Syracuse City School District
Career and Technical Education Program
Medical Assisting Pathway
Summary Overview

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Level	Quarter	Units of Study

**1
9th Grade**
	1	• Classroom Practices: Being Successful in MAS 100
		• Introduction to Medical Assisting:
		  ○ History of Medical Assisting
		  ○ Health Care Careers
		• Work-Based Learning: Career Coaching

	2	• Introduction to Medical Assisting:
		  ○ Medical Ethics, Medical Law, and Health Disparities
		  ○ Emergencies
		  ○ Interpersonal Communications
		• Work-Based Learning: Career Coaching

	3	• Introduction to Medical Assisting:
		  ○ Health and Wellness
		  ○ Infection Control and Medical Asepsis
		• Work-Based Learning: Career Coaching

	4	• Introduction to Medical Assisting:
		  ○ Medical History and Patient Screening
		  ○ Body Measurements and Vital Signs
		• Work-Based Learning: Career Coaching
		• Review and Final Assessment

2 10th Grade	**1**	• Classroom Practices: Being Successful in MAS 200 • Body Structures • Medical Terminology • Sensory System and Special Senses • Work-Based Learning: Career Coaching
	2	• Muscular and Skeletal Systems • Circulatory System • Digestive System • Work-Based Learning: Career Coaching
	3	• Endocrine System • Immune System • Integumentary System • Nervous System • Work-Based Learning: Career Coaching
	4	• Respiratory System • Reproductive System • Work-Based Learning: Career Coaching/Field Trip • Anatomy and Physiology: Review of Body Systems • Review and Final Assessment

Level	Quarter	Units of Study
3 **11th Grade**	**1**	• Classroom Practices: Being Successful in MAS 300 • Medical Assistant: Roles and Responsibilities • Medical Office Operation • Computer Skills, Data, and Artificial Intelligence in Healthcare • Work-Based Learning: Career Coaching
	2	• Computers, Software and Keyboarding (Cont.) • Office Equipment • Telecommunication • Written Communication • Work-Based Learning: Career Coaching
	3	• Appointments, Scheduling, and Patient Screening • Medical History Form Preparation • Medical Records and Records Management • Work-Based Learning: Career Coaching
	4	• Medical Records and Records Management (Cont.) • Coding with CPT and ICD-10-CM • Health Insurance and Insurance Claims • Medical Office Financial Management and Accounting • Work-Based Learning: Career Coaching/Field Trip • Administrative Medical Assistant Review • Review and Final Assessment
4 **12th Grade**	**1**	• Classroom Practices: Being Successful in MAS 400 • Patient Intake and Screening • Vital Signs • Eye Charts • Work-Based Learning: Career Coaching
	2	• Throat Cultures, Strep Screens and Testing • Hemoglobin Testing • Blood Sugar Screening • Urinalysis • Work-Based Learning: Career Coaching/Job Shadow
	3	• Medical Clinic Operation • Infection Control • Work-Based Learning: Career Coaching
	4	• Introduction to Laboratory Technology • Medication Administration • Work-Based Learning: Career Coaching/Clinical Internship • Clinical Medical Assistant Review • Review and Final Assessment

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 100: Medical Assisting 100

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to help students identify the interests, traits, and skills necessary for a healthcare career and then help them develop an effective college and career plan. This course gives the student an introduction to the profession of medical assisting, its scope of practice, and the career opportunities available. In addition, students will develop an orientation to the healthcare environment, effective communication skills, and a foundation in medical ethics, biomedical and legal issues, HIPAA, OSHA and CDC regulations, and patient education techniques. Employability, professionalism, and career readiness skills are emphasized. The class will primarily be taught through lecture and demonstration and supported by online media materials to address various learning styles. Supervised lab time is provided for students to complete required projects.

Work-Based Learning

Students will be connected with healthcare professionals in the community through Career Coaching, field trips, job shadowing, and clinical internship experience which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
    - National Healthcareer Association Clinical Medical Assistant Certification (CCMA)
    - National Healthcareer Association Medical Administrative Assistant Certification (CMAA)
    - Other relevant certifications as they become available through healthcare collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local healthcare professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

N/A

Course Objectives

By the end of the Medical Assisting 100 course, students will:

1. Explain the foundations of medical assisting and the occupational and educational opportunities available.
2. Participate in hands-on activities and create products to demonstrate the knowledge and skills of a Medical Assistant.
3. Define and apply the foundational terminology of medical assisting through participation in field experiences to medical facilities.
4. Demonstrate skills in processing self-knowledge in relation to the medical assistant course and program, the

world of work, and future planning.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and internet access outside of school.

Textbook

Blesi, Michelle. *Medical Assisting: Administrative and Clinical Competencies, 9th Edition*. Boston: Cengage Learning, 2021.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study

1	• Classroom Practices: Being Successful in MAS 100
	• Introduction to Medical Assisting:
	  ○ History of Medical Assisting
	  ○ Health Care Careers
	• Work-Based Learning: Career Coaching

2	• Introduction to Medical Assisting:
	  ○ Medical Ethics, Medical Law, and Health Disparities
	  ○ Emergencies
	  ○ Interpersonal Communications
	• Work-Based Learning: Career Coaching

3	• Introduction to Medical Assisting:
	  ○ Health and Wellness
	  ○ Infection Control and Medical Asepsis
	• Work-Based Learning: Career Coaching

4	• Introduction to Medical Assisting:
	  ○ Medical History and Patient Screening
	  ○ Body Measurements and Vital Signs
	• Work-Based Learning: Career Coaching
	• Review and Final Assessment

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MAS 100: Medical Assisting 100

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 **Classroom Practices: Being Successful in MAS 100** **Introduction to Medical Assisting: History of Medical Assisting**	• What are the expectations for the medical assisting classroom? • How can I develop study skills in order to be successful in Medical Assisting? • How can I manage my time this year? • How can I study effectively to prepare for a test? • What is the history of medical assisting? • What is AAMA? • What has been the evolution of health care and medicine?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Describe the contributions of early health care practitioners. • List three technological advancements in health care. • Define AAMA (American Association of Medical Assistants). • Research an aspect of health care and set up a written report in outline form with main idea and subtopics.	• Objective Written Quiz • Rubrics for Research Report and Outline	**Career Ready Practices** CRP 1,2,4,7,8,10,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,3,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7 **Science** HS-ETS1.C
Weeks 5-9 **Introduction to Medical Assisting: Health Care Careers** **Work-Based Learning: Career Coaching**	• What are the personal characteristics of the Medical Assistant? • How does a Medical Assistant exhibit professionalism? • What careers opportunities are available in the healthcare field? • What can be learned from healthcare professionals?	• Describe the role of the medical assistant. • List the general responsibilities and skills of the medical assistant. • Identify the types of facilities in which medical assistants work. • Describe attitudes and behaviors that are necessary when working in a professional capacity. • Describe the current employment outlook for medical assistants. • Describe the medical assisting credentialing requirements and the process needed to obtain the credential. • Present research of a specialty within the health care field with information on the years of education required, salary, and a job description. • Participate in Career Coaching process.	• Objective Written Test • Career Worksheet with Rubric • Research Presentation • Career Coaching Self-Assessment	**Career Ready Practices** CRP 2,4,7,8,10,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7 **Science**
Weeks 10-13 **Introduction to Medical Assisting: Medical Ethics, Medical Law, and Health Disparities**	• What laws and ethics are relevant in a healthcare setting? • What is tort law and how is it related to the medical field? • What are the effects of litigation on the medical field?	• Identify specific medical ethics and medical laws that are important in medical assisting. • Describe the purpose of the 2020 Shield Act and the New York State Hero Act. • Describe the government agencies that regulate health care.	• Keyed Documents, Including Patient Bill of Rights for Portfolio • Written Quiz • Workbook • Legal/Ethical Issues Video Worksheet • Article Summary Rubric	**Career Ready Practices** CRP 1,2,4,5,8,9,11 **Cluster Standards** HL 4,5,6 **Pathway Standards**	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What is HIPAA? • What is the impact of socio-economic status, gender, geography, culture, and access on healthcare? • How do health disparities impact the local community? • How are decisions made about the allocation of healthcare resources?	• Describe the components of the Health Insurance Portability and Accountability Act (HIPAA). • Differentiate between personal and professional ethics. • Describe common legal and ethical issues in health care. • Describe health disparities related to socio-economic status, gender, geography, culture, and access. • Describe how health disparities impact the local community. • Describe the economic and social factors that affect how decisions about the allocation of healthcare resources.		HL-THR 1,2,3	
Weeks 14-16 **Introduction to Medical Assisting: Emergencies**	• How should medical staff respond to an emergency? • What types of emergencies are common in a medical office? • What are the responsibilities of a medical assistant in office emergencies? • What is the importance of having a plan in case of emergencies? • What is the responsibility of a medical assistant in a public health emergency?	• Describe how to respond to medical office emergencies. • List the steps of professional and provider CPR. • Explain the purpose of an AED and its capabilities. • Compare and contrast symptoms of hyperglycemia and hypoglycemia. • Identify the common symptoms of a heart attack. • Identify the symptoms that might indicate damage due to cold exposure. • Identify the distinguishing characteristics of capillary, vein and arterial bleeding. • List the events that can happen during a seizure. • Describe when an obstructed airway can occur. • List the symptoms and signs of a stroke. • Describe principles for evacuating a health care setting. • Describe how to respond to public health emergencies, including epidemics and pandemics such as COVID-19. • Identify critical elements of an emergency plan.	• Written Objective Quiz • Related Workbook Assignments • Office Emergency Video Worksheet	**Career Ready Practices** CRP 1,2,3,4,8,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 3,5	**Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 2	**Science** HS-LS1.A
Weeks 17-21 **Introduction to Medical Assisting: Interpersonal Communication**	• What is communication? • How do patients communicate both verbally and nonverbally? • What are some barriers to effective communication?	• Identify styles and types of verbal communication. • Identify types of nonverbal communication. • Describe barriers to communication. • Describe and demonstrate effective professional communication.	• Video Task Sheet and Scoring Rubric • Classroom Medical Clinic Evaluation Rubric • Written Objective Quiz Including Theory-Based	**Career Ready Practices** CRP 1,2,4,8,12	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 2,4,5	**Literacy** 9-10RST 1,2,4,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Work-Based Learning: Career Coaching	• Why is empathy important? • What is active listening and why is it important? • What can be learned from healthcare professionals?	• Describe the importance of empathy in working with critically ill patients. • Define and demonstrate active listening. • Participate in Career Coaching process.	Questions Related to Interpersonal Communications • Related Workbook Assignments • Death and Dying Video Worksheet • Problem/Solution Rubric • Career Coaching Self-Assessment		9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3	**Science**
Weeks 22-25 **Introduction to Medical Assisting: Health and Wellness**	• What is the difference between health and wellness? • What knowledge of wellness should health care workers have? • What behaviors contribute to overall health and wellness? • What behaviors detract from overall health and wellness?	• Explain the concepts of health and wellness. • Explain how health providers can be role models of health and wellness. • Describe behaviors that contribute to one's health and wellness. • Describe behaviors that detract from one's health and wellness. • Explain the importance of dietary nutrients in overall health. • Describe the parts of a food label and how to interpret the information. • Identify special dietary needs for weight control, diabetes, cardiovascular disease, hypertension, cancer, lactose or gluten sensitivity and food allergies. • Describe common dietary and health concerns of patients. • Explain the importance of sleep, exercise and a positive outlook to health and wellness.	• Classroom Medical Clinic Evaluation Rubric. • Written Objective Quiz on Theory of Health and Wellness • Related Workbook Assignment • Article Summary Rubric	**Career Ready Practices** CRP 1,2,3,4,8	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 2,4	**Literacy** 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,4	**Science** HS-LS1.A, C
Weeks 26-30 **Introduction to Medical Assisting: Infection Control and Medical Asepsis** **Work-Based Learning: Career Coaching**	• What is the infection control cycle? • How are diseases transmitted from person to person? • How can microorganisms be controlled? • What are standard precautions? • How should sharps and biohazardous materials be handled? • How does the human body defend against disease? • How do health care workers protect themselves against disease in the health care setting?	• Describe the infection control cycle. • List major types of infectious agents. • Explain the steps in the infectious disease process. • Describe methods of controlling the growth of microorganisms. • Define the principles of standard precautions. • Explain the concepts of self-examination, disease management, and health promotion. • Explain how used needles, lancets, capillary tubes, glass slides and other sharp instruments are to be handled. • Explain the process for disposal of biohazardous materials. • Describe the body's defense mechanisms against disease.	• Written Objective Quiz • Related Workbook Assignment • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,3,4,5,8,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 2,3,4,5	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7
				Pathway Standards HL-THR 2,3	**Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What protocols have been developed to respond to the COVID-19 pandemic? • What can be learned from healthcare professionals?	• Identify the regulation and recommendation of the CDC (Centers for Disease Control) and WHO (World Health Organization) that affect health care practices, including COVID-19 protocols. • Identify the recommendations of the that affect • Define medical asepsis. • List and describe personal protective equipment for all body fluids, blood, nonintact skin, and mucous membranes. • Explain the difference between sanitation, disinfection, and sterilization. • Participate in Career Coaching process.			
Weeks 31-35 **Introduction to Medical Assisting: Medical History and Patient Screening**	• What is the purpose of patient screening? • What skills are needed to conduct a patient interview? • What is the purpose of obtaining a health history? • What is the purpose of obtaining a patient's travel history? • What are the components of a health history form? • What screening results should be documented?	• Explain the purpose of patient screening. • Describe the process of screening and determining the urgency of a patient's condition. • Identify the skills necessary to conduct a patient interview. • Explain the purpose of obtaining a health history. • Explain the purpose of obtaining a patient's travel history. • Identify the components of a health history form. • Describe and demonstrate safe procedures during patient screening. • Describe and follow proper documentation procedures of screening results.	• Written Objective Quiz • Clinical Evaluation with Rubric. • Workbook • Situational Role Play Evaluation Sheet • Charting Rubric	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 2,4	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science** HS-LS3.A HS-LS1.A
Weeks 36-38 **Introduction to Medical Assisting: Body Measurements and Vital Signs** **Work-Based Learning: Career Coaching/Field Trip**	• Why are a patient's height and weight measured? • What are vital signs and what do they measure? • What are normal ranges for vital signs? • What factors can affect vital signs? • What can be learned from healthcare professionals?	• Explain why a patient's height and weight are measured. • Identify the four vital signs and the body functions they measure. • Explain the normal ranges for the four vital signs. • Describe factors that can affect each of the vital signs. • Calculate foot and inch measurement conversions, weight and BMI (Body Mass Index) conversions, and Celsius and Fahrenheit temperature conversions. • Participate in Career Coaching process. • Participate in field trip to healthcare site.	• Written Objective Quiz • Situational Role Play Evaluation Sheet • Career Coaching Self-Assessment • Field Trip Reflection	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science**
Weeks 39-40 **Review and Final Assessment**	• What were the learning goals this year in medical assisting?	• Complete the assessment demonstrating a thorough knowledge of medical assisting.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					9-10L 6
				Cluster Standards HL 1,2,3,4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 200: Medical Assisting 200

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to help students develop the knowledge and skills needed to begin to interact with patients as a Certified Medical Assistant. Students will focus on developing their foundational knowledge of the anatomy and physiology of human body systems, including the physical composition and the function of these systems. Students will also focus on learning and applying accurate medical terminology and medical abbreviations pertaining to human body systems.

Work-Based Learning

Students will be connected with healthcare professionals in the community through Career Coaching, field trips, job shadowing, and clinical internship experience which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
    - National Healthcareer Association Clinical Medical Assistant Certification (CCMA)
    - National Healthcareer Association Medical Administrative Assistant Certification (CMAA)
    - Other relevant certifications as they become available through healthcare collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local healthcare professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

MAS 100: Medical Assisting 100

Course Objectives

By the end of the Medical Assisting 200 course students will:

1. Demonstrate knowledge of human body systems and human anatomy and physiology.
2. Demonstrate knowledge of human body systems in relation to diseases and disorders.
3. Define and use accurate medical terminology.
4. Participate in hands-on activities and create products to demonstrate the knowledge and skills of a Medical Assistant.
5. Apply Medical Assisting information through participation in field experiences.

Integrated Academics

.5 Health Credit

Equipment and Supplies

- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and Internet access outside of school.

Textbook

Blesi, Michelle. *Medical Assisting: Administrative and Clinical Competencies, 9th Edition*. Boston: Cengage Learning, 2021.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Approach*. Philadelphia: F. A. Davis, 2013.

Hall, Susan J., Michelle A. Provost-Craig and William C. Rose. *Introduction to Anatomy and Physiology*. Tinley Park, IL: Goodheart-Willcox Company, Inc., 2014.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 200 • Body Structures • Medical Terminology • Sensory System and Special Senses • Work-Based Learning: Career Coaching
2	• Muscular and Skeletal Systems • Circulatory System • Digestive System • Work-Based Learning: Career Coaching
3	• Endocrine System • Immune System • Integumentary System • Nervous System • Work-Based Learning: Career Coaching
4	• Respiratory System • Reproductive System • Work-Based Learning: Career Coaching/Field Trip • Anatomy and Physiology: Review of Body Systems • Review and Final Assessment

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MAS 200: Medical Assisting 200

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 **Classroom Practices: Being Successful in MAS 200** **Body Structures**	• What are the expectations for the medical assisting classroom? • How can I be successful in Medical Assisting 200? • How can I manage my time? • How can I study effectively to prepare for a test? • What are anatomy and physiology and how are they related? • What are body cavities and why are organs housed within cavities? • Why is the metric system used in science? • Why is the body organized into systems? • How does one system affect another system?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Identify body systems and related organs and explain their purposes. • Describe and explain the function of body systems. • Define and use medical terms related to body systems. • Describe the anatomy and physiology of body systems in relation to the location of system organs. • Identify and analyze diseases and disorders related to body systems.	• Related Workbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 4-6 **Medical Terminology**	• How are medical terms formed? • What are the common word parts that are used to form medical terms? • What common medical terms and abbreviations are used for the major body systems?	• Describe the basic structure of medical words. • Accurately identify and define roots, prefixes, suffixes and combining forms commonly used in medical terminology. • Analyze medical terms and define their word elements. • Convert medical terms from singular to plural. • Define and accurately apply medical terms and abbreviations related to all body systems.	• Written Objective Quiz • Do It Now • Ticket Out the Door • Student Lesson Worksheets • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,9,11 **Cluster Standards** HL 1,2,4,5 **Cluster Standards** HL 1,2,4,5	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 7-10 **Sensory System and Special Senses** **Work-Based Learning: Career Coaching**	• What is the function of the sensory system? • What are the structures and organs of the sensory system? • What are some common causes of diseases and disorders related to the sensory system? • How do diseases and disorders of the sensory system affect a patient's quality of life? • What can be learned from healthcare professionals?	• Identify structures of the sensory system. • Identify sensory system organs. • Explain the purpose and function of the sensory system and its related organs. • Define and use medical terms and abbreviations related to the sensory system. • Describe the anatomy and physiology of the sensory system in relation to the location of system organs. • Identify and analyze diseases and disorders of the sensory system.	• Written Objective Quiz Covering Special Senses Unit • Diagram for Proper Anatomical Locations and Labeling • Spelling Test/Quizzes for Medical Term Uses • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 9-10R 3 9-10W 3,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Identify testing related to diagnosis of diseases and disorders of the sensory system. • Research and identify common treatments and medications for sensory system diseases and disorders. • Participate in Career Coaching process.	• Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways • Career Coaching Self-Assessment		
Weeks 11-13 **Muscular and Skeletal Systems**	• What are the functions of the muscular and skeletal systems? • What are the structures and organs of the muscular and skeletal systems? • What are some common causes of diseases and disorders related to the muscular and skeletal systems? • How do diseases and disorders of the muscular and skeletal systems affect a patient's quality of life?	• Identify the structures of the muscular and skeletal systems and their related organs. • Explain the purpose and function of the muscular and skeletal systems and their related organs. • Describe the bone growth process. • Explain muscle tone. • Define and use medical terms and abbreviations related to the muscular and skeletal systems. • Describe the anatomy and physiology of the muscular and skeletal systems in relation to the location of system organs. • Identify and analyze diseases and disorders related to the muscular and skeletal systems. • Identify testing related to diagnosis of diseases and disorders of the muscular and skeletal systems. • Research and identify common treatments and medications for diseases and disorders of the muscular and skeletal systems.	• Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,12	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6
				Cluster Standards HL 2,3,5	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7
				Pathway Standards HL-THR 4	**Science** HS-LS1.A,B
Weeks 14-16 **Circulatory System**	• What is the function of the circulatory system? • What organs are part of the circulatory system? • What other systems are affected by the circulatory system? • How does is blood filtered by the circulatory system? • What are some common causes of diseases and disorders related to the circulatory system? • How do diseases and disorders of the circulatory system affect a patient's quality of life?	• Identify the structures of the circulatory system, including chambers of the heart, valves, arteries and veins. • Explain the purpose and function of the circulatory system and its related organs. • Describe the blood filtration process. • Define and use medical terms and abbreviations related to the circulatory system. • Describe the anatomy and physiology of the circulatory system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the circulatory system.	• Clinical Evaluation with Physical Assessments of the Condition of the Patient with a Rubric • Rubric for Patient Information Brochures • Situational Role Play Evaluation Sheet • American Heart Association CPR Test • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons	**Career Ready Practices** CRP 1,2,4,8,12	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6
				Cluster Standards HL 2,3,5	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7
				Pathway Standards HL-THR 4	**Science** HS-LS1.A,B HS-LS3.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Identify testing related to diagnosis of diseases and disorders of the circulatory system. • Research and identify common treatments and medications for diseases and disorders of the circulatory system.	• Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways		
Weeks 17-19 **Digestive System** **Work-Based Learning: Career Coaching**	• What is the function of the digestive system? • What are the structures and organs of the digestive system? • What are some common causes of diseases and disorders related to the digestive system? • How do diseases and disorders of the digestive system affect a patient's quality of life? • What can be learned from healthcare professionals?	• Identify structures of the digestive system and its related organs. • Explain the purpose and function of the digestive system and its related organs. • Describe the digestive flow process. • Define and use medical terms and abbreviations related to the digestive system. • Describe the anatomy and physiology of the digestive system in relation to the location of its organs. • Identify and analyze diseases and disorders of the digestive system. • Identify testing related to diagnosis of diseases and disorders of the digestive system. • Research and identify common treatments and medications for diseases and disorders of the digestive system. • Participate in Career Coaching process.	• Written Objective Quiz Including Theory-Based Questions • Related Workbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,8,9,12 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 20-22 **Endocrine System**	• What is the function of the endocrine system? • What are the structures and organs of the endocrine system? • What are some common causes of diseases and disorders related to the endocrine system? • How do diseases and disorders of the endocrine system affect a patient's quality of life?	• Identify structures of the endocrine system and its related organs. • Explain the purpose and function of the endocrine system and its related organs. • Analyze and explain body regulation related to hemostasis. • Define and use medical terms and abbreviations related to the endocrine system. • Describe the anatomy and physiology of the endocrine system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the endocrine system. • Identify testing related to diagnosis of diseases and disorders of the endocrine system. • Research and identify common treatments and medications for diseases and disorders of the endocrine system.	• Written Objective Quiz • Workbook Assignment • Self -Evaluation • Peer Evaluation • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,7,8,12 **Cluster Standards** HL 1,2,5 **Pathway Standards** HL-THR 2,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B
Weeks 23-25				**Career Ready Practices**	**ELA**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Immune System	• What is immunity? • How does immunity work? • What are the structures and organs of the immune system? • What is the function of the immune system? • How are viruses and bacteria spread? • How are pathogens harmful? • What do non-pathogens do to help fight infections? • How does the body fight off infection? • What are prophylactics? • How do prophylactics save lives? • How are prophylactics used? • What are some common causes of diseases and disorders related to the immune system? • How do diseases and disorders of the immune system affect a patient's quality of life?	• Identify structures of the immune system and its related organs. • Explain the purpose and function of the immune system and its related organs. • Identify and describe the immunity process. • Explain different pathogens and non-pathogens and how they affect the human body. • Describe how the body fights infection. • Identify and describe prophylactics. • Define and use medical terms and abbreviations related to the immune system. • Describe the anatomy and physiology of the immune system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the immune system. • Identify testing related to diagnosis of diseases and disorders of the immune system. • Research and identify common treatments and medications for diseases and disorders of the immune system.	• Written Objective Quiz • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	CRP 1,2,4,8,11 **Cluster Standards** HL 1,2 **Pathway Standards** HL-THR 2,3	9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A
Weeks 26-28 **Integumentary System**	• What is the function of the integumentary system? • What are the structures and organs of the integumentary system? • What are some common causes of diseases and disorders related to the integumentary system? • How do diseases and disorders of the integumentary system affect a patient's quality of life?	• Identify structures of the integumentary system and its related organs. • Explain the purpose and function of the integumentary system and its related organs. • Evaluate and analyze accessory organs related to the integumentary system. • Define and use medical terms and abbreviations related to the integumentary system. • Describe the anatomy and physiology of the integumentary system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the integumentary system. • Identify testing related to diagnosis of diseases and disorders of the integumentary system. • Research and identify common treatments and medications for diseases and disorders of the integumentary system.	• Written Objective Quiz • Verbal Feedback • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 29-32 **Nervous System** **Work-Based Learning: Career Coaching**	• What is the function of the nervous system? • What are the structures and organs of the nervous system? • What are some common causes of diseases and disorders related to the nervous system? • How do diseases and disorders of the nervous system affect a patient's quality of life? • What can be learned from healthcare professionals?	• Identify structures of the nervous system and its related organs. • Explain the purpose and function of the nervous system and its related organs. • Define and use medical terms and abbreviations related to the nervous system. • Describe the anatomy and physiology of the nervous system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the nervous system. • Identify testing related to diagnosis of diseases and disorders of the nervous system. • Research and identify common treatments and medications for diseases and disorders of the nervous system. • Participate in Career Coaching process.	• Written Objective Quiz • Workbook-Assignments • Clinical Performance Rubric • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A
Weeks 33-35 **Respiratory System**	• What is the function of the respiratory system? • What are the structures and organs of the respiratory system? • What are some common causes of diseases and disorders related to the respiratory system? • How do diseases and disorders of the respiratory system affect a patient's quality of life?	• Identify structures of the respiratory system and its related organs. • Explain the purpose and function of the respiratory system and its related organs. • Explain the connections between the respiratory system, the circulatory system and the nervous system. • Define and use medical terms and abbreviations related to the respiratory system. • Describe the anatomy and physiology of the respiratory system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the respiratory system. • Identify testing related to diagnosis of diseases and disorders of the respiratory system. • Research and identify common treatments and medications for diseases and disorders of the respiratory system.	• Written Objective Quiz • Situational Role Play Evaluation Sheet • Written Objective Quiz • Written Module/Unit Tests • Do It Now • Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,4,9 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7 **Science** HS-LS1.A,B HS-LS3.A
Weeks 36-38 **Reproductive System** **Work-Based Learning: Career**	• What is the function of the reproductive system? • What are the structures and organs of the reproductive system?	• Identify structures of the reproductive system and its related organs. • Explain the purpose and function of the reproductive system and its related organs.	• Written Objective Quiz • Course Textbook Assignments • Written Objective Quiz • Written Module/Unit Tests • Do It Now	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 1,2,4	**ELA** 9-10R 3 9-10W 2,5,6,7 9-10SL 4 9-10L 6 **Literacy** 9-10RST 1,2,4,7,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Coaching/Field Trip	• What are some common causes of diseases and disorders related to the reproductive system? • How do diseases and disorders of the reproductive system affect a patient's quality of life? • What can be learned from healthcare professionals?	• Define and use medical terms and abbreviations related to the reproductive system. • Describe the anatomy and physiology of the reproductive system in relation to the location of system organs. • Identify and analyze diseases and disorders related to the reproductive system. • Identify testing related to diagnosis of diseases and disorders of the reproductive system. • Research and identify common treatments and medications for diseases and disorders of the reproductive system. • Participate in Career Coaching process. • Participate in field trip to healthcare site.	• Ticket Out the Door • Essential Questions Throughout the Lessons • Student Lesson Worksheets • Unit Project with Rubric • Journal Entries with Lesson Takeaways • Career Coaching Self-Assessment • Field Trip Reflection		9-10WHST 2,4,5,6,7
				Pathway Standards HL-THR 2	**Science** HS-LS1.A,B HS-LS3.A,B
Weeks 39-40 **Anatomy and Physiology: Review of Body Systems** **Review and Final Assessment**	• What are anatomy and physiology and how are they related? • Why is the body organized into systems? • How does one system affect another system?	• Complete the assessment demonstrating a thorough knowledge of anatomy and physiology and major body systems.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 9-10R 3 9-10W 2,5 9-10SL 4 9-10L 6
				Cluster Standards HL 1,2,3,4,5,6	**Literacy** 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science** HS-LS1.A,B

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 300: Medical Assisting 300

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to provide students with the knowledge and skills required by employers and will focus on the administrative aspects, tasks, and responsibilities of the administrative medical assistant in the medical office. This course will prepare students with interpersonal skills, written and verbal communication skills, and proper telephone etiquette. Students will focus on front desk tasks and responsibilities such as patient check-in and check-out, insurance verification, patient referral services, patient demographics, scheduling patient appointments, and other administrative roles of the medical office. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. At the successful completion of the course, students will have the opportunity to take the National Healthcareer Association (NHA) Certified Medical Administrative Assistant (CMAA) Exam.

Work-Based Learning

Students will be connected with healthcare professionals in the community through Career Coaching, field trips, job shadowing, and clinical internship experience which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
    - National Healthcareer Association Clinical Medical Assistant Certification (CCMA)
    - National Healthcareer Association Medical Administrative Assistant Certification (CMAA)
    - Other relevant certifications as they become available through healthcare collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local healthcare professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

MAS 100: Medical Assisting 100
MAS 200: Medical Assisting 200

Course Objectives

By the end of the Medical Assisting 300 course, students will:

1. Demonstrate the knowledge and skills required by the employers, including 21st Century Skills and Career Ready Practices.
2. Demonstrate knowledge of proper patient interaction.
3. Explain appointment scheduling systems.
4. Identify a variety of insurance programs and plans.

5. Explain the referrals process.
6. Summarize the use Electronic Medical Records and the importance of HIPAA regulations.
7. Summarize the government and state agencies associated/related to healthcare.
8. Apply practical knowledge and skills to complete a wide range of administrative medical assisting tasks and duties.

Integrated Academics

1 CTE Integrated Science Credit

Equipment and Supplies

- **School will provide:** All textbooks and lab supplies.
- **Student will provide:** Computer and internet access outside of school.

Textbook

Blesi, Michelle. *Medical Assisting: Administrative and Clinical Competencies, 9th Edition*. Boston: Cengage Learning, 2021.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Approach*. Philadelphia: F. A. Davis, 2013.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 300 • Medical Assistant: Roles and Responsibilities • Medical Office Operation • Computer Skills, Data, and Artificial Intelligence in Healthcare • Work-Based Learning: Career Coaching
2	• Computers, Software and Keyboarding (Cont.) • Office Equipment • Telecommunication • Written Communication • Work-Based Learning: Career Coaching
3	• Appointments, Scheduling, and Patient Screening • Medical History Form Preparation • Medical Records and Records Management • Work-Based Learning: Career Coaching
4	• Medical Records and Records Management (Cont.) • Coding with CPT and ICD-10-CM • Health Insurance and Insurance Claims • Medical Office Financial Management and Accounting • Work-Based Learning: Career Coaching/Field Trip • Administrative Medical Assistant Review • Review and Final Assessment

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MAS 300: Medical Assisting 300

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 **Classroom Practices: Being Successful in MAS 300** **Medical Assistant: Roles and Responsibilities**	• What are the expectations for the medical assisting classroom? • How can I be successful in Medical Assisting 300? • How can I manage my time? • How can I study effectively to prepare for a test? • What are the administrative roles and responsibilities of the medical assistant in a medical office?	• Explain and follow classroom procedures. • List rules for general classroom safety. • Evaluate ways to manage time. • Investigate various study skills for test taking and identify two effective skills. • Describe the administrative role of the medical assistant in a medical office. • Explain common administrative responsibilities of the medical assistant in a medical office.	• Related Workbook Assignments • Written Objective Quiz • Do It Now • Ticket Out the Door • Student Lesson Worksheets • Journal Entries with Lesson Takeaways	**Career Ready Practices** CRP 1,2,3,4,8 **Cluster Standards** HL 2,3,5 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7 **Science**
Weeks 3-7 **Medical Office Operation**	• How are medical offices operated? • What safety procedures are needed in a medical office? • What are some common administrative tasks in a medical office?	• List the key steps of opening and closing a medical office. • Describe what should be checked to ensure safety in the reception area, at the front desk, and in examination and lab rooms. • List tasks to perform to prepare the front desk for the day. • Develop a written plan with a budget for a medical clinic, including room dimensions, a list of prioritized clinical and administrative equipment and supplies, newspaper advertisements, inclusion of safety codes and knowledge of chosen specialty.	• Written Objective Quiz • Workbook Assignment • Self and Peer Evaluation • Clinic Scoring Rubric with Criteria for Floor Plan and Supplies, Advertisement, Economic Considerations, and Technology • Poster Rubric	**Career Ready Practices** CRP 1,2,4,7,8 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7 **Science** HS-ETS1.B
Weeks 8-11 **Computer Skills, Data, and Artificial Intelligence in Healthcare** **Work-Based Learning: Career Coaching**	• What computer knowledge and skills are important for a medical assistant? • What is the difference between computer hardware and software? • How are application software and application suites used regularly in the medical office? • What are some common medical office computer software programs? • What are the functions of electronic health records, practice management software, electronic medical	• Differentiate between computer hardware and software and give examples of each. • Define application software and application suites and give examples of each. • Describe common medical office computer software programs including: MS Word, Excel, Publisher, Power Point, and administrative/clinical medical office software. • Explain the functions of electronic health records, practice management software, electronic medical records software and encoder software. • Explain the importance of data backup.	• Written Objective Quiz • Verbal Feedback • Medical Document Rubric • Questions on Computer Usage, Troubleshooting and Obtaining Patient Information for Data Processing • Computer Generated Progress Report of WPM (Words Per Minute) and Accuracy • Rubric for Keyboarding Goals Including Knowledge and Use of Proofreader Marks	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science** HS-PS4-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	records software and encoder software? • Why is data backup important? • What precautions should be taken when gathering information from the internet? • What is artificial intelligence (AI) and what role does it have in healthcare? • What are some potential benefits of AI in improving healthcare? • What can be learned from healthcare professionals?	• Explain why caution should be taken when gathering information from the internet. • Describe four guidelines for finding credible information on the internet. • Explain the computer term downtime and describe when this would be relevant. • Use a computer keyboard with accuracy and speed for data entry and access. • Explain the meaning of proofreader marks. • Troubleshoot computer software problems. • Identify problems healthcare providers face that artificial intelligence and machine learning can solve. • Describe how AI can affect patient care safety, quality, and research. • Describe potential benefits of AI, including, managing healthcare data, improving medical diagnosis, speeding up drug discoveries, and performing robotic surgeries. • Participate in Career Coaching process.	• Career Coaching Self-Assessment		
Weeks 12-14 **Office Equipment**	• How does office equipment commonly found in medical offices operate? • How is office equipment properly used and maintained? • How can equipment issues or problems affect office operations? • What equipment safety procedures are needed in a medical office?	• List five machines, other than the computer, commonly used in medical offices and describe what they do. • Explain the purpose of routine maintenance of administrative and clinical equipment. • Explain methods of troubleshooting and maintaining office equipment including arranging for equipment maintenance or repair. • Explain methods for maintaining an inventory of equipment, warranty and service files. • Identify safety techniques that prevent accidents and maintain a safe work environment. • Identify basic principles of ergonomics.	• Written Objective Quiz • Workbook Assignment • Related Rubrics	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,3,4 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 15-17 **Telecommunication**	• How do telecommunication policies and protocols help improve the effectiveness of medical office operation? • What documentation is necessary for effective	• Explain the proper protocol for answering the telephone in the medical office. • Describe methods of screening and routing incoming calls. • List the information that should be documented in all telephone messages.	• Written Objective Quiz • Telephone Communication Skill Rubric • Verbal Feedback • Situational Role-Playing Rubric	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	telecommunication in the medical office? • What types of calls might a medical assistant need to answer? • How has the option of telehealth changed the delivery of healthcare? • What is a medical assistant's role in telehealth appointments? • What is a virtual patient portal? • How are virtual patient portals used to communicate with patients?	• Describe the different types of telephone calls a medical assistant might have to answer in the medical office and explain how each should be handled. • Demonstrate professional telephone etiquette. • Document telephone messages accurately. • Explain how the option of telehealth has changed the delivery of healthcare. • Describe the medical assistant's role in telehealth appointments, including, triage, and pre-meeting set-up. • Describe a virtual patient portal and explain how it can be used to communicate with patients.		**Pathway Standards** HL-THR 1,2	**Science**
Weeks 18-20 **Written Communication Work-Based Learning: Career Coaching/Job Shadow**	• What types of correspondence are used in the medical office? • When would form letters and templates be used? • What is the purpose of information sheets and patient education documents? • How is electronic technology used in professional communication? • What are the pros and cons of using email? • How do HIPAA regulations affect correspondence? • How are virtual patient portals used to communicate with patients? • What can be learned from healthcare professionals?	• List the types of correspondence used in the medical office and identify when each is used. • Identify situations when form letters and templates may be used. • Explain the purpose of information sheets and patient education documents. • Explain the uses of electronic technology in professional communication. • List the pros and cons of using email. • Explain how HIPAA regulations affect correspondence. • Compose examples of professional communication. • Describe a virtual patient portal and explain how it can be used to communicate with patients. • Participate in Career Coaching process. • Participate in job shadow at healthcare site.	• Written Objective Quiz • Written Communication Skill Rubric • Verbal Feedback • Situational Role-Playing Rubric • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-PS4-2
Weeks 21-24 **Appointments, Scheduling, and Patient Screening**	• How are medical practice management systems used for scheduling patient appointments? • What procedures important for effective patient scheduling? • What do medical assistants need to know about the patient screening process?	• Explain different systems for scheduling patients. • Identify advantages and disadvantages of manual and electronic appointment systems. • Identify critical information required for scheduling patient procedures. • Use a written or computerized appointment system to schedule patient appointments and prepare a daily patient schedule.	• Written Objective Quiz • Workbook-Scheduling/Matrix Outlines • Clinical Performance Rubric	**Career Ready Practices** CRP 1,2,4,6,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What is the Patient's Bill of Rights? • How are virtual patient portals used for scheduling and patient screening?	• Explain procedures for triaging/prioritizing patient appointments, arranging hospital admissions, scheduling diagnostic testing, handing cancellations and missed appointments, and responding to medical emergencies. • Define medical terminology and related abbreviations. • Summarize the Patient's Bill of Rights. • Describe a virtual patient portal and explain how it can be used for scheduling and patient screening.			
Weeks 25-27 **Medical History Form Preparation**	• What are the legal and ethical considerations in medical documentation? • What do medical assistants need to know about medical records and the process of obtaining a medical history? • What types of information are contained in the patient's medical record? • What is the purpose of obtaining a patient's travel history?	• Explain and use medical terms appropriately. • Identify types of records common to the health care setting. • Describe the types of information contained in the patient's medical record. • Differentiate between subjective and objective information. • Create and organize an example of a patient's medical record. • Explain the purpose of obtaining a patient's travel history.	• Written Objective Quiz • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,5,8 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 28-32 **Medical Records and Records Management** **Work-Based Learning: Career Coaching**	• What are the legal and ethical considerations in medical documentation? • What do medical assistants need to know about medical records? • What types of information are contained in the patient's medical record? • What is the difference between electronic medical records (EMR) and a practice management (PM) system? • What is the Health Information Technology for Economic and Clinical Health (HITECH) Act? • How does HIPAA affect medical records? • What is equipment and protocols are needed in order to securing electronic patient health information aligned	• Identify and describe types of records common to the health care setting. • Describe the types of information contained in the patient's medical record. • Describe the legal and ethical regulations and considerations in managing medical records including HIPAA and the Health Information Technology for Economic and Clinical Health (HITECH) Act. • Explain and use medical terms appropriately. • Explain the principles of using electronic medical record and practice management systems. • Differentiate between electronic medical records (EMR) and a practice management (PM) system. • Differentiate between subjective and objective information. • Identify methods of organizing the patient's medical record based on problem-oriented medical record	• Practical Exam with Rubrics • Written Objective Quiz with Questions on Various Methods of Filing and Legal and Ethical Considerations • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,5,8,9 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	with HIPAA policies and regulations? • What can be learned from healthcare professionals?	(POMR) and source-oriented medical record (SOMR). • Identify equipment and protocols for securing electronic patient health information aligned with HIPAA policies and regulations. • Create, organize, and use an example of a patient's electronic medical record. • Participate in Career Coaching process.			
Weeks 33-34 **Coding with CPT and ICD-10-CM**	• Why are health insurance coding procedures necessary in a medical office? • How is coding used? • How does HIPAA affect coding and billing? • What is the HCPCS (Healthcare Common Procedure Coding System)? • How are CPT (Current Procedural Terminology) and ICD-10 (International Classification of Diseases 10th Revision, Clinical Modification) used? • What is the effect of coding requirements on the patient and the organization?	• Describe the legal and ethical regulations and considerations in health insurance coding including HIPAA. • Name the two main classifications of codes and explain the difference. • Describe how to use the most current HCPCS. • Describe how to use the current CPT coding system and list eight general CPT coding rules. • Identify the symbols in the CPT manual and their meaning. • Describe how to use the diagnostic (ICD) coding classification system and list four general ICD-10-CM coding rules. • Discuss the effects of upcoding and downcoding. • Define medical necessity guidelines as they apply to procedural and diagnostic coding. •	• Written Objective Quiz on Coding • Coding Exercise Using a Sample Patient Chart • Workbook Assignments on Coding • Skills Rubrics on Coding	**Career Ready Practices** CRP 1,2,4,5,8,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**

Weeks 35-36
 	
Health Insurance and Insurance Claims
	• What are some common types of health insurance plans?
	• What information is on an insurance card?
	• How is eligibility for services determined?
	• How are insurance claims processed?
	• What information is contained in a patient's billing record?
	• What financial obligations do patients have for services rendered?
	• What are managed care requirements for patient referral?
		• Identify and define different types of health insurance plans.
		• Interpret information on an insurance card.
		• Verify eligibility for services including documentation.
		• Explain how to process insurance claims including:
		  ○ Obtaining patient insurance information from medical records.
		  ○ Processing claim forms.
		  ○ Electronic claim filing.
		  ○ Posting insurance payments.
		  ○ Handling delinquent claims.
		  ○ Preparing correspondence related to all areas of insurance processing.
		• Identify types of information contained in the patient's billing record.
			• Written Objective Quiz on Insurance Used in the Field and Troubleshooting Insurance Processing
			• Insurance Form Preparation Using Patient Chart and Coding
			• Workbook Assignments on Processing Insurance Claims
			• Skills Rubrics on Insurance Processing
				Career Ready Practices
				CRP 1,2,4,5,8,11
				
				Cluster Standards
				HL 2,4,5
				
				Pathway Standards
				HL-THR 1,2,3
					ELA
					11-12R 3
					11-12W 2,5
					11-12SL 4
					11-12L 6
					
					Literacy
					11-12RST 1,2,4,7,9
					11-12WHST 2,6,7
					
					Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How does worker's compensation apply to patients? • What are some different types of provider fee schedules?	• Explain patient financial obligations for services rendered. • Outline managed care requirements for patient referral. • Discuss worker's compensation as it applies to patients. • Discuss types of provider fee schedules. • Identify the information and steps required to file a third-party claim. • Input data utilizing a practice management system. • Define four types of insurance fraud and why they should be avoided.			
Weeks 37-38 **Medical Office Financial Management and Accounting** **Work-Based Learning: Career Coaching/Field Trip**	• What are common financial management procedures in a medical office? • Who is responsible for financial management procedures in a medical office? • What legal and ethical considerations are important in medical office financial management? • What is the effect of medical office financial management on patients, employees and organizations? • How have electronic medical records simplified medical office financial management? • What can be learned from healthcare professionals?	• Apply concepts of banking to medical office operation. • Explain bookkeeping theory including rules, methods, and computer programs. • Define bookkeeping terminology. • Explain procedures for office financial management including payroll, day sheets, posting ledgers, managing cash flow, bank deposits, and statements, accounts payable/receivable, preparation of reports, and petty cash management. • Describe the legal and ethical regulations and considerations in office financial management. • Explain how electronic medical records have simplified medical office financial management. • Participate in Career Coaching process. • Participate in field trip to healthcare site.	• Written Objective Quiz • Workbook Assignments • Communication Skills Rubric • Career Coaching Self-Assessment • Field Trip Reflection	**Career Ready Practices** CRP 1,2,4,8,9,11 **Cluster Standards** HL 2,4,5 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,6,7 **Science**
Weeks 39-40 **Administrative Medical Assistant Review** **Review and Final Assessment**	• What were the learning goals this year in medical assisting? • What are the roles and responsibilities of the medical assistant in a medical office?	• Complete assessment demonstrating a thorough knowledge of the roles and responsibilities of the administrative medical assistant.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11 **Cluster Standards** HL 1,2,3,4,5,6 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MAS 400: Medical Assisting 400

Program Overview

The Medical Assisting Pathway program will provide students with the knowledge, attitudes, discipline and skills needed for employment in medical offices. Integrated throughout the program are career ready practices which include appropriate written and verbal communication skills, interpersonal skills, problem solving, safety, technology and other vital employability skills. This program provides an opportunity for the student to obtain knowledge and skills in the classroom setting and then apply them in real life situations at local medical facilities, including job shadowing and internships. Instruction includes preparing patients for examination and treatment, routine laboratory procedures and diagnostic testing. Upon successful completion of the four years of coursework, student will be eligible to take the National Healthcareer Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Course Description

This course is designed to provide students with the knowledge and skills required by employers, focusing on the clinical aspects and roles of the medical assistant. Students will practice knowledge and skills in the classroom and then have the opportunity to apply them in real-life, hands-on situations by completing a 160-hour internship at the Syracuse Community Health Center. This internship will provide students with the opportunity to work with other medical professionals and assist with duties and tasks such as rooming patients, assessing patient vital signs, completing patient histories for the physician, patient triage, setting up and assisting with patient exams, assisting with diagnostic and procedural testing and other clinical responsibilities. Throughout the course, students will practice critical thinking, problem-solving, and employability skills to become both college and career ready. Students will be enrolled in HIT 120 Medical Terminology at Onondaga Community College and will earn 3 college credits upon successful completion of the course. Students will have the opportunity to take the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) Exam upon successful completion of the course. In addition, students who successfully complete the program, will have the opportunity to be nominated for consideration for a full scholarship to Bryant & Stratton College for the Associate's Degree program of the student's choice.

Work-Based Learning

Students will be connected with healthcare professionals in the community through Career Coaching, field trips, job shadowing, and clinical internship experience which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
    - National Healthcareer Association Clinical Medical Assistant Certification (CCMA)
    - National Healthcareer Association Medical Administrative Assistant Certification (CMAA)
    - Other relevant certifications as they become available through healthcare collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local healthcare professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

MAS 100: Medical Assisting 100
MAS 200: Medical Assisting 200
MAS 300: Medical Assisting 300

Course Objectives

By the end of the Medical Assisting 400 course, students will:

1. Demonstrate the knowledge and skills required by the employers, including 21st Century Skills and Career Ready Practices.
2. Demonstrate proper preparation for patient exams and patient interaction.
3. Demonstrate accurate vital signs and body measurement assessments.
4. Explain and demonstrate proper use of Personal Protective Equipment (PPE).
5. Explain and demonstrate proper standard precautions and blood borne pathogens/exposure procedures.
6. Explain and demonstrate proper use of medical asepsis and sterile field techniques.
7. Explain and demonstrate urinalysis testing.
8. Explain and demonstrate electrocardiogram 10-12 lead placement (EKG/ECG).
9. Explain and demonstrate phlebotomy techniques and proper order of draw.

Integrated Academics

1 CTE Integrated ELA Credit

Equipment and Supplies

- **School will provide**: All text books and lab supplies
- **Student will provide**: Black Scrubs/Patch: externship office attire, stethoscope, watch with second hand, CPR Training Course

Textbook

Blesi, Michelle. *Medical Assisting: Administrative and Clinical Competencies, 9th Edition*. Boston: Cengage Learning, 2021.

Gylys, Barbara A. and Mary Ellen Wedding. *Medical Terminology Systems: A Body Systems Approach*. Philadelphia: F. A. Davis, 2013.

Venes, Donald, ed. *Taber's Cyclopedic Medical Dictionary, Edition 22*. Philadelphia: F. A. Davis, 2013.

Grading

Students are graded on theory and lab practice and performance.
The course must be passed with 70% or better.
Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Additional Course Policies

Attendance is an important asset in any program. Students who attend all class meetings are more likely to accomplish the course successfully.

There will be no cell phones permitted during lectures. Calls and texts can be made before or after class, or during break. All students are expected to follow all posted clinic rules. The first offense will result in a verbal warning. The second will be a written warning and possible class suspension. The third offense will result in immediate dismissal from the externship. Professional behavior at all times is expected.

Course Calendar

Quarter	Units of Study
1	• Classroom Practices: Being Successful in MAS 400 • Patient Intake and Screening • Vital Signs • Eye Charts • Work-Based Learning: Career Coaching
2	• Throat Cultures, Strep Screens and Testing • Hemoglobin Testing • Blood Sugar Screening • Urinalysis • Work-Based Learning: Career Coaching/Job Shadow
3	• Medical Clinic Operation • Infection Control • Work-Based Learning: Career Coaching
4	• Introduction to Laboratory Technology • Medication Administration • Work-Based Learning: Career Coaching/Clinical Internship • Clinical Medical Assistant Review • Review and Final Assessment

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MAS 400: Medical Assisting 400

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards

Weeks 1-3
 	
Classroom Practices: Being Successful in MAS 400
 	
Patient Intake and Screening
	• What are the expectations for the medical assisting classroom?
	• How can I be successful in Medical Assisting 300?
	• How can I manage my time?
	• How can I study effectively to prepare for a test?
	  • **What is the purpose of screening in today's medical office?**
	• What is the process for screening and determining the urgency of a patient's condition?
	• What skills are necessary to conduct a patient interview?
	• What is the purpose of obtaining a health history?
	• What is the purpose of obtaining a patient's travel history?
	• What are the components of the health history form and how are they documented?
	• How is the review of systems of obtained and documented?
		• Explain and follow classroom procedures.
		• List rules for general classroom safety.
		• Evaluate ways to manage time.
		• Investigate various study skills for test taking and identify two effective skills.
		  • **Explain the purpose of screening in today's medical office.**
		• Describe the process for screening and determining the urgency of a patient's condition.
		• Identify the skills necessary to conduct a patient interview.
		• List the characteristics of the patient's chief complaint and the present illness.
		• Explain the purpose of obtaining a health history.
		• Explain the purpose of obtaining a patient's travel history.
		• Identify the components of the health history form and their documentation.
		• Compare and contrast the patient's medical, family, and social and occupational histories.
		• Explain how the review of systems is obtained and documented.
		• Perform a patient screening using established protocols.
		• Obtain and record a patient health history.
		• Prepare forms using a computer.
			• Written Objective Quiz
			• Clinical Evaluation with Rubric
			• Workbook
			• Situational Role Play Evaluation Sheet
			• Charting Rubric
				Career Ready Practices
				CRP 2,4,7,11
				
				Cluster Standards
				HL 2,4
				
				Pathway Standards
				HL-THR 1,2
					ELA
					11-12R 3
					11-12W 2,5
					11-12SL 4
					11-12L 6
					
					Literacy
					11-12RST 1,2,4,7,9
					11-12WHST 2,4,6,7
					
					Science

Weeks 4-6 **Vital Signs**	• What are five types of body measurements? • Why and when is a patient's height and weight measured? • What are the four vital signs and what body functions do they measure? • What is the average normal temperature? • How are conversions done for foot and inch measurements,	• Name five types of body measurements. • Explain why and when a patient's height and weight are measured. • Identify the four vital signs and the body functions they measure. • Identify the average normal temperature for aural, axillary, oral, temporal, and rectal measurement. • Calculate the conversions for foot and inch measurements, weight and BMI,	• Written Objective Quiz • Vital Signs Video Worksheet • Clinical Evaluation Rubrics • Situational Role Play Evaluation Sheet • Article Summary Task Sheet and Scoring Rubric • Related Workbook Assignment	**Career Ready Practices** CRP 2,4,7,8,10 **Cluster Standards** HL 1,2,4 **Pathway Standards** HL-THR 1,2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	weight and BMI, and Celsius and Fahrenheit temperatures? • What factors affect normal pulse rates? • What is normal respiration? • What are the two phases of blood pressure? • What are the factors that affect blood pressure? • How do normal and abnormal results relate to health or disease process? • What is the Wong-Baker FACES Pain Scale and what patient health information does it provide?	and Celsius and Fahrenheit temperatures. • Identify normal pulse rates, describing five factors that affect them. • Identify and locate five pulse sites and explain the appropriate use of each. • Explain indications for apical pulse measurement. • Describe normal respiration and explain abnormal breathing patterns. • Name the two phases of blood pressure, describe the corresponding action that occurs and the relative amount of pressure with each phase. • Identify ranges for normal and abnormal blood pressure and factors that affect them. • Explain how normal and abnormal results relate to health or disease process. • Explain the Wong-Baker FACES Pain Scale and what patient information it provides. • Demonstrate proper use of vital sign equipment.			
Weeks 7-9 **Eye Charts Work-Based Learning: Career Coaching**	• What are the main structures of the eye? • What are some common eye diseases and disorders? • What kinds of testing are used for diagnosis of diseases and disorders of the eye? • What is the relationship between distance/visual acuity? • How is distant visual acuity measured with an eye chart and occluders? • What can be learned from healthcare professionals?	• Identify structures of the eye. • Identify and analyze diseases and disorders of the eye. • Identify testing related to diagnosis of diseases and disorders of the eye. • Explain the relationship between distance and visual acuity. • Measure distant visual acuity with an eye chart and occluders. • Accurately document visual acuity results in the medical record. • Participate in Career Coaching process.	• Clinical Evaluation with Rubric • Written Objective Quiz on Anatomy and Physiology of the Eye • Situational Role Play Evaluation Sheet • Workbook Assignments • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,9,11 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 10-12 **Throat Cultures, Strep Screens and Testing**	• What is the function of the respiratory system? • What are the structures and organs of the respiratory system? • What are some common causes of diseases and disorders related to the respiratory system?	• Explain the purpose and function of the respiratory system and its related organs. • Identify diseases and disorders related to the respiratory system and common treatments. • Identify testing related to diagnosis of diseases and disorders of the respiratory system.	• Clinical Evaluation with rubric • Written objective test • Situational role play evaluation sheet	**Career Ready Practices** CRP 1,2,3,4,8,11 **Cluster Standards** HL 3,5 **Pathway Standards** HL-THR 2	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What is the infectious process? • What are standard precautions? • How are rapid tests for Strep A and Strep B used? • How is an accurate throat culture completed and documented?	• Describe the infectious process and bacterial growth. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Demonstrate the accurate completion of rapid tests for Strep A and Strep B used? • Demonstrate the accurate completion of a throat culture using TC swabs, tongue blades, and stat strep screen kits. • Accurately document results of rapid tests, throat cultures and strep screens.			
Weeks 13-15 **Hemoglobin Testing**	• What organs are part of the circulatory system? • What are some common causes of diseases and disorders related to the circulatory system? • What tests are used to diagnose diseases and disorders of the circulatory system? • What is hemoglobin and what is its function? • What are standard precautions? • How is accurate measure of hemoglobin completed and documented?	• Explain the purpose and function of the circulatory system and its related organs. • Identify and analyze diseases and disorders related to the circulatory system. • Identify testing related to diagnosis of diseases and disorders of the circulatory system. • Define hemoglobin and describe its function. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate measure of hemoglobin using a hemoglobinometer and lancets. • Accurately document results of a hemoglobin test.	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Circulatory System • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,4,8,12	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6
				Cluster Standards HL 2,4,5	**Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3	**Science** HS-LS1.A,B
Weeks 16-18 **Blood Sugar Screening**	• What is the function of the endocrine system? • What are some common causes of diseases and disorders related to the endocrine system? • What tests are used to diagnose diseases and disorders of the endocrine system? • What are standard precautions? • How is a blood sugar test completed and documented?	• Explain the purpose and function of the endocrine system and its related organs. • Identify and analyze diseases and disorders related to the endocrine system. • Identify testing related to diagnosis of diseases and disorders of the endocrine system. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate measure of blood sugar level using a glucometer and lancets.	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Endocrine System • Situational Role Play Evaluation Sheet	**Career Ready Practices** CRP 1,2,8,11	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6
				Cluster Standards HL 3,4,5	**Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
				Pathway Standards HL-THR 1	**Science** HS-LS1.A,B

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Accurately document results of a blood sugar test.			
Weeks 19-21 **Urinalysis** **Work-Based Learning: Career Coaching/Job Shadow**	• What is the function of the urinary system? • What are some common causes of diseases and disorders of the urinary system? • What tests are used to diagnose diseases and disorders of the urinary system? • What are standard precautions? • How is a urinalysis completed and documented? • What can be learned from healthcare professionals?	• Explain the purpose and function of the urinary system and its related organs. • Identify and analyze diseases and disorders related to the urinary system. • Identify testing related to diagnosis of diseases and disorders of the urinary system. • Describe three components of a routine urinalysis. • Explain specific gravity. • Explain normal values expected for a routine urinalysis. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform an accurate urinalysis using chemical reagent strips. • Accurately document results of a urinalysis. • Participate in Career Coaching process. • Participate in job shadow at healthcare site.	• Clinical Evaluation with Rubric • Written Objective Quiz Including Knowledge of Urinary System • Situational Role Play Evaluation Sheet • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4 **Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A,B
Weeks 22-25 **Medical Clinic Operation**	• What professional character traits and ethics are necessary to work in the medical office? • What communication skills are needed in the medical office? • What knowledge of human physiology is needed in a clinical setting? • What are standard precautions? • How are clinical tests completed and documented?	• Demonstrate professional character traits and ethics in the medical office. • Utilize communication skills with staff related to problem solving, scheduling, reporting clinical information. • Apply knowledge of human physiology in a clinical setting. • Perform basic clinical skills with patients including assessments and application of required medical instruments. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Perform lab procedures with physical and chemical results with patients. • Accurately document health history and test results in the patent record.	• Written Objective Quiz • Workbook Assignment • Clinical Performance Rubric • Self- Evaluation • Peer Evaluation	**Career Ready Practices** CRP 1,2,4,6,7 **Cluster Standards** HL 4,5 **Pathway Standards** HL-THR 1	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Weeks 26-30 **Infection Control**	• How does immunity work? • How are viruses and bacteria spread?	• Explain the purpose and function of the immune system and its related organs. • Describe how the body fights infection.	• Written Objective Quiz • Clinical Evaluation with Rubric • Workbook Assignments	**Career Ready Practices** CRP 1,2,4,8	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Work-Based Learning: Career Coaching	• How does the body fight off infection? • What is the infection control cycle? • What are the principles of standard precautions? • What is the process for disposal of biohazardous material? • How do Centers for Disease Control (CDC) and OSHA regulations impact health care practices? • What is the difference between sanitation, disinfection, and sterilization? • What is the proper method for hand washing? • What is the purpose and proper use of personal protective equipment? • What is the function of the autoclave and other infection control equipment and what steps and safety precautions need to be followed when using them? • What is the role of WHO (World Health Organization) in public health emergencies? • What is the responsibility of a medical assistant in public health emergencies? • What protocols have been developed to respond to the COVID-19 pandemic? • What can be learned from healthcare professionals?	• Describe the infection control cycle including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit. • Define the principles of standard precautions. • Explain the process for disposal of biohazardous material. • Identify Centers for Disease Control (CDC) and OSHA regulations that impact health care practices. • Explain the difference between sanitation, disinfection, and sterilization and the purpose of each. • Describe and demonstrate proper hand washing. • Explain the purpose and proper use of personal protective equipment. • Explain and demonstrate the function of the autoclave and other infection control equipment the steps and safety precautions to follow when using them. • Identify the role of WHO (World Health Organization) in monitoring and responding to public health emergencies. • Describe how to respond to public health emergencies, including epidemics and pandemics, such as COVID-19, and quarantine situations. • Identify the protocols developed to respond to the COVID-19 pandemic, including the expanded use of PPE. • Participate in Career Coaching process.	• Video Worksheet • Situational Role Play Evaluation Sheet • Career Coaching Self-Assessment	**Cluster Standards** HL 2,4 **Pathway Standards** HL-THR 1,2,3,4	**Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A
Weeks 31-35 **Introduction to Laboratory Technology**	• What safety protocols are necessary for the medical laboratory? • What are standard precautions? • What is the proper use of lab equipment?	• Identify safety protocols for the medical laboratory. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Describe and demonstrate proper use of lab equipment including the autoclave, microscope, centrifuge, and ultrasonic cleaner.	• Situational Role Play Evaluation Sheet • Practical Evaluation with Detailed Rubrics-Outlining Use of Equipment • Workbook Assignment • Lab Form Completion • Written Objective Quiz • Mechanism Descriptive Rubric	**Career Ready Practices** CRP 1,2,4,9 **Cluster Standards** HL 4,5,6 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science** HS-LS1.A

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Describe and demonstrate proper use of analyzers for rapid strep, rapid COVID-19, and urinalysis. • Prepare autoclave, ultrasonic cleaner and cold sterilization methods using solution ratios. • Demonstrate sterilizing techniques.			
Weeks 36-39 **Medication Administration**	• What is the difference between prescription and nonprescription medications? • What are the routes of medication administration? • What should be done to avoid a medication error? • What information is required for a medication entry into a patient's record? • What abbreviations are used in recording medications? • What are standard precautions? • How are medications properly dispensed and documented in patient's chart? • What are the current requirements for administration of COVID-19 vaccinations? • When are COVID-19 antivirals recommended for patients?	• Explain the difference between prescription and nonprescription medications. • Describe the routes of medication administration. • Calculate conversions with ratio-proportions for infants, children and adults. • Explain how to avoid and handle a medication error. • List and describe the information required for a complete and accurate medication entry into a patient's record. • Recognize and write out the abbreviations used in recording medications. • Explain and demonstrate standard precautions including treatment of biohazardous waste and the use of protective equipment. • Properly dispense medications using appropriate measuring instruments. • Accurately document medication administration in patient's chart. • Explain the current requirements for administration of COVID-19 vaccinations. • Explain the recommendations for administration of COVID-19 antivirals.	• Practical Evaluation with Rubric • Situational Role Play Evaluation Sheet • Math-Tests and Worksheets on Pharmacology	**Career Ready Practices** CRP 1,2,4,5,8,9,11,12 **Cluster Standards** HL 2,3,4,5 **Pathway Standards** HL-THR 1,2,3,4	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6 **Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7 **Science**
Work-Based Learning: Career Coaching/Clinical Internship	• What can be learned from healthcare professionals?	• Participate in Career Coaching process. • Complete clinical internship experience.	• Career Coaching Self-Assessment • Reflection Summary: Clinical Internship Experience • Professional Portfolio • Employability Profile • Clinical Internship Checklist		
Week 40 **Clinical Medical Assistant Review**	• What were the learning goals this year in medical assisting?	• Complete assessment demonstrating a thorough knowledge of the roles and responsibilities of the clinical medical assistant.	• Final Assessment	**Career Ready Practices** CRP 1,2,3,4,5,7,8,9,11	**ELA** 11-12R 3 11-12W 2,5 11-12SL 4 11-12L 6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Review and Final Assessment	• What are the clinical roles and responsibilities of the medical assistant in a medical office?			**Cluster Standards** HL 1,2,3,4,5,6	**Literacy** 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
				Pathway Standards HL-THR 1,2,3,4	**Science** HS-LS1.A,B