

SECTION I

Textbook and Workbook
Answer Key

UNIT 1

Professional and Career Responsibilities

CHAPTER 1

A Career as an Administrative Medical Assistant

COMPETENCIES

Following are the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accrediting Bureau of Health Education Schools (ABHES) competency standards for medical assisting educational programs that apply to this chapter. A full list of competencies may be found in Section III of this *Instructor Manual* as well as Appendix B of the *textbook*.

CAAHEP Areas of Competence

I.C Anatomy and Physiology—Cognitive

1. Describe structural organization of the human body
2. Identify body systems
3. Describe body planes, directional terms, quadrants, and cavities
4. List major organs in each body system
5. Identify the anatomical location of major organs in each body system

V.C Concepts of Effective Communication—Cognitive

8. Discuss applications of electronic technology in professional communication
10. Define medical terms and abbreviations related to all body systems
12. Define patient navigator
13. Describe the role of the medical assistant as a patient navigator
14. Relate the following behaviors to professional communication: a) assertive, b) aggressive, and c) passive
15. Differentiate between adaptive and nonadaptive coping mechanisms
17. Discuss the theories of Kubler-Ross

V.P Concepts of Effective Communication—Psychomotor

3. Use medical terminology correctly and pronounce accurately to communicate information to providers and patients
4. Coach patients regarding office policies, health maintenance, disease prevention, and treatment plan
8. Compose professional correspondence utilizing electronic technology
11. Report relevant information concisely and accurately

X.C Legal Implications—Cognitive

5. Discuss licensure and certification as they apply to health care providers

ABHES Areas of Competence

1. General Orientation
 - a. Describe the current employment outlook for the medical assistant
 - b. Compare and contrast the allied health professions and understand their relation to medical assisting
 - c. Describe medical assistant credentialing requirements and the process to obtain the credential; comprehend the importance of credentialing
 - d. List the general responsibilities and skills of the medical assistant

2. Anatomy and Physiology
 - a. List all body systems and their structure and functions
3. Medical Terminology
 - a. Define and use entire basic structure of medical words and be able to accurately identify in the correct context
 - d. Define and use medical abbreviations when appropriate and acceptable
4. Medical Law and Ethics
 - g. Display compliance with Code of Ethics of the profession
5. Human Relations
 - b. Provide support for terminally ill patients
 1. Use empathy when communicating with terminally ill patients
 2. Identify common stages that terminally ill patients experience
 3. List organizations/support groups that can assist patients and family members of patients experiencing terminal illnesses
10. Career Development
 - a. Perform the essential requirements for employment such as . . . dressing professionally, time management, and following up properly
 - b. Demonstrate professional behavior
 - c. Explain what continuing education is and how it is acquired

LESSON PLAN SUGGESTIONS

1. Discuss the course outline for the semester(s) and when the quizzes and tests will be administered.
2. List the supplies that will be required for the course: Refer to the Introduction to the *Workbook*.
3. Explain how the students will go to www.cengagebrain.com (student resources) to obtain online forms used in job skills.
4. Explain how students will use the performance evaluation sheets for job skills presented throughout the *Workbook*.
5. Lecture on Chapter 1 and incite class discussion.
6. Explain the contents of the chapter and what you expect the students to accomplish.
7. Emphasize the importance of good grooming in the medical office and randomly pair students to check each other's uniform, hair, makeup, fingernails, and so forth.*
8. Name each student to be class supervisor for a 1- to 2-week period to monitor personal appearance, dress codes, and attendance rules.*
9. Assign and discuss the abbreviation and spelling review lesson in the *Workbook* (Job Skill 1-1).
10. Assign the review questions and critical thinking exercises in the *Workbook* for homework. For a collaborative session (after students have completed review questions outside the classroom), divide students into groups to go over their answers. Students will quickly go to the questions they do not understand or could not find and these will come to the forefront. Spend a few minutes to answer questions from each group.
11. Have students identify their strengths and weaknesses by completing the self-assessment in Critical Thinking Exercise 2.
12. *Workbook* Job Skills 1-2 through 1-6 may be assigned for homework.

*Satisfies CAAHEP Affective domain IV.A.6 "Demonstrate an awareness of how an individual's personal appearance affects anticipated response."

ADDITIONAL ACTIVITIES

1. Invite an administrative medical assistant or a member of the local chapter of the American Association of Medical Assistants (AAMA) to speak to your class. Find out when the organization has regular meetings and suggest that the students attend or become student members. Ask the speaker to discuss the duties he or she performs on the job.
2. Prepare a bulletin board display of the dos and don'ts of grooming and visual examples of wearing apparel cut from magazines.
3. Use a video camera or video setting on a smartphone when personal grooming is being discussed and demonstrated so that the students can see how they look.
4. For extra credit, students may be encouraged to clip medical articles from current newspapers and magazines and prepare a booklet to be handed in at the end of the semester. This could be graded on the basis of quality of work, quantity, neatness, attractiveness, and the relevance of the articles and used to practice oral presentation to the class.
5. Invite a physician to speak to the class about what he or she expects from a medical assistant.
6. Make flash cards of abbreviations for review during class (see www.Quizlet.com).
7. Discuss with students the differences between a business secretary and an administrative medical assistant that performs secretarial skills.
8. Ask students who have recently visited a physician's office to discuss some of the personal characteristics, positive and negative, of a medical assistant whom they may have observed at work.
9. Have students watch the movie *Patch Adams* or *Doctor* and discuss how compassion and empathy are portrayed.
10. Obtain Delmar's Critical Thinking for Medical Assistants DVD series (ISBN 978-1-4354-1988-9).
11. Have a "Who am I?" day, when students bring something to class that represents who they are, how they got their character, how they make decisions, and so forth.
12. Have students write their own "office policy" for the classroom.

STOP AND THINK CASE SCENARIOS AND ANSWERS

Listen and Observe

Scenario: A patient who is usually cheerful comes into the office and sits in the corner not talking to anyone. She looks grumpy and her posture is one of dejection.

Critical Thinking: What would you think and say to her? **Be pleasant, warm, and respectful, indicating that you are "open" to her while maintaining your professionalism. You could ask, "Are you all right?"**

Rationale: *When a person changes his or her typical behavior, there is a reason for it. Noticing the change is the first step (observe). Give the patient an opportunity to share what is wrong (listen). If he or she does not take the initiative to share, do not force the issue.*

Positive Attitude

Scenario: A patient arrives and you ask him how he is. He responds, "Well, I won't know until I find out my test results." He also says, "The numbers probably haven't changed and I'll have to continue taking all of these pills."

Critical Thinking: Think about each statement and tell how you would respond, considering whether his statement(s) and your responses are positive, negative, or neutral. **You could respond with "Let's wait until you find out" or "Let's hope your results will be favorable, Mr. Jones."**

Rationale: *In the first statement he is aligning how he is or feels with what the results might be, not with how he really is or feels. In the second statement, he is looking on the negative side and perhaps bracing himself for the worst outcome.*

Patient Education

Scenario: Mary Lou is a 3-year-old whose mother has brought her in to see the doctor for an earache. She is crying softly and wiggling around in her mother's arms. Her mother tells her to hold still and stop crying, that the doctor is going to fix her, and that there is nothing to cry about.

Critical Thinking:

- a. How can you tactfully educate Mary Lou's mother about her daughter's reactions? **You can let the mother and child know that it is OK to cry, that earaches can be very painful, and that Mary Lou is probably wiggling because of the pain and having anxiety over what might be done to her.**
- b. How would you inform the mother and Mary Lou about what the physician will be doing? **Talk directly to Mary Lou and let her know that the doctor will be coming in and will try to make her feel better. Tell her that she can show the doctor exactly where it hurts and tell him or her how bad it hurts.**

Rationale: *Parents may feel embarrassed that their child is crying or not behaving when the child is responding naturally to being in a foreign place and having pain. By reassuring the parent and child that it is OK to cry and show discomfort and encouraging the child to show and tell the doctor what is wrong, you will help educate the parent and set the tone so that the physician can build a relationship with the child.*

Aggressive versus Assertive Response

Scenario: You have been given the assignment of directing Mrs. Hartley, a very angry and upset patient, to the laboratory to have a test done and telling her that the results will not be ready until tomorrow afternoon. You feel like saying, "You need to go to ABC Laboratory to have this test done. You will not be able to find out the results until tomorrow afternoon; someone will probably call you then."

Critical Thinking: Try to reword what you would say to the patient so that it is assertive instead of aggressive. **You could say something like, "The physician would like for you to go to ABC Laboratory, Mrs. Hartley. Do you know where it is located? The test results will not be available until tomorrow afternoon and the physician will call you as soon as the results come in. If you have not received a telephone call by 4:30 p.m., Mrs. Hartley, please call me and I will locate the results and have the physician speak with you."**

Rationale: *What you feel like saying is very aggressive and would probably incite a negative response. An assertive response will let the patient know that you are in control of the situation, that you understand the anxiety she is experiencing while awaiting test results, and that you have provided a foolproof way that she will not fall through the cracks and be forgotten.*

EXAM-STYLE QUESTIONS AND ANSWERS

1. Among a medical assistant's interpersonal skills, the most important personality trait is:
 - a. dedication
 - b. consideration and respect for others
 - c. displaying a sense of warmth and sensitivity
 - d. liking people and being able to get along with other individuals**
 - e. dedication to the profession of medical assisting
2. Being able to put yourself in the patient's situation is commonly referred to as:
 - a. sympathy
 - b. empathy**
 - c. having a positive attitude
 - d. identification
 - e. commiseration

3. The Medical Assistant's Creed was adopted in:
 - a. 1954
 - b. 1966
 - c. 1996**
 - d. 1998
 - e. 2000
4. Being assertive means to:
 - a. respect others and reflect professional confidence**
 - b. be aggressive in your approach with people
 - c. convince and manipulate
 - d. concentrate on your own agenda
 - e. confront with a righteous attitude
5. Grieving or distressed patients tend to be:
 - a. subdued or quiet
 - b. talkative or inquisitive
 - c. loud and volatile
 - d. distraught
 - e. all of the above**
6. Although patients do not always go through the stages of dying in the order presented, the fourth stage is usually:
 - a. anger
 - b. bargaining
 - c. depression**
 - d. acceptance
 - e. denial
7. The first thing you need to do in order to deal with stress is to:
 - a. act out anger so it does not bottle up inside you
 - b. become aware of what causes it**
 - c. take time off work
 - d. not take your job so seriously
 - e. tell the office manager, so he or she can lighten your workload
8. Using diplomacy in dealing with difficult patients is a/an:
 - a. sign of professionalism**
 - b. personal characteristic
 - c. personal attribute
 - d. interpersonal skill
 - e. sign of having a high intellect

9. Determine the correct statement regarding the medical assistant's personal image and grooming.
 - a. The dress code in a medical office is usually set by a consensus of the employees.
 - b. No jewelry should be worn by men or women in the health care field.
 - c. There is *no* connection between the medical assistant's personal image and the way the patient perceives how the office is run.
 - d. There *is* a connection between the medical assistant's personal image and the way the patient perceives how the office is run.**
 - e. No beards, mustaches, or sideburns should be worn by men in the health care field.
10. Select the correct statement regarding licensure, accreditation, certification, and registration.
 - a. Licensure, accreditation, certification, and registration all mean the same thing.
 - b. Certification is controlled by the government.
 - c. Standardized testing is a way of portraying a professional image.**
 - d. Licensure is required of medical assistants in all states.
 - e. Certification is typically obtained on the state level.

REVIEW QUESTIONS AND ANSWERS

1. In a customer-service-oriented practice, the elements of customer service are demonstrated by the **physician, management team, and all employees.**
2. True or False. Each employee and patient has the same idea about what "good" service means. **false**
3. Define "patient navigator." **health care professionals who provide emotional support and help coordinate patient care by connecting patients with resources and guiding them through the health care system so timely care is provided; frequently used when chronic diseases are present so that informed medical decisions are made and the treatment plan is understood and followed**
4. Define "flextime." **a range of hours (instead of fixed hours) that may include a split shift, coming in early, leaving late, or working different times on different days**
5. Name some specialty areas in which administrative skills may be used in a health care career. **Any of the following:**
 - bookkeeper**
 - ECG technician**
 - exercise physiology assistant**
 - insurance and coding specialist**
 - medication assistant**
 - patient care technician**
 - pharmacy technician**
 - physical therapist aide**
 - occupational therapist assistant**
 - ophthalmic medical assistant**
 - orthotist or prosthetist assistant**
 - pediatric medical assistant**
6. A medical transcriptionist is now also known as a **medical language specialist (MLS) or speech recognition technician (SRT).**

7. Of the duties an administrative medical assistant might perform (**Note:** *Several may be listed more than once*):
- List two that require interpersonal skills.
 - schedule appointments**
 - greet patients on the telephone or upon their arrival**
 - List five that require keyboard input skills (assume you work in a computerized office). **Any five of the following:**
 - schedule appointments**
 - compose and transcribe letters**
 - complete insurance forms**
 - key patients' charts and progress notes**
 - perform payroll procedures**
 - use word processing technology**
 - perform accounting procedures**
 - communicate via the Internet**
 - use electronic mail**
 - key manuscripts**
 - List five that require basic math skills. **Any five of the following:**
 - collect fees and manage overdue accounts**
 - bill patients**
 - maintain records on accounts receivable**
 - write checks**
 - maintain records on accounts payable**
 - perform banking procedures**
 - perform payroll procedures**
 - List five that require other clerical skills. **Any five of the following:**
 - complete managed care paperwork**
 - open and sort mail**
 - file correspondence in patients' charts**
 - photocopy records**
 - fax medical documents**
 - order medical and office supplies**
 - keep an inventory**
 - oversee reception room**
 - set up travel arrangements**
 - arrange for hospital admission**
 - schedule surgeries**
8. In addition to the many duties that an administrative medical assistant performs, there are various interpersonal skills required. Name five that you would like to be known for. **Any five of the following:**
- business etiquette**
 - commitment**
 - consideration and respect for others**
 - creativity**
 - critical thinking**

dedication
drive
enthusiasm
friendliness
genuineness
initiative
integrity
negotiation skills
openness
oral communication skills
social grace
team spirit
displaying a sense of warmth
positive attitude
willingness to learn and take on responsibility
like people

9. When trying to understand a viewpoint or evaluating a patient's behavior, it is important to **listen** and **observe**.
10. An emergency has occurred in Dr. Practon's office. Name the behavior the medical assistant must exhibit to patients.
 - a. **follow instructions**
 - b. **display empathy**
 - c. **use sound judgment**
 - d. **have a positive attitude**
 - e. **maintain a calm demeanor**
11. List some attributes an employee needs for good team interaction.
 - a. **respect and support coworkers**
 - b. **be a team player**
 - c. **accept criticism**
 - d. **reinforce effective rather than ineffective behavior**
 - e. **show regard for supervisor's authority**
 - f. **focus on finding solutions**
12. What must a health care worker be aware of and understand in order to avoid work-related emotional and psychological problems? **the types of behavior and conditions that may cause negative reactions, stress, and burnout**
13. When patients receive unfortunate news about themselves or loved ones, how should medical assistants act, and what are some things that can be done to help? **be open and honest; show concern; offer support through words, actions, and resources (e.g., written instructions, pamphlets or other materials, make a follow-up appointment)**
14. List the stages of dying.
 - a. **denial**
 - b. **anger**
 - c. **bargaining**
 - d. **depression**
 - e. **acceptance**

15. What is the name of the national foundation that offers medical care and support to patients and family members dealing with a terminal illness or the loss of a loved one? **hospice**
16. Define “stress,” and name one thing that has caused stress in your life. **a condition comprising physical, psychological, and emotional reactions to time constraints and frightening, exciting, confusing, endangering, or irritating circumstances. Personal examples will vary**
17. How does a medical assistant’s excellent grooming reflect the image and management of the medical office? **if the medical assistant is well groomed, the patient will feel that the medical office is also clean and efficiently run**
18. Give the names of two national organizations that certify or register medical assistants trained in both clinical and administrative areas.
 - a. **American Association of Medical Assistants**
 - b. **American Medical Technologists**
19. Name five ways a medical assistant can keep knowledge of research and new techniques current.
 - a. **read professional publications**
 - b. **attend educational seminars**
 - c. **research information on the Internet**
 - d. **join a medical assistant organization, such as the AAMA**
 - e. **network with peers and build professional relationships**

CRITICAL THINKING EXERCISE ANSWERS

1. Another medical assistant in the office criticizes a patient behind his or her back for wearing bizarre clothes. What would your response be? **Agree or disagree and say, “People’s tastes differ; it would be a dull world if we all dressed alike.”**
2. Interpersonal skill and professional attribute self-assessment: **Answers will vary.**
3. Stress self-assessment: **“No” answers to “b,” “d,” and “i,” and “Yes” answers to the rest of the questions indicate that the student may be at risk for stress. By realizing this, the student has the opportunity to change certain behavior and practice some of the recommendations mentioned in this chapter to help reduce stress.**
4. Role-play the following scenarios demonstrating empathy:
 - a. A patient has been diagnosed with cancer and the prognosis looks very poor. You are left alone with the patient and his spouse. Demonstrate empathy as you interact with the patient and his family. **Answers will vary. The student should have eye contact with the patient and his spouse and could say something like, “Please let me know if there is anything I can do to assist you with your treatment at this medical facility.” Accept whatever feelings they have and make them comfortable in whatever way you can.**
 - b. Your coworker has just been told that she has had her hours cut and she is very angry. Respond with empathy. **Answers will vary. The student could say something like, “I am so sorry, I know I would feel the same way if that happened to me. Please let me know if there is anything I can do to help with the situation.”**
5. Research organizations and support groups in the local community for the terminally ill. Make a list of available resources. **Research could be done using a telephone book, newspaper, or the Internet. Search topics: Hospice or terminally ill, then list your city or county and state. Specific organizations could be named such as the local ALS Foundation/Association, Alzheimer’s Foundation, American Cancer Society, and so forth.**

JOB SKILL 1-1 INTERPRET AND ACCURATELY SPELL MEDICAL TERMS AND ABBREVIATIONS

Abbreviation and Spelling Review: Definitions for abbreviations are found in *textbook* Tables 7-1 and 10-3 as well as in the list of abbreviations in Appendix B of the *Workbook*. Students should use their medical dictionaries for spelling.

1. **physical examination**
2. **height**
3. **feet**
4. **weight**
5. **pound**
6. **pulse**
7. **blood pressure**
8. **patient**
9. **without**
10. **examination**
11. **negative**
12. **electrocardiogram**
13. **complete blood count**
14. **urinalysis**
15. **impression**
16. **prescription**
17. **milliliters**
18. **return**
19. **as necessary**

JOB SKILL 1-2 USE THE INTERNET TO LOOK UP KEY TERMS AND HEAR PRONUNCIATION

Not all numbers require a written answer.

4. Write the root for the term “accreditation.” **accredit**
6. List the part of speech. **noun**
7. Type in the term “etymology” and write a simple definition. **history of a linguistic form**
8. Write one sentence using the term “accreditation.” **Sentences will vary, an example may be: *The medical assisting program at Sun College received “accreditation” from the Accrediting Bureau of Health Education Schools.***
9. What is a synonym for “accredit”? **commission, authorization, delegation, empowerment, license, mandate**
10. Write the related words. **commendation, consignment, entrustment, facilitation, fostering, promotion, commanding, directing, ordering**

JOB SKILL 1-3 PRIORITIZE A TASK LIST TO PRACTICE TIME MANAGEMENT SKILLS

Priorities may vary slightly. Have students include their rationale so you can understand their decision-making skills and clarify priorities.

5 Call the answering service and record any messages. **Rationale:** *The telephones can now be answered in the office as expected by patients during office hours; any messages can be routed to the proper persons.*

10 Call your husband to let him know what time you will meet him for lunch. **Rationale:** *This should be determined prior to work or a telephone call can be made on your break or at the beginning of your lunch period.*

9 Go make coffee in the lunchroom. **Rationale:** *You probably will not have time for this; typically this is done if you come in earlier than the time you are supposed to arrive for work.*

1 Turn on the lights in the front office and waiting room. **Rationale:** *You will need to see prior to doing anything else.*

3 Unlock the waiting room door. **Rationale:** *Do not make patients wait if they are there on time.*

6 Print financial accounts or pull ledgers for patients who will be seen today. **Rationale:** *The accounts or ledgers will be ready when the patients begin to check out.*

8 Straighten your desk in the back office. **Rationale:** *As time allows. Ideally this would be done prior to leaving work the night before.*

7 Look to see what is on your task list for today. **Rationale:** *This can be done after your coworkers arrive.*

4 Invite the patients who are waiting outside into the office. **Rationale:** *This is an opportunity to be welcoming and make patients feel comfortable.*

2 Open the drapes. **Rationale:** *The waiting room will be inviting to patients.*

JOB SKILL 1-4 USE THE INTERNET TO OBTAIN INFORMATION ON CERTIFICATION OR REGISTRATION

Table 1-2 in the *textbook* provides information on various professional organizations.

JOB SKILL 1-5 USE THE INTERNET TO TEST YOUR KNOWLEDGE OF ANATOMY AND PHYSIOLOGY OR MEDICAL TERMINOLOGY

Answers are provided on the website for the AAMA practice exams.

JOB SKILL 1-6 DEVELOP A MEDICAL PRACTICE SURVEY

Practon Medical Group, Inc.
4567 Broad Avenue
Woodland Hills, XY 12345-4700
Telephone Number: (555) 486-9002

Practon Medical Group is trying to incorporate customer service into all aspects of the practice. In serving the needs of Dr. Practon's patients, we realize that there may be areas that need improvement. We would like to request that you take a few moments to fill out this survey so that we can evaluate areas that need improvement as well as recognize areas where we are doing a good job. After completing the survey, please either drop it by our office or enclose it in the self-addressed envelope and mail it to our office. Thank you for taking the time to help make your encounters with our medical staff the best they can be.

1. If you called the office to make an appointment, were you scheduled in a time frame that was satisfactory to you?

2. If you called the office for a prescription refill, was your request processed in a timely manner?

3. If you called the office with a question, how helpful was the person you spoke to? Were you directed to the right person? Please state what the question was.

4. On a scale of 1 to 10 (10 being the highest), how would you rate the general helpfulness of the information given by the office staff?

5. Using the same scale, how would you rate the general courtesy and concern of the office staff?

6. What is your level of satisfaction with your overall experience?

7. Please give additional comments:
