

1 Competency-Based Education and the Medical Assistant Student

CHAPTER LESSON PLAN & OBJECTIVES

Lesson 1.1: Competency-Based Education and the Medical Assistant Student

1. Define, spell, and pronounce the terms listed in the vocabulary.
2. Discuss competency-based education and adult learners.
3. Summarize the importance of student portfolios in proving academic success and skill competency.
4. Examine your learning preferences and interpret how your learning style affects your success as a student.
5. Differentiate between adaptive and nonadaptive coping mechanisms.
6. Apply time management strategies to make the most of your learning opportunities.
7. Integrate effective study skills into your daily activities.
8. Design test-taking strategies that help you take charge of your success.
9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.
10. Analyze healthcare results as reported in graphs and tables.
11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.
12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

CHAPTER TEACHING FOCUS

- Students will have the opportunity to learn the importance of maintaining a high level of professionalism along with the basic principles of good communication skills.
- Students will have the opportunity to learn the vital importance of maintaining confidentiality at all times as well as the ability to express empathy and sympathy and to understand the difference.
- Students will have the opportunity to learn study and test-taking strategies, and students will be provided the information necessary to perceive and anticipate a problem, and through a critical thinking process, handle the problem with a high level of professionalism.

TEACH Lesson Plan

PROCTOR: *Kinn's The Administrative Medical Assistant: An Applied Learning Approach*, 13th Edition

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CHAPTER PRETEST

Have the students answer these questions prior to covering this chapter to understand where they stand in relation to the content.

- 1) In order to become a successful medical assistant, you must first become a successful:
 - a) student.
 - b) professional.
 - c) worker.
 - d) writer.

- 2) Determining your individual _____ and understanding how it applies to your ability to learn new material are the first steps toward becoming a successful student.
 - a) strength
 - b) learning style
 - c) philosophy
 - d) success

- 3) One of the most complicated tasks for a professional medical assistant is to effectively manage _____. No other workplace can compare with the distractions and demands of a busy healthcare setting.

- 4) Some students find that rewriting _____ or making lists of information helps them retain the material.

- 5) Another excellent way to learn information is to actually _____ it to someone else.

- 6) An effective way to use your notes is to _____ them shortly after class. This is the time to add details, clarify information, or make notes about asking the instructor for explanations during the next class.

- 7) Creating _____ is a way of representing the main idea of the topic and supporting important details with a figure or picture.
 - a) tests
 - b) an outline
 - c) mind maps
 - d) mind outlines

- 8) True/false questions give you a 50/50 chance of being correct. Remember that if any _____ of the question is not true, then the statement is false.

- 9) When taking a test (especially a difficult one), look for _____ to answers in other questions as you go through the questions.
 - a) mind maps
 - b) clues
 - c) notes
 - d) outlines

- 10) _____ could be described as thorough thinking because it requires learners to be open-minded to all possibilities.
 - a) Reviewing
 - b) Detailed thinking
 - c) Critical thinking
 - d) Critical outlining

CHAPTER PRETEST ANSWERS

- 1) a
To become a successful medical assistant, you first must become a successful student.
p. 3
- 2) b
Determining your individual learning style and understanding how it applies to your ability to learn new material are the first steps toward becoming a successful student.
p. 3
- 3) time
One of the most complicated tasks for a professional medical assistant is to manage time effectively.
p. 6
- 4) notes
Other students find that rewriting notes, making lists of information, creating flash cards, color-coding notes, or highlighting important material in a textbook helps them retain the material.
p. 7
- 5) teach
Another excellent way of learning information is to actually teach it to someone else. Teaching requires you to have a good understanding of the material and the ability to describe it for others.
p. 8
- 6) review
The most effective way to use your notes is to review them shortly after class. This is the time to add details, clarify information, or make notes about asking the instructor for explanations during the next class.
p. 8
- 7) c
Creating mind maps is a way of representing the main idea of a topic and supporting important details with a figure or picture.
p. 8
- 8) part
True/false questions give you a 50/50 chance of being correct. Remember that if any part of the question is not true, then the statement is false.
p. 10
- 9) b
As you go through the test, look for clues to answers in other questions.
p. 9
- 10) c
Critical thinking could be described as thorough thinking because it requires learners to keep an open mind to all possibilities.
p. 10

Classroom Preparation

Lesson 1.1: Competency-Based Education and the Medical Assistant Student

INSTRUCTOR PREPARATION

Textbook Objectives Covered

1. Define, spell, and pronounce the terms listed in the vocabulary.
2. Discuss competency-based education and adult learners.
3. Summarize the importance of student portfolios in proving academic success and skill competency.
4. Examine your learning preferences and interpret how your learning style affects your success as a student.
5. Differentiate between adaptive and nonadaptive coping mechanisms.
6. Apply time management strategies to make the most of your learning opportunities.
7. Integrate effective study skills into your daily activities.
8. Design test-taking strategies that help you take charge of your success.
9. Incorporate critical thinking and reflection to help you make mental connections as you learn material.
10. Analyze healthcare results as reported in graphs and tables.
11. Apply problem-solving techniques to manage conflict and overcome barriers to your success.
12. Relate assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

National Standards Covered

Competencies

ABHES

- General Orientation:
 - List the general responsibilities & skills of the medical assistant (1.d)
- Psychology of Human Relations:
 - Respond appropriately to patients with abnormal behavior patterns (5.a)
- Records Management:
 - Comply with federal, state, and local laws relating to exchange of information and describe elements of meaningful use and reports generated (7.c)
- Administrative Procedures:
 - Gather and process documents (8.a)
 - Display professionalism through written and verbal communications (8.f)
- Career Development:
 - Perform the essential requirements for employment such as resume writing, effective interviewing, dressing professionally, time management, and following up appropriately (11.a)
 - Demonstrate professional behavior (11.b)

CAAHEP

- Anatomy & Physiology:
 - Incorporate critical thinking skills when performing patient assessment (I.A.1)
 - Incorporate critical thinking skills when performing patient care (I.A.2)
 - Show awareness of a patient's concerns related to the procedure being performed (I.A.3)
- Applied Mathematics:
 - Analyze healthcare results as reported in: graphs, tables (II.C.6.a, b)

National Standards Covered*(Continued)*

- Concepts of Effective Communication:
 - Identify styles and types of verbal communication (V.C.1)
 - Identify types of nonverbal communication (V.C.2)
 - Recognize barriers to communication (V.C.3)
 - Identify techniques for overcoming communication barriers (V.C.4)
 - Recognize the elements of oral communication using a sender-receiver process (V.C.5)
 - Recognize elements of fundamental writing skills (V.C.7)
 - Relate the following behaviors to professional communication: assertive, aggressive, passive (V.C.14.a-c)
 - Differentiate between adaptive and non-adaptive coping mechanisms (V.C.15)
 - Differentiate between subjective and objective information (V.C.16)
 - Use feedback techniques to obtain patient information including: reflection, restatement, clarification (V.P.1.a-c)
 - Respond to nonverbal communication (V.P.2)
 - Demonstrate: empathy, active listening, nonverbal communication (V.A.1.a-c)
 - Demonstrate the principles of self-boundaries (V.A.2)

Lesson Preparation Checklist

- Prepare lecture from TEACH lecture slides available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.

Materials and Supplies

- computer
- index cards
- projector

Classroom Preparation

Lesson 1.1: Competency-Based Education and the Medical Assistant Student

STUDENT PREPARATION (8 hrs)

1	<p>READ – Textbook (pp. 1-2)</p> <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Vocabulary Review, questions 1-8 (p. 1) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, questions 3, 5, 6 • Medical Terminology Audio Glossary
2	<p>READ – Textbook (p. 2)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-1 (p. 2) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 1-5 (pp. 1-2) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, question 7
3	<p>READ – Textbook (pp. 2-3)</p> <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 6, 34 (pp. 2, 5) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, question 8
4	<p>READ – Textbook (pp. 3-5)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-2 (p. 3) • Critical Thinking Application 1-3 (p. 5) • Critical Thinking Application 1-4 (p. 5) <p>RESEARCH – Study Guide</p> <ul style="list-style-type: none"> • Internet Activity (p. 6) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, question 1
5	<p>READ – Textbook (pp. 5-6)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-5 (p. 5) • Critical Thinking Application 1-6 (p. 6) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 7-9 (pp. 2-3)
6	<p>READ – Textbook (pp. 6-7)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-7 (p. 7) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 10, 11 (p. 3)

STUDENT PREPARATION (8 hrs)		(Continued)
6	<p><i>(Continued)</i></p> <p>APPLY – Study Guide</p> <ul style="list-style-type: none"> • Workplace Applications, questions 2, 4 (p. 6) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, question 9 <p>PREPARE</p> <ul style="list-style-type: none"> • Have students create a daily personal time schedule to enhance their personal learning style and bring to class for an activity. 	
7	<p>READ – Textbook (pp. 7-9)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-8 (p. 9) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 12, 13, 29-31 (pp. 3-5) 	
8	<p>READ – Textbook (pp. 9-10)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-9 (p. 10) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, question 32 (p. 5) <p>PREPARE</p> <ul style="list-style-type: none"> • Develop a list of test-taking strategies and bring to class for an activity. 	
9	<p>READ – Textbook (p. 10)</p> <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, question 33 (p. 5) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, question 4 	
10	<p>READ – Textbook (pp. 10-11)</p> <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 35, 36 (p. 5) 	
11	<p>READ – Textbook (pp. 11-12)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-10 (p. 12) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 14-20 (pp. 3-4) <p>APPLY – Study Guide</p> <ul style="list-style-type: none"> • Case Studies, question 1 (p. 5) • Workplace Applications, questions 1, 3 (p. 6) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Chapter Review Quiz: Multiple Choice, questions 2, 10 <p>PREPARE</p> <ul style="list-style-type: none"> • Have students create a list of their individual problem-solving techniques, in addition to their individual strengths and weaknesses. Bring completed work to class for an activity. 	

STUDENT PREPARATION (8 hrs)		<i>(Continued)</i>
12	<p>READ – Textbook (pp. 12-14)</p> <p>APPLY – Textbook</p> <ul style="list-style-type: none"> • Critical Thinking Application 1-11 (p. 13) <p>ANSWER – Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 21-28 (pp. 3-4) <p>APPLY – Study Guide</p> <ul style="list-style-type: none"> • Case Studies, questions 2, 3 (p. 6) <p>REVIEW – Evolve Student Resources</p> <ul style="list-style-type: none"> • Practice Exams 	

50-Minute Lesson Plan

Lesson 1.1: Competency-Based Education and the Medical Assistant Student

LECTURE OUTLINE (20 min)

1 & 2	VOCABULARY TERMS AND COMPETENCY-BASED EDUCATION: SLIDE 5 (pp. 1-2) <ul style="list-style-type: none"> Describe, spell, and pronounce the terms listed in the vocabulary. Discuss competency-based education and adult learners.
3	STUDENT PORTFOLIOS: SLIDE 6 (pp. 2-3) <ul style="list-style-type: none"> Explain the importance of student portfolios in proving academic success and skill competency.
4	LEARNING PREFERENCES: SLIDES 7-8 (pp. 3-5) <ul style="list-style-type: none"> Explain your learning preferences and interpret how your learning style affects your success as a student.
5	COPING MECHANISMS: SLIDE 9 (pp. 5-6) <ul style="list-style-type: none"> Explain the difference between adaptive and nonadaptive coping mechanisms.
6	TIME MANAGEMENT STRATEGIES: SLIDE 10 (pp. 6-7) <ul style="list-style-type: none"> Describe how to apply time management strategies to make the most of your learning opportunities.
7	STUDY SKILLS: SLIDES 11-15 (pp. 7-9) <ul style="list-style-type: none"> Discuss how to integrate effective study skills into your daily activities.
8	TEST-TAKING STRATEGIES: SLIDE 16 (pp. 9-10) <ul style="list-style-type: none"> Describe how to design test-taking strategies that help you take charge of your success.
9	CRITICAL THINKING: SLIDE 17 (p. 10) <ul style="list-style-type: none"> Describe how to incorporate critical thinking and reflection to help you make mental connections as you learn material.
10	ANALYZING HEALTHCARE RESULTS: SLIDE 18 (pp. 10-11) <ul style="list-style-type: none"> Discuss and analyze healthcare results as reported in graphs and tables.
11	PROBLEM-SOLVING TECHNIQUES: SLIDES 19-20 (pp. 11-12) <ul style="list-style-type: none"> Describe how to apply problem-solving techniques to manage conflict and overcome barriers to your success.
12	EFFECTIVE COMMUNICATION: SLIDES 21-25 (pp. 12-14) <ul style="list-style-type: none"> Explain the relationship between assertiveness, aggressiveness, and passive behaviors to professional communication and discuss the role of assertiveness in effective communication.

LEARNING ACTIVITIES (choose one or more to equal 30 min)

1 & 2	REVIEW (15 min) <ul style="list-style-type: none"> Have students make vocabulary flash cards, divide the class into two teams, and have a vocabulary bee. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom DISCUSS (10 min) <ul style="list-style-type: none"> Utilizing a flipchart or white board, call on a student to list a quality needed to become a successful medical assistant. That student may then call on another student to explain why that quality is important. Continue until many qualities have been identified and explained. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
3	DISCUSS (10 min) <ul style="list-style-type: none"> Lead the class in a discussion as to what materials might be helpful to include in their portfolio and why. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom

LEARNING ACTIVITIES (choose one or more to equal 30 min)		<i>(Continued)</i>
4	<p>DISCUSS (15 min; 10 min)</p> <ul style="list-style-type: none"> Using what has been learned in class, have each student reflect on his or her individual learning style. Then pair students with a partner to discuss how similar or different their learning styles are. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom Have students explain if there are any individuals within their family and/or friends who can assist them with the learning process. (For example, perhaps they have a cousin who teaches high school who would be able to give them some study tips, or perhaps they have a friend who would be willing to let them “teach” her some of the content so that they are better able to retain certain concepts.) <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
5	<p>ROLE PLAY (15 min)</p> <ul style="list-style-type: none"> Have students split into pairs. Have one student describe a stressful event and have the other student offer ways to cope with the situation utilizing both adaptive and nonadaptive methods. Take turns with each role. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
6	<p>PRESENT (10 min)</p> <ul style="list-style-type: none"> Utilizing the personal schedules the students prepared as a homework assignment, have students share their work with the class and discuss as needed. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
7	<p>DISCUSS (15 min)</p> <ul style="list-style-type: none"> Break students into small groups and have them develop a list of effective study skills. Have the groups take turns presenting their lists to the class for discussion as needed. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
8	<p>PRESENT (15 min)</p> <ul style="list-style-type: none"> Utilizing the test-taking strategies that the students prepared as a homework assignment, have the students take turns presenting their strategies. Discuss as needed. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
9	<p>POST & COMMENT (10 min)</p> <ul style="list-style-type: none"> Post the Critical Thinking Question for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. <ul style="list-style-type: none"> <i>Appropriate Setting:</i> Online 	
10	<p>REVIEW (10 min)</p> <ul style="list-style-type: none"> Referencing Figure 1-10 (p. 11), call on a student to identify one of the steps involved with analyzing the graph. Continue until all aspects of the graph have been analyzed correctly. Discuss as needed. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	
11	<p>DISCUSS (15 min)</p> <ul style="list-style-type: none"> Utilizing the list of problem-solving techniques that the students completed as a homework assignment, divide the class into small groups and have them discuss their lists and how these techniques could be used to overcome barriers to their own success. Ask students to share their lists with the class. <ul style="list-style-type: none"> <i>Appropriate Settings:</i> Traditional classroom, flipped classroom 	

LEARNING ACTIVITIES (choose one or more to equal 30 min)*(Continued)***12 ROLE PLAY (15 min)**

- Split students into pairs and have them take turns with the following scenario: A patient comes to the office demanding to speak with a physician who is not in the office. When you explain that the physician is not available, the patient becomes loud and boisterous, upsetting the other patients in the waiting room. How should you handle this situation to maintain the patient's confidentiality and to prevent further disruption of the patients waiting to be seen? Afterward, discuss the most effective ways to handle the scenario.
 - *Appropriate Settings:* Traditional classroom, flipped classroom
- Divide students into small groups. Allow the students to develop cases for role play that demonstrate the role of assertiveness in effective communication and demonstrate how assertiveness, aggressiveness, and passive behaviors at times affect professional communication.
 - *Appropriate Settings:* Traditional classroom, flipped classroom

CRITICAL THINKING QUESTION

You are a new assistant in a medical practice, and a patient arrives bleeding, looking pale, and in pain. As a professional, what would be your perception of the need for care of this patient? What would be your first action? Now reflect on what you decided, and explain why you made that decision.

Discussion Guidelines: Help students think critically as medical assistants. In this case, it is necessary to assess the bleeding site and the amount of pain in order to make a decision about patient care. The perception would be based on the medical assistant's background. The correct perception should be to evaluate the injury and then make decisions about care.

Assessments

Chapter 1: Competency-Based Education and the Medical Assistant Student

ASSESSMENTS BY OBJECTIVE

1	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Matching, questions 1-7 <p>Study Guide</p> <ul style="list-style-type: none"> • Vocabulary Review, questions 1-8 (p. 1)
2	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Completion, question 1 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 1-5 (pp. 1-2)
3	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Multiple Choice, question 1 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 6, 34 (pp. 2, 5)
4	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: <ul style="list-style-type: none"> • Multiple Choice, questions 2, 3 • Multiple Response, questions 1-4 • Completion, questions 2, 4 <p>Study Guide</p> <ul style="list-style-type: none"> • Internet Activity (p. 6)
5	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Multiple Choice, question 4 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 7-9 (pp. 2-3)
6	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: <ul style="list-style-type: none"> • Multiple Choice, question 5 • Short Answer, question 1 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 10, 11 (p. 3) • Workplace Applications, questions 2, 4 (p. 6)
7	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: <ul style="list-style-type: none"> • Multiple Choice, question 6 • Short Answer, question 2 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 12, 13, 29-31 (pp. 3-5)
8	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Short Answer, question 3 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, question 32 (p. 5)

ASSESSMENTS BY OBJECTIVE		<i>(Continued)</i>
9	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: <ul style="list-style-type: none"> • Multiple Choice, question 7 • Completion, questions 3, 10 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, question 33 (p. 5) 	
10	<p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 35, 36 (p. 5) 	
11	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: Completion, questions 5-8 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 14-20 (pp. 3-4) • Case Studies, question 1 (p. 5) • Workplace Applications, questions 1, 3 (p. 6) 	
12	<p>Evolve Instructor Resources</p> <ul style="list-style-type: none"> • Test Bank: <ul style="list-style-type: none"> • Multiple Choice, question 8 • Completion, question 9 • Short Answer, questions 4-6 <p>Study Guide</p> <ul style="list-style-type: none"> • Skills and Concepts, questions 21-28 (pp. 3-4) • Case Studies, questions 2, 3 (p. 6) 	

Simulations

Chapter 1: Competency-Based Education and the Medical Assistant Student

SIMULATIONS BY OBJECTIVE

Virtual Medical Office (20 min)

12	Equipment Needed <ul style="list-style-type: none">• Computer APPLY – Evolve Student Resources <ul style="list-style-type: none">• Lesson 1: The Health Care System and the Professional Medical Assistant
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