MA 103 MEDICAL ASSISTING I
Fall Semester
3 Credits

INSTRUCTOR: Terry LeClair, MA

METHODOLOGY: Lecture/Discussion, CBE procedure demonstration and practice, CBE procedure performance and evaluation, roleplaying, reading assignments, workbook review questions, homework assignments, handouts, audiovisual aids, quizzes and exams.

COURSE DESCRIPTION:
This course consists of the theory and clinical skills necessary to assist the physician with medical office procedures. Skills attained include, but are not limited to, methods of observation, measurement of vital signs, assisting with physical and specialty exams, documentation of procedures. Related preventive health measures and patient teaching are presented. Universal Blood and Body Substance Precautions are emphasized.

TEXTS:
CLINICAL PROCEDURES FOR MEDICAL ASSISTANTS, 7TH EDITION, SAUNDERS ELSEVIER, 2008. Text and Workbook

COURSE OBJECTIVES/LEARNING GOALS
Students will be able to:
1. Describe and demonstrate the qualities of the professional medical assistant and the role of the medical assistant as a member of the health team.
2. Practice and verbalize understanding of the standards and techniques of federal guidelines for Universal Blood and Body Substance Precautions.
3. Demonstrate safety and emergency practices
4. Check and follow doctor’s orders.
5. Prepare and assist the patient mentally and physically.
6. Practice the principles of medical asepsis
7. Perform related procedures with safety and accuracy and a knowledge of the principles involved.
8. Assist the physician as needed, reporting significant observations.
10. Demonstrate a knowledge of preventive health measures and patient teaching utilized in an ambulatory care setting.
11. Demonstrate a knowledge of the developmental stages of the life cycle.
12. The student will demonstrate (psychomotor) proficiency in the clinical skills of an entry-level medical assistant.
13. The student will demonstrate (cognitive) knowledge of the didactic learning of an entry-level medical assistant.
14. The student will demonstrate (affective) personal behaviors consistent with the expectations of the profession and employer of an entry-level medical assistant.

COURSE CONTENT:

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<td>Introduction to Medical Assisting and the Health Professionals</td>
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COMPETENCIES (Psychomotor & Affective)

Anatomy & Physiology
- Obtain vital signs
- Perform pulmonary function testing
- Perform patient screening using established protocols
- Apply critical thinking skills in performing patient assessment and care
- Use language/verbal skills that enable patients’ understanding
- Demonstrate respect for diversity in approaching patients and families

Applied Mathematics
- Maintain growth charts

Applied Microbiology/Infection Control
- Participate in training on Standard Precautions
- Practice Standard Precautions
- Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations
- Perform handwashing
- Explain the rationale for performance of a procedure to the patient
- Show awareness of patients’ concern regarding their perceptions related to the procedure being performed

Concepts of Effective Communication
- Use reflection, restatement and clarification techniques to obtain a
patient history
Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations
Prepare a patient for procedures and/or treatments
Document patient care
Document patient education
Advocate of behalf of patients
Demonstrate empathy in communication with patients, family and staff
Apply active listening skills
Use appropriate body language and other nonverbal skills in communicating with patients, family and staff
Demonstrate awareness of the territorial boundaries of the person with whom communication
Demonstrate sensitivity appropriate to the message being delivered
Demonstrate awareness of how an individual’s personal appearance affects anticipated responses
Demonstrate recognition of the patient’s level of understanding in Communications
Analyze communications in providing appropriate responses/feedback
Recognize and protect personal boundaries in communicating with others
Demonstrate respect for individual diversity, incorporating awareness of one’s own biases in areas including gender, race, religion, age and economic status.

Legal Implications:
Respond to issues of confidentiality
Perform within scope of practice
Practice within the standard of care for a medical assistant
Document accurately in the patient record
Demonstrate sensitivity to patients rights

Protective Practices:
Comply with safety signs, symbols and labels
Demonstrate proper use of the following equipment:
   Eyewash
   Fire extinguisher
   Sharps disposal containers

OUTCOMES MEASUREMENT:

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Hour exams including final</td>
<td>40%</td>
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<tr>
<td>Homework &amp; Quizzes</td>
<td>30%</td>
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<td>Class participation/Attendance</td>
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Performance checklists 10%

Passing grade for the course is 76

SPECIAL INSTRUCTIONS:

Quizzes and exams as announced.
Homework assignments due as announced. Late assignments-5 points deducted per day.
Students will have 1 week to make up exams and quizzes.

ATTENDANCE:

Attendance at all classes is mandatory.
UNIT I-Introduction to Medical Assisting and the Health Professionals

GOAL: To present the profession of medical assisting, health care settings, and the health care team

OUTCOMES:
The student will demonstrate knowledge of the profession of medical assisting, health care settings, and the health care team

LEARNING OBJECTIVES:
1. Define a list of terms
2. Identify and discuss personal attributes that are important for a professional medical assistant to possess
3. Discuss the history of medical assisting
4. Describe the American Association of Medical Assistants and list its three major functions
5. Explain accreditation, certification, and continuing education as they pertain to the professional medical assistant
6. Explain the importance of accreditation to an educational institution
7. List two methods to obtain recertification
8. List five means of obtaining continuing education credits
9. Differentiate between a Certified Medical Assistant and a Registered Medical Assistant
10. Describe the profession of medical assisting and analyze its career opportunities in relationship to your interests
11. Differentiate among certification, licensure, and registration
12. State the importance in understanding the scope of practice for the medical assistant
13. Analyze the benefits and limitations of working in the different health care settings
14. Assess the role and impact of managed care in the health care environment
15. Identify and describe the three primary medical management models
16. Describe the function of the health care team
17. Differentiate among the types of physician specialists
18. Differentiate among the types of non-physician health care specialists
19. Differentiate among allied health professionals
20. Compare and contrast the types of nurses
21. Critique alternate therapies and discuss their role in today's health care setting

CONTENT:
I. Personal attributes of the professional
   A. Empathy
   B. Attitude
   C. Dependability
   D. Initiative
   E. Flexibility
   F. Desire to learn
   G. Physical attributes
   H. Ability to communicate
   I. Ethical behavior

II. Historical perspective of medical assisting
   A. On the job trained nurses first hired in doctor's offices
   B. Needed employee with administrative and clinical training
   C. Educated, credentialed medical assistants needed
   D. Due to liability, most physicians realize need for formally trained personnel
   E. 1978, medical assistants recognized as a profession by the US
B. Accreditation
1. US Department of Education has approved the AAMA and AMA as an
accreditation or approving body for educational programs for medical
assistants
2. The Commission on Accreditation of Allied Health Education Programs
(CAAHEP) accredits programs upon the recommendation of the Medical
Assisting Education Review Board (MAERB)
3. Medical assistant program to be accredited must meet the minimum
standards outlined in the Standards and Guidelines for Medical Assisting
Educational Programs, Standards 2008
III. American Association of Medical Assistants
A. Three major purposes
1. Accreditation
2. Certification
3. Continuing education
a. CAAHEP (Commission on Accreditation of Allied Health Education Programs) administer
accreditation and certification standards of the AAMA and AMA
b. Certification is voluntary
c. Exam measures professional competency at job entry level
   1. Passing exam allows use of CMA after name-being credentialed
   2. In some areas of country employers only hire certified medical assistants
   3. Exam computerized.
d. Recertification
   1. every five years
   2. continuing education hours
   3. retake the exam
D. Continuing education
1. AAMA encourages continuing education
   a. educational meetings, seminars, workshops, conventions
   b. On line study courses
c. Membership in AAMA is local, state, and national
d. Annual convention is held-in different city each year
e. Continuing education is a lifelong process and shows commitment to professionalism
IV. Registered medical assistant
A. The American Medical Technologists (AMT) Association certifies and
registers five different types of health professionals including medical
assistants
B. 1976-RMA-Registered Medical Assistant-organized by the AMT
C. Similar to the AAMA-offers a national exam and credentialing as an RMA
D. AMT offers continuing education programs
V. Career opportunities
A. Medical assistants versatile multifaceted professionals
B. Employed in variety of settings-3 of 5 in physicians' offices or clinics
C. 1 of 5 in other health care practitioners' offices
D. AAMA reports 1.2 million medical assistants in workforce
E. US Department of Labor, Bureau of Statistics-medical assisting is one of the
fastest growing allied health professions and is expected to continue at a higher than normal rate through 2016.
F. Growth of medical assistants
1. Increased medical needs of aging population
2. Growth in number of health care practitioners
   a. limits number of patients serves
3. Increased diagnostic testing
   a. reduced costs of hospital
   b. increased paperwork and computer information
4. Greater volume and complexity of paperwork and computer information
5. Managed care's emphasis on accountability
   a. increased attention to health care providers
6. Insurance-mandated shorter hospital stay for patients

VI. Education of the professional medical assistant
A. Programs in community and junior colleges and proprietary schools
B. Can also take education courses to become allied health educators
C. Can also obtain an associates or baccalaureate degree in a related field
D. Programs must have an externship program (a practicum) to apply theory
   to practice

VII. Regulation of health care providers
A. Credentialing recognizes health care providers who are professionally and
to practice
B. A minimum standard of knowledge, training, and skill
   a. AAMA sets requirements for program directors
   b. Programs in community and junior colleges and proprietary schools
   c. Problems under managed care-critics charge

IX. The impact of managed care in the health care setting
A. Provides new administrative and clinical challenges to provide the best
   a. Required of the state
   b. Limits the amount of services provided
   c. Provides new administrative and clinical challenges to provide the best
   d. Limits the amount of services provided
   e. Requires or covers
   f. Pre-approvals must be obtained for many services
   g. Services may be denied because they are not cost-effective
   h. Restricting or denying services may lead to an increase in
   i. Paperwork and documentation have become increasingly important
   j. To assure proper reimbursement
   k. Patients may have difficulty understanding what their insurance
   l. Requires or covers

D. Medical office or center must be aware of the clauses or restrictions that affect reimbursement such as
   1. Pre-approval or treatment plan is required
   2. Second opinion required
E. Challenges of managed care
   1. Need to keep costs down
   2. Physicians seek to use technology more efficiently
   3. Physicians collaborate on new, cost-effective delivery methods
   4. Insurers, providers, patients work together to contain costs by emphasizing prevention and lifestyle changes
X. The health care team
   A. In every health care setting the team concept is critical to the quality of patient care
   B. The primary care physician, the specialist, allied health personnel including the medical assistant are considered part of the team
   C. Patients are seeking alternative care outside traditional medicine (may not be covered by insurance)
   D. Some therapies are being accepted by traditional medicine i.e. acupuncture for drug dependency
   E. Team members communicate in person, or through medical history and record to ensure quality of patient care
   F. The patient is an member of the health care team
   G. Role of the medical assistant
      1. Performing administrative and clinical tasks is a link between the physician and the patient
      2. Medical assistants have a range of responsibilities including triaging and assessing patient needs when scheduling appointments and tests
      3. Medical assistants must perform within the scope of their training and personal capabilities and within ethical and legal boundaries
      4. Positive attitude, excellent communication skills, projection of a professional image of themselves and their physician-employer, as well as an attitude of caring and compassion will provide a positive experience for patients
XI. Health care professional and their roles
   A. Physicians earn an MD or Doctor of Medicine degree-diagnose and treat medical conditions
      1. Baccalaureate degree
      2. 4 years of medical school
      3. Internship of 1 to 2 years in hospital or major medical center
      4. Specialize-residency of 2 to 5 years in the specialty
      5. Abbreviation Dr. and person is addressed as doctor
   B. Other medical degrees include Doctor of Osteopathy (DO), Doctor of Dentistry (DDS), Doctor of Optometry (OD), Doctor of Podiatric Medicine (DPM), Doctor of Chiropracty (DC), Doctor of Naturopathy (ND)
      1. Different training regimen, but highly specialized
      2. Grants title of doctor
      3. After licensure can diagnose and treat medical conditions
   C. Non-medical disciplines-a doctorate is conferred by a college or university-Doctor of Education (EdD), Doctor of Philosophy (PhD),
   XII. Allied and other health professionals and their roles
   A. Medical assistant is considered an allied health professional
Unit 2 MEDICAL ASEPSIS, THE OSHA STANDARD, SAFETY

B. Examples of health care professionals
   1. Health unit coordinator (HUC)
   2. Medical laboratory technologist (MLT)
   3. a. Registered nurse (RN)
      b. licensed practical nurse (LPN)
      c. nurse practitioner (NP)
   4. Registered dietitian (RD)
   5. Pharmacist (RPh)
   6. Phlebotomist (LPT)
   7. Physical therapist (PT)
   8. Physical therapy assistant (PTA)

C. The role of integrative or alternative health care therapies
   1. Holistic approach to patient care-takes into account the whole person
   2. Medical assistant should be aware of common alternative health care therapies

RESOURCES:
- Lecture/discussion
- Roleplaying
- Group exercises
- Handouts
- Overhead transparencies
- Audiovisuals

OUTCOMES MEASUREMENT:
- Homework assignments
- Quizzes
- Exam
- Final exam

LEARNING OBJECTIVES:
1. Define and give examples of types of microorganisms
2. Define medical asepsis
3. List basic requirements for growth and multiplication of microorganisms
4. Outline the infection process and cycle
5. State when each of the following is performed: handwashing, antiseptic handwashing and alcohol-based hand rub.
6. Identify medical aseptic practices that should be followed in the medical office.
7. Explain how proper handwashing helps prevent the transmission of microorganisms
8. List examples of when to wear PPE, including clean disposable gloves
9. Explain the purpose of OSHA
10. Describe the purpose of the Needlestick Safety and Prevention Act
11. List and describe the elements that must be included in the OSHA exposure control plan
12. Explain the purpose of labeling requirements and sharps injury log
13. Define and give examples of engineering controls, work practice controls, personal protective equipment, and housekeeping procedures.
14. Identify the guideline for use of personal protective equipment
15. List examples and how to discard types of medical waste
16. Explain how to handle and dispose of regulated medical waste
17. Describe postexposure prophylaxis for hepatitis B
18. Describe and explain the possible effects and consequences of chronic hepatitis C
19. List and describe the stages of AIDS infection cycle
20. List and describe the AIDS-defining conditions
21. Explain the purpose of the Hazard Communication Standard
22. List and describe the information that must be included on the label of a hazardous chemical.
23. List and describe the information that must be included in a material safety data sheet.
24. Identify safety signs, symbols and labels
25. Dispose of hazardous materials
26. Discuss emergency plans for evacuation.

CONTENT:
I. Introduction to Medical Asepsis and the OSHA Standard
II. Microorganisms and Medical Asepsis
   A. nonpathogens
   B. pathogens
III. Growth Requirements for Microorganisms
   A. Proper nutrition
   B. Oxygen
   1. aerobes
   2. anerobes
   C. Temperature
   D. Darkness
   E. Moisture
   F. pH
IV. Protective Mechanisms of the Body
   A. skin
   B. mucous membranes
   C. Cilia
   D. Coughing and sneezing
   E. Tears and sweat
   F. Urine and vaginal secretions-acidic
   G. Hydrochloric acid
V. Medical Asepsis in the Medical Office
   A. Hand hygiene
   1. Handwashing with soap and water
   2. Handwashing with antimicrobial soap and water
   3. Applying alcohol-based hand rub
VI. Infection Control
A. Follow OSHA Bloodborne Pathogens Standard  
B. Keep office clean  
C. Waiting room well ventilated and brightly light  
D. Eliminate insects  
E. Dispose of waste  
F. Soiled items don’t touch clothing  
G. Avoid coughs and sneezes  
H. Limit jewelry  
I. Teach patients aseptic practices

VII. Gloves

VIII. OSHA Bloodborne Pathogens Standard  
A. Purpose  
B. Needlestick Safety and Prevention Act  
C. Components of the OSHA Standard  
1. Exposure control plan  
2. Safer medical devices  
3. Labeling requirements  
4. Communication of hazards to employees  
5. Record-keeping

IX. Control Measures  
A. Engineering controls  
B. Work Practice controls  
C. Personal Protective Equipment  
D. Housekeeping  
E. Hepatitis B Vaccination  
F. Universal Precautions

X. Regulated Medical Waste  
A. Handling Regulated Medical Waste  
B. Disposal of Regulated Medical Waste

XI. Bloodborne Diseases  
A. Hepatitis B  
B. Hepatitis C  
C. AIDS

XII. Hazard Communication Standard  
A. Requirement of OSHA  
B. What is a hazardous chemical  
C. Development of a hazard communication plan  
1. Written plan that describes what facility is doing to meet the requirements of HCS  
D. Inventory of hazardous chemicals
1. List must be maintained for all hazardous chemicals stored or used in workplace

2. Examples: chemical disinfectants, autoclave cleaner, lab testing reagents, developing solutions and controls, pharmaceutical products like local anesthetics, copier toner, and cleaning products.

E. Labeling of hazardous chemicals

1. Label with words, picture or symbols

2. Label must include:
   a. name of chemical
   b. manufacturer information
   c. physical hazards of chemical
   d. health hazards of chemical
   e. safety precautions
   f. storing, handling, and disposal of the chemical

F. Material Safety Data Sheets
   a. identification
   b. composition of ingredients
   c. physical and chemical properties
   d. fire and explosion data
   e. reactivity data
   f. health hazard data
   g. emergency first-aid procedures
   h. precautions for safe handling
   i. control measures

XIII. Disposal of hazardous material
   A. Biohazardous bags
   B. Sharps containers
   C. Stericycle

XIV. Emergency preparedness
   A. Evacuation in a healthcare facility
      A. fire safety issues in healthcare environment
      B. Medical assistants role in emergency preparedness
   B. Natural disaster or other emergencies in our community
   C. McCann Technical School Emergency plan
      1. Code Yellow (Shelter-in-place)
         A. Severe/impending weather conditions
         B. Violent situation near school
C. Chemical, biological, radiological, nuclear and/or explosive event

2. Code Red
   A. Stranger in building
   B. Gunfire
   D. Police Helicopter Circling Overhead
   E. Civil Disruption
   F. Intruder waving a weapon
   G. Active shooter in building

3. Code Green
   A. Fire
   B. Bomb threat
   C. Hazardous materials

4. Code 1000 (Medical emergencies in school)
   H. More than one victim seriously injured
   I. Large amount of blood loss
   J. Impaled object
   K. Major burns
   L. Amputation
   M. Airway obstruction/Not breathing
   N. Loss of consciousness without breathing and/or pulse, or due to trauma
   O. Electrocution

XV. CBE procedures demonstration and practice
XVI. CBE procedures performance and evaluation

RESOURCES:
Lecture/discussion
Demonstration
Roleplaying
Handouts
Textbook reading assignments
Workbook exercises
Powerpoint presentation
Audiovisuals related to topic
Speaker-BMC-OSHA/HIPAA

OUTCOMES MEASUREMENT:
Textbook review exercises
Homework assignments
Competency checklists
Quizzes
UNIT 3-Physical Measurements: Vital Signs, Height, and Weight
GOAL: To present the physical measurements including vital signs, height, and weight
OUTCOMES: The student will demonstrate knowledge of the physical measurements including vital signs, height, and weight

LEARNING OBJECTIVES:
1. Define a list of terms related to physical measurements
2. Describe and perform handwashing technique
3. Discuss normal and abnormal temperatures, including factors affecting temperature
4. Identify and explain the procedures for using, caring for, and storing of the various types of thermometers
5. Describe the locations and procedures for obtaining pulse rate
6. Explain the procedure for obtaining respiratory rate
7. Identify and describe normal and abnormal pulse and respiratory rates and factors affecting each
8. Convert Fahrenheit temperatures to Centigrade and vice versa
9. Describe the appropriate equipment and procedure for obtaining blood pressure measurement
10. Identify normal and abnormal blood pressures and the factors affecting blood pressure
11. Discuss reasons for obtaining height and weight measurements
12. Describe procedures for obtaining height and weight measurements in adults and children
13. Convert kilograms to pounds and pounds to kilograms
14. Describe the procedure for obtaining chest and head circumference in infants
15. Differentiate types of growth charts for infants and children and record measurements accurately
16. Accurately record measurements on the patient chart
17. Perform related CBE procedures

CONTENT:
I. Infection control and handwashing technique
   A. When performed
   B. Handwashing technique
II. Vital signs
   A. Temperature
      1. Definition
      2. Regulation
      3. Normal Temperature readings
      4. Variations in body temperature
      5. Thermometers
         a. types
         b. methods and procedures for taking a temperature
         c. equipment
         d. general instructions
         e. care of thermometers after use
         f. taking an infants temperature
B. Pulse
   1. Definition
   2. Characteristics of and terminology related to the pulse
   3. Sites
   4. Normal rates
   5. Variations in pulse rate

UNIT 4-Health Record: Physical Examination
GOAL: To present the history, physical examination, and the problem-oriented medical record

OUTCOMES:
1. G. Variations in respiratory rate and depth
2. Palpation

LEARNING OBJECTIVES:
GOAL: To present the history, the physical examination, and the problem-oriented medical record

OUTCOMES MEASUREMENT
1. Differentiate between signs and symptoms of disease
2. List the essential parts of the physical examination
3. Differentiate between signs and symptoms of disease
4. Differentiate between signs and symptoms of disease
5. Differentiate between signs and symptoms of disease
6. Differentiate between signs and symptoms of disease
7. Differentiate between signs and symptoms of disease
8. Differentiate between signs and symptoms of disease
9. Differentiate between signs and symptoms of disease
10. Differentiate between signs and symptoms of disease

CONTENT:
I. Principles of obtaining and maintaining data
II. Boolean operators
III. Problem-oriented medical record (POMR)
   A. Charting of TPR
   B. Charting of other physical measurements
   C. Charting of other physical measurements
   D. Charting of other physical measurements
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   V. Charting of other physical measurements
   W. Charting of other physical measurements
   X. Charting of other physical measurements
   Y. Charting of other physical measurements
   Z. Charting of other physical measurements

II. Physical measurements of height and weight

III. CBE procedures performance and evaluation

IV. Records management

V. CBE procedures demonstration and practice

VI. CBE procedures performance and evaluation

VII. Problem-oriented medical record (POMR)

VIII. Problem-oriented medical record (POMR)

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UNIT 5-Preparing For and Assisting with Routine and Special Physical Examinations

GOAL: To present methods of preparing for and assisting with routine and special physical examinations.

OUTCOMES: To briefly summarize, construct a test, and assist with routine and special physical examinations

LEARNING OBJECTIVES

A. Define basic visit types
B. General instructions and responsibilities for the Medical practice
C. Examine patient, perform physical examination, record findings
D. Accuracy of findings
E. Examinations
F. Administration of tests
G. Testing for reactions

V. Hearing exam

VI. Neurologic examination

VII. Gynecologic examination

VIII. Pediatric examination

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V. Hearing exam

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VII. Gynecologic examination

VIII. Pediatric examination
D. Guidelines for Adolescent Preventive Services (GAPS)
E. General points for pediatric visits
   2. Information provided to parents
      a. adapt to child's age, development, level of wellness or illness, and past experiences
      b. observe and report
      c. establish rapport with child and parents
      d. explain procedures
      e. inform and teach parent and child about health
      aa. lead poisoning prevention methods
      bb. child's age, development etc.
      cc. symptoms of lead poisoning prior to examination
      d. encourage child to ask questions
      3. Recording treatment for lead poisoning
      4. Measuring weight of infant
      5. Measuring the length of an infant
      6. Measuring the head circumference
      7. Measuring chest circumference
      8. Obtaining a urine specimen from a child who is not toilet trained
      9. Sick-child visits
         1. Definitions
         2. Trend to treat illnesses in doctor's office vs. hospitalization
         3. Information to be provided to parents and child
         4. Follow-up
      F. Techniques for carrying an infant
         a. cradle position
         b. upright position
         c. football position
      G. Asthma
         a. signs and symptoms
         b. triggers of asthma
         c. diagnosis
         d. management
      H. Peak expiratory flow rate and treatment plan
         1. Peak flow meter
      I. Tests to measure the adequacy of ventilation and oxygenation
         a. Pulmonary function tests
            1. Spirometry
         b. Other tests
            1. Pulse oximetry
      J. Sick-child visits
      K. Lead poisoning
         a. Common sources of lead exposure
         b. Blood level screening for children
         c. Lead poisoning prevention methods
      L. Asthma
         a. signs and symptoms
         b. triggers of asthma
         c. diagnosis
         d. management
      XI. CBE procedures demonstration and practice
      XII. CBE procedures performance and evaluation
      RESOURCES:
         1. Lecture/discussion
         2. Demonstrations
         3. Role playing
         4. Group exercises
         5. Handouts
         6. Textbook reading assignments
         7. Overhead transparencies
         8. Chart samples
         9. Audiovisuals related to routine physical and specialty evaluation
      OUTCOMES MEASUREMENT:
         1. Textbook review exercises
         2. Homework assignments
         3. Quizzes
         4. Exam
         5. Final exam
UNIT 6 Physical therapy

GOAL: To present the aspects of physical therapy including thermotherapy, cryotherapy, and ambulation and transfer techniques.

OUTCOMES:
A. The student will demonstrate an understanding of the aspects of physical therapy including thermotherapy, cryotherapy, ambulation and transfer techniques using the correct body mechanics.

LEARNING OBJECTIVES:
1. Define terminology related to physical therapy
2. Describe the modalities used in physical therapy
3. Describe ultrasound including purpose, method of administration, and safety precautions
4. Differentiate between the physiologic reactions that occur with heat and cold applications
5. Discuss the principles of preparation and patient care for applications of heat and cold
6. List examples of dry and moist applications of heat and cold including how to apply to patients and safety precautions for each
7. Describe the uses and safety precautions for each procedure
8. Identify the medical assistant responsibilities related to physical therapy procedures
9. Define and discuss the principles of body mechanics including lifting techniques
10. Discuss the safety precautions and techniques used in assisting a patient with ambulation, wheelchair transfers, gait, walking, and use of assistive devices such as canes and walkers

CONTENT:
I. Introduction
A. Personal associations with physical therapy
B. Purposes of physical therapy
C. Role of the medical assistant in physical therapy

II. Ultrasound
A. Description
B. Uses
C. Method of application
D. Safety precautions

III. Local applications of heat (thermotherapy) and cold (cryotherapy)
A. Individual variations to responses to heat and cold
B. Physiologic reactions produced by heat and cold
C. Length of application
D. Principles for preparation and patient care
E. Thermotherapy
1. Uses
   a. Heat lamps
   b. Heating pads
   c. Hot water bottles
   d. Chemical hot packs
   e. Aquamatic pad with cover and heating unit
2. Moist heat
   a. Hot soaks
   b. Hot compresses and packs

F. Cryotherapy
1. Uses
2. Selection of temperature of application
   a. Dry cold
   b. Ice bags
   c. Ice collars
   d. Chemical cold packs
   e. Moist cold
   a. Cold compresses
   b. Cold packs
   c. Ice massage

V. Hydrotherapy
A. Description
B. Modalities
C. Uses

VI. Paraffin Wax Hand Bath
A. Description
B. Purposes

VII. Exercises
A. Description
B. Uses
C. Classification
   1. Active exercise
   2. Passive exercise
   3. Aided exercises
   4. Active resistive exercises
   5. Range of motion exercises

VI. Body mechanics
VII. Description
A. Importance
B. Principles
C. Methods
D. Techniques

Physical Agents to Promote Tissue Healing