

## **PPENDIX B**

### **Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB) 2022 Curriculum Requirements**

Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the medical assisting profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) skills and the affective (A) behaviors.

The MAERB Core Curriculum must be taught and assessed in its entirety. In addition, all the psychomotor skills and the affective behaviors must be achieved by the students prior to the skills being performed at the practicum. While simulation of these skills can be used in the classroom setting for achievement, the practicum is designed for live experience, so simulation is not allowed as a substitute for practicum hours.

MAERB publishes the *Educational Competencies for Medical Assistants* (ECMA), a publication designed to provide programs with guidance and options for achieving the MAERB Core Curriculum. In addition, Program Directors can build upon these knowledge and skills outlined here to teach the students related skills that serve their communities of interest.

The curriculum is designed to demonstrate the intersection between the cognitive objectives and the psychomotor competencies. The affective competences are contained at the end, and because medical assistants utilize affective skills with any patient contact, be it physical or verbal, they can be bundled with any of the psychomotor competencies. The design of the curriculum allows Program Directors to bundle in the affective skills as they see appropriate.

**FOUNDATIONS FOR CLINICAL PRACTICE**  
**CONTENT AREA I-IV**

<b>Cognitive (Knowledge)</b> <b>I.C Anatomy, Physiology, &amp; Pharmacology</b>	<b>Psychomotor (Skills)</b> <b>I.P Anatomy, Physiology, &amp; Pharmacology</b>
<ol style="list-style-type: none"> <li>1. Identify structural organization of the human body</li> <li>2. Identify body systems*</li> <li>3. Identify:               <ol style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ol> </li> <li>4. Identify major organs in each body system*</li> <li>5. Identify the anatomical location of major organs in each body system*</li> <li>6. Identify the structure and function of the human body across the life span</li> <li>7. Identify the normal function of each body system*</li> <li>8. Identify common pathology related to each body system* including:               <ol style="list-style-type: none"> <li>a. signs</li> <li>b. symptoms</li> <li>c. etiology</li> <li>d. diagnostic measures</li> <li>e. treatment modalities</li> </ol> </li> <li>9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases</li> <li>10. Identify the classifications of medications including:               <ol style="list-style-type: none"> <li>a. indications for use</li> <li>b. desired effects</li> <li>c. side effects</li> <li>d. adverse reactions</li> </ol> </li> <li>11. Identify quality assurance practices in healthcare</li> <li>12. Identify basic principles of first aid</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurately measure and record               <ol style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight (adult and infant)</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. oxygen saturation</li> </ol> </li> <li>2. Perform the following procedures:               <ol style="list-style-type: none"> <li>a. electrocardiography</li> <li>b. venipuncture</li> <li>c. capillary puncture</li> <li>d. pulmonary function testing</li> </ol> </li> <li>3. Perform patient screening following established protocols</li> <li>4. Verify the rules of medication administration:               <ol style="list-style-type: none"> <li>a. right patient</li> <li>b. right medication</li> <li>c. right dose</li> <li>d. right route</li> <li>e. right time</li> <li>f. right documentation</li> </ol> </li> <li>5. Select proper sites for administering parenteral medication</li> <li>6. Administer oral medications</li> <li>7. Administer parenteral (excluding IV) medications</li> </ol>

<p>13. Identify appropriate vaccinations based on an immunization schedule.</p> <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<p>8. Instruct and prepare a patient for a procedure or a treatment</p> <p>9. Assist provider with a patient exam</p> <p>10. Perform a quality control measure</p> <p>11. Collect specimens and perform:</p> <ol style="list-style-type: none"> <li>CLIA waived hematology test</li> <li>CLIA waived chemistry test</li> <li>CLIA waived urinalysis</li> <li>CLIA waived immunology test</li> <li>CLIA waived microbiology test</li> </ol> <p>12. Provide up-to-date documentation of provider/professional level CPR</p> <p>13. Perform first aid procedures</p> <ol style="list-style-type: none"> <li>bleeding</li> <li>diabetic coma or insulin shock</li> <li>stroke</li> <li>seizures</li> <li>environmental emergency</li> <li>syncope</li> </ol>
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Content Area II: Applied Mathematics

<b>Cognitive (Knowledge)</b> <b>II.C Applied Mathematics</b>	<b>Psychomotor (Skills)</b> <b>II.P Applied Mathematics</b>
1. Define basic units of measurement in:	

<ul style="list-style-type: none"> <li>a. the metric system</li> <li>b. the household system</li> </ul> <ul style="list-style-type: none"> <li>2. Identify abbreviations used in calculating medication dosages</li> <li>3. Identify normal and abnormal results as reported in: <ul style="list-style-type: none"> <li>a. graphs</li> <li>b. tables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Calculate proper dosages of medication for administration</li> <li>2. Record laboratory test results into the patient's record</li> <li>3. Document on a growth chart</li> <li>4. Apply mathematical computations to solve equations</li> <li>5. Convert among measurement systems</li> </ul>
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### Content Area III: Infection Control

<b>Cognitive (Knowledge)</b> <b>III.C Infection Control</b>	<b>Psychomotor (Skills)</b> <b>III.P Infection Control</b>
<ul style="list-style-type: none"> <li>1. Identify major types of infectious agents</li> <li>2. Identify the infection cycle including: <ul style="list-style-type: none"> <li>a. the infectious agent</li> <li>b. reservoir</li> <li>c. susceptible host</li> <li>d. means of transmission</li> <li>e. portals of entry</li> <li>f. portals of exit</li> </ul> </li> <li>3. Identify the following as practiced within an ambulatory care setting: <ul style="list-style-type: none"> <li>a. medical asepsis</li> <li>b. surgical asepsis</li> </ul> </li> <li>4. Identify methods of controlling the growth of microorganisms</li> <li>5. Identify the principles of standard precautions</li> <li>6. Identify personal protective equipment (PPE)</li> <li>7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings</li> </ul>	<ul style="list-style-type: none"> <li>1. Participate in bloodborne pathogen training</li> <li>2. Select appropriate barrier/personal protective equipment (PPE)</li> <li>3. Perform handwashing</li> <li>4. Prepare items for autoclaving</li> <li>5. Perform sterilization procedures</li> <li>6. Prepare a sterile field</li> <li>7. Perform within a sterile field</li> <li>8. Perform wound care</li> <li>9. Perform dressing change</li> <li>10. Demonstrate proper disposal of biohazardous material <ul style="list-style-type: none"> <li>a. sharps</li> <li>b. regulated wastes</li> </ul> </li> </ul>

Content Area IV: Nutrition

<b>Cognitive (Knowledge)</b> <b>IV. C Nutrition</b>	<b>Psychomotor (Skills)</b> <b>IV. P Nutrition</b>
<ol style="list-style-type: none"> <li>1. Identify dietary nutrients including:               <ol style="list-style-type: none"> <li>a. carbohydrates</li> <li>b. fat</li> <li>c. protein</li> <li>d. minerals</li> <li>e. electrolytes</li> <li>f. vitamins</li> <li>g. fiber</li> <li>h. water</li> </ol> </li> <li>2. Identify the function of dietary supplements</li> <li>3. Identify the special dietary needs for:               <ol style="list-style-type: none"> <li>a. weight control</li> <li>b. diabetes</li> <li>c. cardiovascular disease</li> <li>d. hypertension</li> <li>e. cancer</li> <li>f. lactose sensitivity</li> <li>g. gluten-free</li> <li>h. food allergies</li> <li>i. eating disorders</li> </ol> </li> <li>4. Identify the components of a food label</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruct a patient regarding a dietary change related to patient's special dietary needs</li> </ol>

Content Area V: Concepts of Effective Communication

<b>Cognitive (Knowledge)</b>	<b>Psychomotor (Skills)</b>
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V.C Concepts of Effective Communication	V.P. Concepts of Effective Communication
<ol style="list-style-type: none"> <li>1. Identify types of verbal and nonverbal communication</li> <li>2. Identify communication barriers</li> <li>3. Identify techniques for overcoming communication barriers</li> <li>4. Identify the steps in the sender-receiver process</li> <li>5. Identify challenges in communication with different age groups</li> <li>6. Identify techniques for coaching a patient related to specific needs</li> <li>7. Identify different types of electronic technology used in professional communication</li> <li>8. Identify the following related to body systems*:               <ol style="list-style-type: none"> <li>a. medical terms</li> <li>b. abbreviations</li> </ol> </li> <li>9. Identify the principles of self-boundaries</li> <li>10. Identify the role of the medical assistant as a patient navigator</li> <li>11. Identify coping mechanisms</li> <li>12. Identify subjective and objective information</li> <li>13. Identify the basic concepts of the following theories of:               <ol style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-Ross</li> </ol> </li> <li>14. Identify issues associated with diversity as it relates to patient care</li> <li>15. Identify the medical assistant's role in telehealth</li> </ol> <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> <li>1. Respond to nonverbal communication</li> <li>2. Correctly use and pronounce medical terminology in health care interactions</li> <li>3. Coach patients regarding:               <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. medical encounters</li> </ol> </li> <li>4. Demonstrate professional telephone techniques</li> <li>5. Document telephone messages accurately</li> <li>6. Using technology, compose clear and correct correspondence</li> <li>7. Use a list of community resources to facilitate referrals</li> <li>8. Participate in a telehealth interaction with a patient</li> </ol>

Content Area VI: Administrative Functions

<b>Cognitive (Knowledge)</b> <b>VI.C Administrative Functions</b>	<b>Psychomotor (Skills)</b> <b>VI.P Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify critical information required for scheduling patient procedures</li> <li>3. Recognize the purpose for routine maintenance of equipment</li> <li>4. Identify steps involved in completing an inventory</li> <li>5. Identify the importance of data back-up</li> <li>6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage appointment schedule using established priorities</li> <li>2. Schedule a patient procedure</li> <li>3. Input patient data using an electronic system</li> <li>4. Perform an inventory of supplies</li> </ol>

Content Area VII: Basic Practice Finances

<b>Cognitive (Knowledge)</b> <b>VII.C Basic Practice Finances</b>	<b>Psychomotor (Skills)</b> <b>VII.P Basic Practice Finances</b>
<ol style="list-style-type: none"> <li>1. Define the following bookkeeping terms:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. accounts receivable</li> <li>d. accounts payable</li> <li>e. adjustments</li> <li>f. end of day reconciliation</li> </ol> </li> <li>2. Identify precautions for accepting the following types of payments:               <ol style="list-style-type: none"> <li>a. cash</li> <li>b. check</li> <li>c. credit card</li> <li>d. debit card</li> </ol> </li> <li>3. Identify types of adjustments made to patient accounts including:               <ol style="list-style-type: none"> <li>a. non-sufficient funds (NSF) check</li> <li>b. collection agency transaction</li> <li>c. credit balance</li> <li>d. third party</li> </ol> </li> <li>4. Identify patient financial obligations for services rendered</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform accounts receivable procedures to patient accounts including posting:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. adjustments</li> </ol> </li> <li>2. Input accurate billing information in an electronic system</li> <li>3. Inform a patient of financial obligations for services rendered</li> </ol>



Content Area VIII: Third-Party Reimbursement

<b>Cognitive (Knowledge)</b> <b>VIII.C Third-Party Reimbursement</b>	<b>Psychomotor (Skills)</b> <b>VIII.P Third-Party Reimbursement</b>
<ol style="list-style-type: none"> <li>1. Identify:               <ol style="list-style-type: none"> <li>a. types of third-party plans</li> <li>b. steps for filing a third-party claim</li> </ol> </li> <li>2. Identify managed care requirements for patient referral</li> <li>3. Identify processes for:               <ol style="list-style-type: none"> <li>a. verification of eligibility for services</li> <li>b. precertification/preauthorization</li> <li>c. tracking unpaid claims</li> <li>d. claim denials and appeals</li> </ol> </li> <li>4. Identify fraud and abuse as they relate to third party reimbursement</li> <li>5. Define the following:               <ol style="list-style-type: none"> <li>a. bundling and unbundling of codes</li> <li>b. advanced beneficiary notice (ABN)</li> <li>c. allowed amount</li> <li>d. deductible</li> <li>e. co-insurance</li> <li>f. co-pay</li> </ol> </li> <li>6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret information on an insurance card</li> <li>2. Verify eligibility for services</li> <li>3. Obtain precertification or preauthorization with documentation</li> <li>4. Complete an insurance claim form</li> <li>5. Assist a patient in understanding an Explanation of Benefits (EOB)</li> </ol>

Area IX: Procedural and Diagnostic Coding

<b>Cognitive (Knowledge)</b> <b>IX.C Procedural and Diagnostic Coding</b>	<b>Psychomotor (Skills)</b> <b>IX.P Procedural and Diagnostic Coding</b>
<ol style="list-style-type: none"> <li>1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II)</li> <li>2. Identify the effects of:               <ol style="list-style-type: none"> <li>a. upcoding</li> <li>b. downcoding</li> </ol> </li> <li>3. Define medical necessity</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform procedural coding</li> <li>2. Perform diagnostic coding</li> <li>3. Utilize medical necessity guidelines</li> </ol>

Content Area X: Legal Implications

<b>Cognitive (Knowledge)</b> <b>X.C Legal Implications</b>	<b>Psychomotor (Skills)</b> <b>X.P Legal Implications</b>
<ol style="list-style-type: none"> <li>1. Identify scope of practice and standards of care for medical assistants</li> <li>2. Identify the provider role in terms of standard of care.</li> <li>3. Identify components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</li> <li>4. Identify the standards outlined in The Patient Care Partnership</li> <li>5. Identify licensure and certification as they apply to healthcare providers</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate a state's legal scope of practice for medical assistants</li> <li>2. Apply HIPAA rules in regard to:               <ol style="list-style-type: none"> <li>a. privacy</li> <li>b. release of information</li> </ol> </li> <li>3. Document patient care accurately in the medical record</li> <li>4. Complete compliance reporting based on public health statutes</li> <li>5. Report an illegal activity following the protocol established by the healthcare setting</li> </ol>

<p>6. Identify criminal and civil law as they apply to the practicing medical assistant</p> <p>7. Define:</p> <ul style="list-style-type: none"> <li>a. negligence</li> <li>b. malpractice</li> <li>c. statute of limitations</li> <li>d. Good Samaritan Act(s)</li> <li>e. Uniform Anatomical Gift Act</li> <li>f. living will/advanced directives</li> <li>g. medical durable power of attorney</li> <li>h. Patient Self Determination Act (PSDA)</li> <li>i. risk management</li> </ul> <p>8. Identify the purpose of medical malpractice insurance</p> <p>9. Identify legal and illegal applicant interview questions</p> <p>10. Identify:</p> <ul style="list-style-type: none"> <li>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</li> <li>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</li> <li>c. Americans with Disabilities Act Amendments Act (ADAAA)</li> </ul> <p>11. Identify the process in compliance reporting:</p> <ul style="list-style-type: none"> <li>a. unsafe activities</li> <li>b. errors in patient care</li> <li>c. conflicts of interest</li> <li>d. incident reports</li> </ul> <p>12. Identify compliance with public health statutes related to:</p> <ul style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, neglect, and exploitation</li> <li>c. wounds of violence</li> </ul> <p>13. Define the following medical legal terms:</p> <ul style="list-style-type: none"> <li>a. informed consent</li> <li>b. implied consent</li> <li>c. expressed consent</li> <li>d. patient incompetence</li> <li>e. emancipated minor</li> </ul>	<p>6. Complete an incident report related to an error in patient care</p>
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<ul style="list-style-type: none"> <li>f. mature minor</li> <li>g. subpoena duces tecum</li> <li>h. respondeat superior</li> <li>i. res ipsa loquitur</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> </ul>	
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Content Area XI: Ethical and Professional Considerations

<b>Cognitive (Knowledge)</b> <b>XI.C Ethical and Professional Considerations</b>	<b>Psychomotor (Skills)</b> <b>XI.P Ethical and Professional Considerations</b>
<ul style="list-style-type: none"> <li>1. Define:               <ul style="list-style-type: none"> <li>a. ethics</li> <li>b. morals</li> </ul> </li> <li>2. Identify personal and professional ethics</li> <li>3. Identify potential effects of personal morals on professional performance</li> <li>4. Identify professional behaviors of a medical assistant</li> </ul>	<ul style="list-style-type: none"> <li>1. Demonstrate professional response(s) to ethical issues</li> </ul>

Content Area XII: Protective Practices

<b>Cognitive (Knowledge)</b> <b>XII.C Protective Practices</b>	<b>Psychomotor (Skills)</b> <b>XII.P Protective Practices</b>
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1. Identify workplace safeguards
2. Identify safety techniques that can be used in responding to accidental exposure to:
  - a. blood
  - b. other body fluids
  - c. needle sticks
  - d. chemicals
3. Identify fire safety issues in an ambulatory healthcare environment
4. Identify emergency practices for evacuation of a healthcare setting
5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting
6. Identify processes for disposal of a. biohazardous waste and b. chemicals
7. Identify principles of:
  - a. body mechanics
  - b. ergonomics
8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency
9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency

1. Comply with safety practices
2. Demonstrate proper use of:
  - a. eyewash equipment
  - b. fire extinguishers
3. Use proper body mechanics
4. Evaluate an environment to identify unsafe conditions

## AFFECTIVE SKILLS

The affective competencies listed below can be bundled with any of the psychomotor competencies included in the curriculum. The goal is to provide opportunities for Program Directors to develop assessment tools creatively and focus on incorporating the affective behaviors with any psychomotor skill that involves interacting with a patient. These behavioral competencies are important to the development of communication skills and professional behavior in the field of medical assisting. The students will need to achieve all the affective competences, but they can do so using several different skills. There are examples in the *Educational Competencies for Medical Assistants* to guide Program Directors in the incorporation of these affective skills.

<b>A.1</b>	Demonstrate critical thinking skills
<b>A.2</b>	Reassure patients
<b>A.3</b>	Demonstrate empathy for patients' concerns
<b>A.4</b>	Demonstrate active listening
<b>A.5</b>	Respect diversity
<b>A.6</b>	Recognize personal boundaries
<b>A.7</b>	Demonstrate tactfulness
<b>A.8</b>	Demonstrate self-awareness