MEDICAL ASSISTING CURRICULUM FRAMEWORK

Learning that works for Nevada
CTE™

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

* Revised 02/20/2019 – Added Performance Indicator 9.1.4 on pages 8 and 10

NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
MEDICAL ASSISTING

PROGRAM TITLE:	**MEDICAL ASSISTING**
STATE SKILL STANDARDS:	**MEDICAL ASSISTING**
STANDARDS REFERENCE CODE:	MA
CAREER CLUSTER:	**HEALTH SCIENCE**
CAREER PATHWAY:	**THERAPEUTIC SERVICES**
PROGRAM LENGTH:	**3 LEVELS (L1, L2, L3C)**
PROGRAM ASSESSMENTS:	**MEDICAL ASSISTING** **WORKPLACE READINESS SKILLS**
CTSO:	**HOSA:** **FUTURE HEALTH PROFESSIONALS**
GRADE LEVEL:	**9-12**
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	**HEALTH CARE PROVIDER CPR**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Medical Assisting industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Medical Assisting
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
    - Science (based on the Next Generation Science Standards)
    - English Language Arts (based on the Common Core State Standards)
    - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

MEDICAL ASSISTING Core Course Sequence	
COURSE NAME	**LEVEL**
Health Science I	L1
Health Science II or Medical Terminology	L2
Medical Assisting	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

MEDICAL ASSISTING Core Course Sequence with Complementary Courses	
COURSE NAME	**LEVEL**
Health Science I	L1
Health Science II or Medical Terminology	L2
Health Professions*	L3
Medical Assisting	L3C
Health Professions LAB*	L3L
Medical Assisting LAB*	L3L
Medical Assisting Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills", have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".
(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Health Science I
ABBR. NAME:	HEALTH SCIENCE I
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0000
PREREQUISITE:	None
CTSO:	hosa: Future Health Professionals

COURSE DESCRIPTION

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 1.1 : Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators : 1.2.1-1.2.5

Performance Standard 1.3 : Apply Mathematics in Healthcare Practice

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS

Performance Standard 2.1 : Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators : 2.1.1-2.1.7

CONTENT STANDARD 3.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 3.1 : Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators : 3.1.1-3.1.14

Performance Standard 3.2 : Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Demonstrate Professional and Ethical Standards Impacting Healthcare

Performance Indicators : 3.3.1-3.3.7

CONTENT STANDARD 4.0 : DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING

Performance Standard 4.1 : Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators : 4.1.1-4.1.11

Performance Standard 4.2 : Utilize Written and Electronic Communication

Performance Indicators : 4.2.1-4.2.5

CONTENT STANDARD 5.0 : **DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING**

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 : **INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE**

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Medical Terminology for the L2 class that is the prerequisite for Medical Assisting.

OPTION A

COURSE TITLE:	**Health Science II**
ABBR. NAME:	**HEALTH SCIENCE II**
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0000
PREREQUISITE:	Health Science I
CTSO:	hosa: Future Health Professionals

COURSE DESCRIPTION

This course is a continuation of Health Science I. This course provides advanced health science students with instruction in advanced techniques and processes. Areas of study include medical ethics, hazardous materials, and safety in the workplace, epidemiology, and green practices in healthcare. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a medical program at the college level.

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team
Performance Indicators : 7.1.1-7.1.3
Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships
Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines
Performance Indicators : 8.1.1-8.1.5
Performance Standard 8.2 : Explain Principles of Infection Control
Performance Indicators : 8.2.1-8.2.6
Performance Standard 8.3 : Understand Appropriate Safety Techniques
Performance Indicators : 8.3.1-8.3.5
Performance Standard 8.4 : Understand Emergency Management and Preparedness
Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge
Performance Indicators : 9.1.1-9.1.4
Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations
Performance Indicators : 9.2.1-9.2.7

CONTENT STANDARD 10.0: **IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Health Science II or Medical Terminology for the L2 class that is the prerequisite for Medical Assisting.

OPTION B

COURSE TITLE:	**Medical Terminology**
ABBR. NAME:	**MEDICAL TERM**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0899**
PREREQUISITE:	**Health Science I**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health-related occupations. Students receive instruction in the vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Students' medical, ethical, and legal responsibilities pertaining to future careers in the health field will be integrated into the course. Students will also be introduced to health-related occupational skills required in the world of work.

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.4

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

CONTENT STANDARD 10.0: **IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 10.1 :	Interpret Records and Files Common to Healthcare
Performance Indicators :	10.1.1-10.1.5
Performance Standard 10.2 :	Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information
Performance Indicators :	10.2.1-10.2.7

EMPLOYABILITY **S**KILLS FOR **C**AREER **R**EADINESS **S**TANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 :	Demonstrate Personal Qualities and People Skills
Performance Indicators :	1.1.1-1.1.7
Performance Standard 1.2 :	Demonstrate Professional Knowledge and Skills
Performance Indicators :	1.2.1-1.2.10
Performance Standard 1.3 :	Demonstrate Technology Knowledge and Skills
Performance Indicators :	1.3.1-1.3.4

ALIGNMENT TO THE **N**EVADA **A**CADEMIC **C**ONTENT **S**TANDARDS*

English Language Arts:	Reading Standards for Literacy in Science and Technical Subjects
	Writing Standards for Literacy in Science and Technical Subjects
	Speaking and Listening
Mathematics:	Mathematical Practices
	Geometry-Congruence
	Geometry-Circles
Science:	Nature of Science
	Physical Science
	Life Science
	Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Medical Assisting**
ABBR. NAME:	**MEDICAL ASST**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**51.0801**
PREREQUISITE:	**Health Science II**
PROGRAM ASSESSMENTS:	**MEDICAL ASSISTING** **WORKPLACE READINESS SKILLS**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course provides advanced health science students with the skills required for entry-level positions such as administrative medical assistant or clinical medical assistant. Demonstrations and laboratory experiences are an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UNDERSTANDING THE MEDICAL ASSISTING PROFESSION

Performance Standard 1.1 : Define Medical Terminology

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators : 1.2.1-1.2.3

Performance Standard 1.3 : Describe Medical Assisting Profession

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : DESCRIBE GENERAL OPERATIONS IN THE MEDICAL ENVIRONMENT

Performance Standard 2.1 : Implement Effective Medical Assistant Communication

Performance Indicators : 2.1.1-2.1.6

Performance Standard 2.2 : Identify the Health Care Team

Performance Indicators : 2.2.1-2.2.5

Performance Standard 2.3 : Discuss Legal and Ethical Considerations

Performance Indicators : 2.3.1-2.3.5

Performance Standard 2.4 : Maintain Medical Office Safety and Compliance

Performance Indicators : 2.4.1-2.4.4

Performance Standard 2.5: Explore Diverse Patient Populations and Sensitivity

Performance Indicators : 2.5.1-2.5.5

Performance Standard 2.6 : Explore Special Needs of the Patients

Performance Indicators : 2.6.1-2.6.3

CONTENT STANDARD 3.0 : UNDERSTAND ADMINISTRATIVE PROCEDURES

Performance Standard 3.1 : Implement Communication Methods

Performance Indicators : 3.1.1-3.1.6

Performance Standard 3.2 : Identify Uses of Technology
Performance Indicators : 3.2.1-3.2.7

Performance Standard 3.3 : Understanding the Medical Insurance Process
Performance Indicators : 3.3.1-3.3.6

Performance Standard 3.4 : Understanding Accounting Practices
Performance Indicators : 3.4.1-3.4.3

CONTENT STANDARD 4.0 : UNDERSTANDING CLINICAL PROCEDURES

Performance Standard 4.1 : Implement Aseptic and Infection Control Procedures
Performance Indicators : 4.1.1-4.1.7

Performance Standard 4.2 : Explain the Patient History and Documentation Process
Performance Indicators : 4.2.1-4.2.7

Performance Standard 4.3 : Understand and Measure Vital Signs
Performance Indicators : 4.3.1-4.3.8

Performance Standard 4.4 : Assisting With the Physical Examination Process
Performance Indicators : 4.4.1-4.4.6

Performance Standard 4.5 : Assisting With Specialty Examinations and Procedures
Performance Indicators : 4.5.1-4.5.5

Performance Standard 4.6 : Understanding Basic Pharmacology
Performance Indicators : 4.6.1-4.6.11

Performance Standard 4.7 : Explore Complementary and Alternative Medicine
Performance Indicators : 4.7.1-4.7.4

CONTENT STANDARD 5.0 : PREPARE FOR MEDICAL OFFICE EMERGENCIES

Performance Standard 5.1 : Responding to Patient Emergencies
Performance Indicators : 5.1.1-5.1.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills
Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills
Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills
Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science

* Refer to the Medical Assisting Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction.

COURSE TITLE:	**Health Professions**
ABBR. NAME:	**HLTH PROFESSIONS**
CREDITS:	**1**
LEVEL:	**L3**
CIP CODE:	**51.9999**
PREREQUISITE:	**Health Science II**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course is designed to assist students in exploration of a range of health occupations to determine which field best suits their interests, strengths, and abilities. Areas of study include infectious diseases, genetics, medical ethics, nutrition, psychology, pediatrics gerontology, health education, anatomy/physiology, and communication for medical professionals. Students will also be exposed to traditional clinical settings, as well as non-clinical settings such as nutrition, health inspection, communicable diseases, counseling, and alternative medicine. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Health Care Careers
- Biotechnology
- Complementary Medicine
- Health Information Management

COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE TITLE:	**Health Professions LAB**
ABBR. NAME:	**HLTH PROFFESSIONS L**
CREDITS:	**1**
LEVEL:	**L3L**
CIP CODE:	**51.9999**
PREREQUISITE:	**Concurrent enrollment in Health Professions**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

COURSE TITLE:	**Medical Assisting LAB**
ABBR. NAME:	**MEDICAL ASST L**
CREDITS:	**1**
LEVEL:	**L3L**
CIP CODE:	**51.0801**
PREREQUISITE:	**Concurrent enrollment in Medical Assisting**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	**Medical Assisting Advanced Studies**
ABBR. NAME:	**MEDICAL ASST AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**51.0801**
PREREQUISITE:	**Medical Assisting**
CTSO:	**hosa: Future Health Professionals**

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Clinical Lab Certifications
- Health Information Technology
- Emergency Medicine
- Health Careers