Medical Assisting Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Health Professions and Public Safety (HPPS) Medical Assisting Program Standards[[1]](#footnote-1)

**Publisher information**

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard MA.1.0: THE MEDICAL ASSISTING PROFESSION

### Performance Standard MA.1.1 Roles and Responsibilities

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.1.1.1 Describe the duties and responsibilities of a medical assistant. |  |
| CTE MA.1.1.2 Explain the personal and professional attributes of a medical assistant. |  |
| CTE MA.1.1.3 Discuss the role of a medical assistant as a liaison between the health care team and the patient. |  |
| CTE MA.1.1.4 Discuss the role of a medical assistant as a patient navigator. |  |
| CTE MA.1.1.5 Determine available community resources. |  |

### Performance Standard MA.1.2 Health Care Team

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| --- | --- |
| CTE MA.1.2.1 Explain the professional organizations associated with medical assisting. |  |
| CTE MA.1.2.2 Analyze employment opportunities for medical assistant. |  |
| CTE MA.1.2.3 Define the health care team. |  |
| CTE MA.1.2.4 Identify the members of the health care team. |  |
| CTE MA.1.2.5 Summarize the duties and responsibilities of the health care team. |  |
| CTE MA.1.2.6 Describe the medical assistant role within the health care team. |  |

### Performance Standard MA.1.3 Credentialing

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.1.3.1 Describe the educational processes for becoming a medical assistant. |  |
| CTE MA.1.3.2 Describe the requirements for certification and registration. |  |
| CTE MA.1.3.3 Describe the requirements for licensure. |  |

## Standard MA.2.0: FOUNDATIONS OF MEDICAL ASSISTING

### Performance Standard MA.2.1 Medical Terminology

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.2.1.1 Interpret the word elements used in medical terms. |  |
| CTE MA.2.1.2 Define vocabulary for body systems. |  |
| CTE MA.2.1.3 Define vocabulary for medical procedures. |  |
| CTE MA.2.1.4 Describe accepted abbreviations used in health care. |  |
| CTE MA.2.1.5 Use correct medical terminology and abbreviations. |  |

### Performance Standard MA.2.2 The Human Body

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.2.2.1 Describe major body systems. |  |
| CTE MA.2.2.2 Explain the structures and functions of body systems. |  |
| CTE MA.2.2.3 Identify common disorders of body systems. |  |

### Performance Standard MA.2.3 Law and Ethics

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.2.3.1 Identify federal and state laws governing health care as it pertains to the scope of practice of a medical assistant. |  |
| CTE MA.1.3.2 Explain standards for Health Insurance Portability and Accountability Act (HIPAA) regulations. |  |
| CTE MA.2.3.3 Describe industry standards in written and electronic communication and documentation. |  |
| CTE MA.2.3.4 Differentiate between ethics and morals. |  |
| CTE MA.2.3.5 Differentiate between personal and professional ethics. |  |
| CTE MA.2.3.6 Outline standards for harassment, labor, and employment laws. |  |

## Standard MA.3.0: ADMINISTRATIVE PROCEDURES

### Performance Standard MA.3.1 Technology

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.3.1.1 Operate basic medical office equipment. |  |
| CTE MA.3.1.2 Discuss file storage, communication, and file security measures as pertains to Health Insurance Portability and Accountability Act (HIPAA). |  |
| CTE MA.3.1.3 Demonstrate appropriate use of social media in the medical field. |  |
| CTE MA.3.1.4 Discuss workplace safety and security. |  |

### Performance Standard MA.3.2 Clerical Functions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| --- | --- |
| CTE MA.3.2.1 Demonstrate professional telephone techniques and interpersonal skills. |  |
| CTE MA.3.2.2 Use appointment scheduling matrix system. |  |
| CTE MA.3.2.3 Complete a patient registration. |  |
| CTE MA.3.2.4 Identify the components of a patient health record. |  |
| CTE MA.3.2.5 Identify different types of health care insurance coverage. |  |
| CTE MA.3.2.6 Define basic insurance terminology. |  |
| CTE MA.3.2.7 Describe ways to promote appropriate transmission of data. |  |

### Performance Standard MA.3.3 Bookkeeping

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.3.3.1 Summarize billing, claims, processing, and fee schedules. |  |
| CTE MA.3.3.2 Prepare patient charges, super bill, route slip, encounter form, and claim form. |  |
| CTE MA.3.3.3 Describe collection laws. |  |
| CTE MA.3.3.4 Calculate and process balance sheets, day sheets, and ledger sheets. |  |
| CTE MA.3.3.5 Define native, introduced, invasive, noxious, and poisonous plants. Calculate and process deposits, payroll, accounts receivable, accounts payable and adjustments. |  |

## Standard MA.4.0: CLINICAL PROCEDURES

### Performance Standard MA.4.1 Patient Documentation

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.4.1.1 Patient Documentation |  |
| CTE MA.4.1.2 Patient Documentation |  |
| CTE MA.4.1.3 Assess different methods of forest management. |  |
| CTE MA.4.1.4 Compare public and private management of forests. |  |

### Performance Standard MA.4.2 Patient Care

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
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| CTE MA.4.2.1 Identify vital signs. |  |
| CTE MA.4.2.2 Summarize the characteristics and normal range of each vital sign. |  |
| CTE MA.4.2.3 Obtain and document vital signs. |  |
| CTE MA.4.2.4 Identify the purpose and components of a physical exam. |  |
| CTE MA.4.2.5 Describe the role of the medical assistant during examinations. |  |
| CTE MA.4.2.6 Describe the role of the medical assistant in specialty examinations. |  |
| CTE MA.4.2.7 Define complementary and alternative medicine. |  |
| CTE MA.4.2.8 Instruct patient and/or support system according to specific needs. |  |

## Standard MA.5.0: PROFESSIONALISM FOR MEDICAL ASSISTING

### Performance Standard MA.5.1 Communication

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.5.1.1 Describe types of communication. |  |
| CTE MA.5.1.2 Define effective communication. |  |
| CTE MA.5.1.3 Analyze elements in the communication process. |  |
| CTE MA.5.1.4 Identify barriers and solutions to effective communication. |  |

### Performance Standard MA.5.2 Diverse Patient Populations and Sensitivity

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
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| CTE MA.5.2.1 Identify physical, mental, cognitive, and social or other needs of patients as they impact the delivery of health care. |  |
| CTE MA.5.2.2 Define diverse patient populations. |  |
| CTE MA.5.2.3 Identify special needs of diverse patient populations. |  |
| CTE MA.5.2.4 Describe how to recognize and respect diverse patient populations. |  |
| CTE MA.5.2.5 Integrate cultural diversity and sensitivity amongst the health care system. |  |
| CTE MA.5.2.6 Describe safety issues and accommodations for patients with special needs. |  |
| CTE MA.5.2.7 Describe issues relating to health literacy. |  |

## Standard MA.6.0: EMERGENCY AND SAFETY PROTOCOLS

### Performance Standard MA.6.1 CPR and First Aid

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.6.1.1 Apply the concept of Universal Precautions to the practice of first aid and CPR. |  |
| CTE MA.6.1.2 Explain the importance of cardiopulmonary resuscitation (CPR). |  |
| CTE MA.6.1.3 Demonstrate how to manage an obstructed airway. |  |
| CTE MA.6.1.4 Demonstrate the proper technique for performing Basic Life Support for the Health Care Provider CPR/AED and basic first aid on an adult, child, and infant. |  |

### Performance Standard MA.6.2 Medical Office Safety and Compliance

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| --- | --- |
| CTE MA.6.2.1 Identify Center for Disease Control (CDC) regulations including Bloodborne Pathogen standards. |  |
| CTE MA.6.2.2 Describe Occupational Safety and Health Administration (OSHA) regulations as they apply to health care. |  |
| CTE MA.6.2.3 Describe quality assurance. |  |
| CTE MA.6.2.4 Describe quality assurance. |  |

### Performance Standard MA.6.3 Infection Control

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.6.3.1 Describe the chain of infection. |  |
| CTE MA.6.3.2 Identify aseptic and infection control measures. |  |
| CTE MA.6.3.3 Differentiate between surgical and medical aseptic procedures. |  |
| CTE MA.6.3.4 Define standard precautions. |  |
| CTE MA.6.3.5 Demonstrate proper use of standard precautions. |  |
| CTE MA.6.3.6 Outline procedures for biohazard and waste disposal. |  |

### Performance Standard MA.6.4 Patient Emergencies

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE MA.6.4.1 Identify patient physical emergencies. |  |
| CTE MA.6.4.2 Identify patient psychological and behavioral emergencies. |  |
| CTE MA.6.4.3 Describe what to do in the event of a patient emergency. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

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1. [Idaho HPPS Medical Assisting Program Standards](https://cte.idaho.gov/wp-content/uploads/2020/01/Medical-Assisting-Program-Standards-Final.pdf) [↑](#footnote-ref-1)