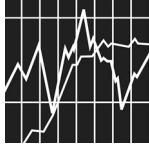


MEDICAL ASSISTING



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of medical assisting.

First, download and review the General Regulations at: updates.skillsusa.org.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with medical assisting as the occupational objective.

CLOTHING REQUIREMENT

Official blue scrubs, white socks (must cover ankle) or skin-tone seamless hose and health professional's white, leather work shoes. Shoes must be all white leather (no canvas or color), completely enclosed (no open toe or open heel – no cros). Athletic style shoes that meet the aforementioned criteria are acceptable. Uniform pants should not drag the ground, should be pressed. Jewelry should be modest as per medical standards. No fingernail polish or fake nails. Tattoos covered.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. All instruments, equipment and materials required for the contest
2. Supplied by the contestant:
 - a. Watch with second hand

- b. Pen (black ink)
- c. Stethoscope
- d. Sterile gloves (postsecondary)
- e. Lister bandage scissors (postsecondary)
- f. Small blank note pad

Note: Latex allergic contestants should bring latex-free gloves.

- g. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at updates.skillsusa.org.

SCOPE OF THE CONTEST

The contest assesses the ability to perform skills needed as a medical assistant. The contest uses general Medical Assisting accreditation and certification standards for contest make-up.

Knowledge Performance

The contest includes a written knowledge test including topics identified in general Medical Assisting accreditation and certification standards. Contestants will also be expected to demonstrate knowledge and skills ability in the performance portion of the contest. College/postsecondary contestants will be required to complete several advanced stations (e.g., but not limited to: invasive procedures, sterile procedures, collection and transportation, insurance filing and coding, critical thinking, etc.)

Skills Performance

The contest will consist of simulated office situations and demonstrations.

Contest Guidelines

1. Contestants will demonstrate their ability to perform procedures or skills selected from the list of competencies below as determined by the SkillsUSA Championships health occupations technical committee.

2. Contestants, as part of the demonstration, should voluntarily express pertinent information.

Standards and Competencies

MA 1.0 — Perform general office procedures to accreditation and certification standards

- 1.1 Place and receive telephone calls
- 1.2 Arrange for client admission to hospital
- 1.3 Arrange physician's travel accommodations
- 1.4 Schedule client appointments
- 1.5 Complete history and assessment for client
- 1.6 Explain doctor's fee and office policies
- 1.7 File letters, diagnostic reports and progress notes in client's records
- 1.8 Gather data for necessary reports regarding referrals to other doctors
- 1.9 Prepare medical file for a new client
- 1.10 Maintain appointment book and reminder system
- 1.11 Make referral appointments for client
- 1.12 Prepare release form and obtain the necessary signatures
- 1.13 Process mail
- 1.14 Prepare medical records for daily appointment schedule
- 1.15 Receive clients and visitors
- 1.16 Schedule patients for outpatient diagnostic tests
- 1.17 Prepare statements for mailing
- 1.18 Prepare correspondence from rough draft
- 1.19 Prepare medical records
- 1.20 Demonstrate ICD-10 coding
- 1.21 Demonstrate CPT coding
- 1.22 Apply computer concepts to office practices
- 1.23 Plan and organize daily office activities
- 1.24 Update inventory list of office supplies and equipment
- 1.25 Prepare purchase requisitions
- 1.26 Complete peg board
- 1.27 Operate calculator

MA 2.0 — Perform general accounting procedures to accreditation and certification standards

- 2.1 Collect and post payments
- 2.2 Collect delinquent bills
- 2.3 Maintain a file of unpaid accounts
- 2.4 Maintain a petty cash fund

- 2.5 Make financial arrangements with clients
- 2.6 Prepare bank deposit slips
- 2.7 Process charge slips
- 2.8 Prepare checks for doctor's signature
- 2.9 Prepare payroll
- 2.10 Reconcile bank statements
- 2.11 Reconcile cash count and receipts
- 2.12 Review invoices for validity and accuracy

MA 3.0 — Complete government and third-party insurance forms and other financial reports to accreditation and certification standards

- 3.1 Complete insurance forms for filing assigned insurance claims
- 3.2 Complete insurance forms for client reimbursement
- 3.3 Complete Medicare forms
- 3.4 Complete worker's compensation forms
- 3.5 Complete Medicaid forms

MA 4.0 — Perform general laboratory procedures to accreditation and certification standards

- 4.1 Assist with the collection of clean catch or sterile urine specimens
- 4.2 Assist with the collection of microorganism smear
- 4.3 Assist with the collection of Pap smear
- 4.4 Prepare urine specimen for microscopic examination
- 4.5 Collect eye, nose and throat specimens for culture and sensitivity
- 4.6 Assist with the collection of a random voided urine specimen
- 4.7 Perform urinalysis testing
- 4.8 Perform cholesterol tests
- 4.9 Perform blood sugar screening test
- 4.10 Perform mono screening tests
- 4.11 Conduct urine pregnancy test
- 4.12 Perform urine specific gravity tests
- 4.13 Prepare requisitions for test outside of office
- 4.14 Prepare specimens for shipping
- 4.15 Test stool specimens for occult blood

MA 5.0 — Perform hematology procedures to accreditation and certification standards

- 5.1 Obtain a capillary blood specimen
- 5.2 Perform hematocrit test
- 5.3 Perform hemoglobin test
- 5.4 Perform venipuncture using vacuum setup (high school contestants will not participate in the venipuncture skills, but

- may be required to identify equipment and supplies used in this procedure).
- 5.5 Separate plasma or serum from cells
- 5.6 Perform variety of testing using blood from vacuum tube(s)

MA 6.0 — Perform electrocardiogram (EKG) procedures to accreditation and certification standards

- 6.1 Perform EKG test
- 6.2 Clean EKG equipment after use

MA 7.0 — Demonstrate knowledge of pharmaceutical principles and provide medication administration to accreditation and certification standards

- 7.1 Monitor supply of controlled substances
- 7.2 Identify commonly administered drugs, their uses and effects
- 7.3 Use correct pharmaceutical abbreviations and terminology
- 7.4 Identify various methods and routes of drug administration
- 7.5 Perform medication administration: oral, ID, SC, IM, topical or transdermal
Note: High school contestants will not participate in the medication administration skill, but may be required to identify equipment, medications or supplies used in this procedure.
- 7.6 Explain the six rights of medication safety

MA 8.0 — Perform clinical office procedures to accreditation and certification standards

- 8.1 Assist with minor surgery
- 8.2 Assist with dressing change
- 8.3 Create and maintain a sterile field
 - 8.3.1 Pour Betadine into sterile bowl on sterile field
 - 8.3.2 Add sterile instruments or gauze
 - 8.3.3 Cover sterile field and maintain field integrity
- 8.4 Assist with physical examination
- 8.5 Assist with biopsy procedure
- 8.6 Perform visual and auditory acuity tests
- 8.7 Position and drape patient
- 8.8 Apply elastic bandage
- 8.9 Apply roller bandage
- 8.10 Apply triangular bandage
- 8.11 Apply tubular bandage
- 8.12 Demonstrate knowledge and use of pressure points to control bleeding
- 8.13 Provide first aid for syncope
- 8.14 Prepare for catheterization

- 8.15 Prepare patient for minor surgery
- 8.16 Prepare room and equipment for examination, procedures and minor surgery
- 8.17 Measure and record temperature using oral, rectal, auxiliary, temporal or aural equipment
- 8.18 Measure and record pulse
- 8.19 Measure and record respiration
- 8.20 Measure and record blood pressure
- 8.21 Perform hot and cold therapies
- 8.22 Perform basic adult, infant and child CPR
- 8.23 Identify medical instruments and equipment
- 8.24 Measure height and weight
- 8.25 Chart pertinent observations/information
- 8.26 Demonstrate emergency measures for choking
- 8.27 Provide patient education on tests, medications, procedures, etc.
- 8.28 Use medical terminology and abbreviations as needed
- 8.29 Perform proper documentation for all procedures, manually or electronically

Health Occupations: Core Knowledge and Skills

1. Academic Foundations

- a. Apply knowledge of human structure and function to client care situations
- b. Apply concepts of basic human needs to client care
- c. Apply knowledge of nutrition
- d. Apply basic mathematical concepts

2. Communication Skills — Core

- a. Demonstrate oral, written, and telephone communication skills with patients, families and staff
- b. Modify communication to meet client needs
- c. Spell, pronounce, define and utilize medical terms and abbreviations
- d. Observe, report and document pertinent patient data
- e. Demonstrate effective interpersonal relationships
- f. Be sensitive to multicultural and multilingual needs
- g. Provide for emotional support of client during procedure/treatment

3. **Safety — Core**
 - a. Report and/or correct safety hazards
 - b. Apply principles of body mechanics
 - c. Maintain equipment in proper working order
 - d. Maintain a safe client environment
 - e. Follow emergency procedures
 - f. Verify identity of client
 - g. Use precautions in the presence of ionizing radiation
 - h. Manage hazardous materials
4. **Infection Control and Asepsis — Core**
 - a. Perform correct handwashing technique
 - b. Use appropriate personal protective equipment
 - c. Identify at-risk behaviors and modes of transmission of pathogens
 - d. Use standard precautions outlined by the CDC
 - e. Apply principles of medical asepsis
 - f. Clean and restock client environment
 - g. Apply principles of disinfection
5. **Asepsis — Advanced**
 - a. Create and maintain sterile field
 - b. Don and remove sterile gloves/gown
 - c. Assist with minor surgical procedures
 - d. Apply principles of sterilization
 - e. Clean, disinfect and sterilize surfaces, instruments, supplies and equipment utilizing appropriate methods
 - f. Prepare and/or package equipment for sterilization
6. **Ethical/Legal**
 - a. Operate within the legal framework of liability in his/her scope of work
 - b. Maintain confidentiality in the health care setting
 - c. Explain client rights
 - d. Recognize and report signs of neglect and abuse
7. **Employment Skills**
 - a. Exhibit such personal skills as attendance, time management, individual responsibility and teamwork
 - b. Maintain professional conduct and appearance
 - c. Complete job application and résumé
 - d. Demonstrate interview skills

- e. Prepare correspondence related to the employment process

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Use basic mathematical functions (addition, subtraction, division and multiplication)

Science Skills

- Plan and conduct a scientific investigation
- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of reproduction and transmission of genetic information
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)

Language Arts Skills

- Provide information in conversations and in group discussions
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone, and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Understand source, viewpoint and purpose of texts

- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles

- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts.
To view the standards, visit: www.ncte.org/standards.