostic coding. 4. Explain the basic components of the billing process. 5. Explain features of a computerized accounting system. 6. Identify, define, and verify the various health insurance policies and benefits programs. 7. Identify legal and ethical concepts and issues pertaining to medical coding and insurance billing. 8. Identify diagnostic and procedure codes. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor: Technology: 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	9. Demonstrate the proper procedures for generating account statements. 10. Pass an assessment on billing and coding procedures.	Responsibility and Flexibility: 7.1, 7.2, 7.6 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 CTE Pathway: C12.1, C12.2, C12.3, C12.4, C13.2, C14.1, C14.2, C14.3, C15.2, C15.3, C15.4, C15.5, C15.7, C16.1
I. FINANCIAL MANAGEMENT Understand, apply, and evaluate the proper procedures for tracking practice finances and generating reports necessary for accounting.	1. Apply terminology specific to the management of financial information. 2. Demonstrate the preparation of a bank deposit. 3. Demonstrate the use of petty cash funds. 4. Demonstrate accounts payable procedures and associated banking practices. 5. Describe bookkeeping and accounting procedures and financial record retention. 6. Demonstrate proper procedures for generating reports using medical practice management software for bookkeeping and accounting purposes. 7. Pass an assessment on financial management procedures.	Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.5, 2.6 Technology: 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.5, 5.6 Responsibility and Flexibility: 7.1, 7.2, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.7 CTE Pathway: C1.2, C1.3, C3.1, C3.2, C3.3, C3.4, C3.6, C4.2, C15.1, C15.6
J. HEALTHCARE SOFTWARE Understand, apply, and evaluate the different types of healthcare software available in healthcare accounting, business summaries,	1. Identify and compare the features of different types of healthcare software available in the market today. 2. Describe the importance of the following: a. use of passwords b. confidentiality of patient healthcare records c. identification of primary and secondary insurance status d. aspects of the electronic healthcare environment:	Career Ready Practice: 1, 2, 4, 5, 7, 8, 10 CTE Anchor: Technology: 4.3, 4.4, 4.5, 4.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>scheduling appointments, and correspondence.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> i. scheduling appointments ii. accounting iii. correspondence <ol style="list-style-type: none"> 3. Describe and demonstrate the following scheduling procedures: <ul style="list-style-type: none"> a. navigating through menus using toolbars b. entering, editing, deleting, saving data c. discussing industry standard requirements to meet keyboarding speed and accuracy prior to employment d. entering new and established patient appointments e. scheduling appointments based on time allocated for specific procedures f. changing or deleting appointments g. creating and printing a daily list of appointments 4. Pass an assessment using correct principles to navigate through healthcare software. 	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.6</p> <p>Technical Knowledge and Skills: 10.2, 10.3</p> <p>CTE Pathway: C8.3, C9.4, C11.1, C11.2, C11.3, C11.4, C11.5, C12.2, C12.3, C12.4,</p>
<p>K. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required in the health information business.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Review a career plan that reflects career interests, pathways, and postsecondary options. 2. Review potential employers and required qualifications. 3. Re-evaluate personal character traits such as integrity, respect, professionalism, and responsibility and understand the impact they can have on career success. 4. Review soft skills to include punctuality, dependability, attendance, attitude, and work quality. 5. Review changing employment trends, societal needs, and labor market trends into career planning. 6. Review a cover letter and résumé formats. 7. Review information and complete an application for employment. 8. Review successful current interview types and techniques, to include demonstration of professional work attire. 9. Review appropriate follow-up procedures. 10. Review the importance of the continuous upgrading of career skills. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 10, 12</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9</p> <p>Technology: 4.1, 4.3, 4.6</p> <p>Problem Solving and Critical Thinking: 5.6</p> <p>Responsibility and Flexibility: 7.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway: C1.1, C2.4, C5.1, C5.2, C6.1, C6.2, C6.3, C6.4, C6.5, C16.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL MATERIAL

Elsevier, SimChart for the Medical Office: Learning the Medical Office Workflow, Elsevier, 2021

Potter, Brenda A. Medical Office Administration A Worktext, 5th Edition, Elsevier, 2022

Potter, Brenda A. Evolve Resources with TEACH for Medical Office Administration, 5th Edition, Elsevier, 2022

RESOURCES

Employer Advisory Board members

California Career Technical Education Model Curriculum Standards

<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

American Health Information Management Association (AHIMA), 233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800. Phone: (312) 233-1100. Fax: (312) 233-1090.

<http://www.ahima.org>

Teaching and Learning Styles, VARK Strategies, Neil Fleming, August 2001

<http://www.vark-learn.com>

National Library of Medicine, National Institute of Health, MEDlineplus

<http://www.nlm.nih.gov>

Patient Education Institute

<http://www.patient-education.com>

A.D.A.M. Medical Encyclopedia

<http://www.adam.com>

American Academy of Professional Coders

<http://www.aapcnati.org>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Introduction and Safety – Pass the safety test with a score of 100%.

SECTION B – The Career of a Medical Office Assistant – Pass all assignments and assessments on the career of a medical office assistant with a minimum score of 80% or higher.

SECTION C – Healthcare Law and Ethics – Pass all assignments and assessments on healthcare law and ethics with a minimum score of 80% or higher.

SECTION D – Communications – Pass all assignments and assessments on communications with a minimum score of 80% or higher.

SECTION E – Appointment Scheduling – Pass all assignments and assessments on appointment scheduling with a minimum score of 80% or higher.

SECTION F – Patient Reception and Registration – Pass all assignments and assessments on patient reception and registration with a minimum score of 80% or higher.

SECTION G – Management of Healthcare Information – Pass all assignments and assessments on management of healthcare information with a minimum score of 80% or higher.

SECTION H – Overview of Billing and Coding – Pass all assignments and assessments on the overview of billing and coding with a minimum score of 80% or higher.

SECTION I – Financial Management – Pass all assignments and assessments on financial management with a minimum score of 80% or higher.

SECTION J – Healthcare Software – Pass all assignments and assessments on healthcare software with a minimum score of 80% or higher.

SECTION K – Employability Skills Review – Pass all assignments and assessments on employability skills review with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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