



MEDICAL ASSISTING



SkillsUSA Championships Technical Standards

PURPOSE

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with medical assisting as an occupational objective. Each state may send one high school and one college/postsecondary competitor.

CLOTHING REQUIREMENTS

Class B: Healthcare Attire

- Official SkillsUSA blue scrubs
- White socks or white seamless/nonpattern hose visible above the top of the shoe
- Health-professionals white or black work shoe

Note: Scrubs should fit appropriately for all health competitions and should be properly hemmed and wrinkle-free. Only plain, white, collarless T-shirts may be worn underneath the scrubs. Hair must be pinned up and off the collar.

Note: Shoes must be all-white or black (no canvas/mesh) and completely enclosed (no open-toe or open-heel). Athletic-style shoes that meet the criteria are acceptable.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. All instruments, equipment and materials required for the competition, not on the competitor's list below.
2. Supplied by the competitor:
 - a. Watch with second hand; (**no electronic** watches)
 - b. Pen (black ink)
 - c. Stethoscope
 - d. Sterile gloves - Latex-free
Note: Latex-allergic competitors should bring latex-free, non-sterile gloves.
 - e. Lister bandage scissors
 - f. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor’s electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor’s scores may be removed.

SCOPE OF THE COMPETITION

The competition assesses the ability to perform skills needed as a medical assistant. The competition uses *Health Occupations: Core Knowledge and Skills* and the American Medical Association accreditation and certification standards.

KNOWLEDGE PERFORMANCE

The competition includes a written knowledge test including topics identified in *Health Occupations: Core Knowledge and Skills*. Competitors will also be expected to demonstrate knowledge and skills ability in the performance portion of the competition. Competitors are required to take the SkillsUSA Professional Development Test.

SKILLS PERFORMANCE

The competition will consist of simulated office situations and demonstrations.

COMPETITION GUIDELINES

1. Competitors will demonstrate their ability to perform procedures or skills selected from the list of competencies below as determined by the SkillsUSA Championships health occupations technical committee.
2. Competitors, as part of the demonstration, should voluntarily express pertinent information.
3. College/postsecondary competitors will be required to complete several advanced stations (including, but not limited to, the following: invasive procedures, sterile procedures, collection and transportation, critical thinking, etc.).

STANDARDS AND COMPETENCIES

MA 1.0 — Perform general office procedures to accreditation and certification standards recognized by the American Medical Association

- 1.1. Greet patients professionally.
- 1.2. Place and receive telephone calls.
- 1.3. Arrange for client admission to hospital.
- 1.4. Schedule client appointments.
- 1.5. Complete history and assessment for clients.
- 1.6. Explain doctor's fee and office policies.
- 1.7. Gather data for necessary reports regarding referrals to other doctors.
- 1.8. Prepare a medical file for a new client.
- 1.9. Maintain an appointment book and reminder system.
- 1.10. Make referral appointments for clients.
- 1.11. Prepare a release form and obtain the necessary signatures.
- 1.12. Process mail.
- 1.13. Prepare medical records for daily appointment schedule.
- 1.14. Receive clients and visitors.
- 1.15. Schedule patients for outpatient diagnostic tests.
- 1.16. Prepare statements for mailing.
- 1.17. Prepare correspondence from a rough draft.

- 1.18. Prepare medical records.
- 1.19. Demonstrate ICD-10 coding.
- 1.20. Demonstrate CPT coding.
- 1.21. Apply computer concepts to office practices.
- 1.22. Plan and organize daily office activities.
- 1.23. Update inventory list of office supplies and equipment.
- 1.24. Prepare purchase requisitions.
- 1.25. Operate calculator.
- 1.26. Communicate professionally with clients, families and visitors.

MA 2.0 — Perform general accounting procedures to accreditation and certification standards recognized by the American Medical Association

- 2.1. Collect and post payments.
- 2.2. Collect delinquent bills.
- 2.3. Maintain a file of unpaid accounts.
- 2.4. Maintain a petty cash fund.
- 2.5. Make financial arrangements with clients.
- 2.6. Prepare bank deposit slips.
- 2.7. Process charge slips.
- 2.8. Prepare payroll.
- 2.9. Reconcile bank statements.
- 2.10. Reconcile cash count and receipts.
- 2.11. Review invoices for validity and accuracy.

MA 3.0 — Complete government and third-party insurance forms and other financial reports to accreditation and certification standards recognized by the American Medical Association

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

MA 4.0 — Perform general laboratory procedures to accreditation and certification standards recognized by the American Medical Association

- 4.1. Instruct on collection of clean catch or sterile urine specimens.
- 4.2. Assist with the collection of microorganism smear.
- 4.3. Assist with the collection of Pap smear.
- 4.4. Collect eye, nose and throat specimens for culture and sensitivity.
- 4.5. Assist with the collection of a random voided urine specimen.
- 4.6. Perform manual urinalysis testing.
- 4.7. Perform Strep test.
- 4.8. Perform blood sugar screening test.
- 4.9. Perform mono screening tests.
- 4.10. Perform urine pregnancy test.
- 4.11. Perform urine specific gravity test.
- 4.12. Prepare requisitions for tests outside of office.
- 4.13. Prepare specimens for transport.

- 4.14. Test stool specimens for occult blood.
- 4.15. Instruct patients on fecal occult collection at home to include dietary restrictions.
- 4.16. Demonstrate patient education regarding lab tests and specimen collection.
- 4.17. Don/Doff gloves properly.

MA 5.0 — Perform hematology procedures to accreditation and certification standards recognized by the American Medical Association

- 5.1. Obtain a capillary blood specimen.
- 5.2. Perform hematocrit test.
- 5.3. Perform hemoglobin test.
- 5.4. Perform venipuncture using vacuum system (high school competitors will not participate in the venipuncture skills, however, may be required to identify or explain procedure, equipment and supplies used in this procedure).
- 5.5. Separate plasma or serum from cells.
- 5.6. Perform a variety of testing using blood from vacuum tube(s).
- 5.7. Perform venipuncture demonstrating proper Order of Draw (secondary competitors should be able to detail the Order of Draw).
- 5.8. Identify additives in vacuum tubes (secondary competitors should be able to identify).
- 5.9. Collect correct specimens per order using proper tubes (Secondary competitors should be able to explain).
- 5.10. Communicate professionally.

MA 6.0 — Perform electrocardiogram (EKG) procedures to accreditation and certification standards recognized by the American Medical Association

- 6.1. Perform EKG test.
- 6.2. Clean EKG equipment after use.
- 6.3. Communicate procedure to client.
- 6.4. Establish rapport.
- 6.5. Critical thinking before, during, and after EKG test.

MA 7.0 — Demonstrate knowledge of pharmaceutical principles and provide medication administration to accreditation and certification standards recognized by the American Medical Association

- 7.1. Monitor supply of controlled substances.
- 7.2. Identify commonly administered drugs, their uses and effects.
- 7.3. Use correct pharmaceutical abbreviations and terminology.
- 7.4. Identify various methods and routes of drug administration.
- 7.5. Perform medication administration: oral, ID, SC, IM, topical or transdermal.
Note: High school competitors will not participate in the parenteral medication administration. However, they may participate in non-parenteral medication administration and/or identify supplies and equipment.
- 7.6. Explain and/or demonstrate the seven rights of medication safety.
- 7.7. Communicate order to client, explaining medication and use. before, during and after medication administration.
- 7.8. Critical thinking before, during, and after medication administration.

MA 8.0 — Perform clinical office procedures to accreditation and certification standards recognized by the American Medical Association

- 8.1. Prepare patient for minor surgery.
- 8.2. Assist with minor surgery.
- 8.3. Assist with dressing change.
- 8.4. Create and maintain a sterile field.
 - 8.4.1. Pour Betadine into a sterile bowl on a sterile field.
 - 8.4.2. Add sterile instruments or gauze.
 - 8.4.3. Cover sterile field.
 - 8.4.4. Maintain integrity of sterile field.
- 8.5. Assist with physical examination.
 - 8.5.1. Prepare room and patient for physical exam.
 - 8.5.2. Set up instruments for physical exam.
- 8.6. Set up and assist with pap exam.
- 8.7. Assist with biopsy procedure.
- 8.8. Perform visual and auditory acuity tests.
- 8.9. Position and drape patient.
- 8.10. Apply elastic bandage.
- 8.11. Apply rolled bandage.
- 8.12. Apply triangular bandage.
- 8.13. Apply tubular bandage.
- 8.14. Demonstrate patient education of assistive devices; cane, crutches, wheel chair, etc.
- 8.15. Demonstrate knowledge and use of pressure points to control bleeding.
- 8.16. Provide first aid for various maladies; syncope, seizures, insulin shock, and/or shock, strains, sprains.
- 8.17. Prepare room and equipment for examination, procedures and minor surgery.
- 8.18. Measure and record temperature using oral, rectal, auxiliary, temporal or aural equipment.
- 8.19. Measure and record pulse, describe characteristics.
- 8.20. Measure and record respiration, describe characteristics.
- 8.21. Measure and record blood pressure using manual or electronic methods.
- 8.22. Perform hot and cold treatment therapies.
- 8.23. Perform basic adult, infant and child CPR.
- 8.24. Identify medical instruments and equipment.
- 8.25. Measure height and weight.
- 8.26. Chart pertinent observations/information.
- 8.27. Demonstrate emergency measures for choking.
- 8.28. Provide patient education on tests, medications, procedures, etc.
- 8.29. Use medical terminology and abbreviations as needed.
- 8.30. Perform proper documentation for all procedures, manually or electronically.
- 8.31. Demonstrate positioning of patients for various exams or tests.
 - 8.31.1. Be able to name patient position.
- 8.32. Demonstrate patient education on nutrition associated with diseases.
- 8.33. Critical thinking before, during, and after procedures.
- 8.34. Work within scope of practice.

MA 9.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



HEALTH OCCUPATIONS: CORE KNOWLEDGE AND SKILLS (FOR REFERENCE)

1. Academic Foundations

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

2. Communication Skills — Core

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

3. Safety — Core

- a. Report and/or correct safety hazards.
- b. Apply principles of body mechanics.
- c. Maintain equipment in proper working order.
- d. Maintain a safe client environment.
- e. Follow emergency procedures.
- f. Verify identity of client.
- g. Use precautions in the presence of ionizing radiation.
- h. Manage hazardous materials.

4. Infection Control and Asepsis — Core

- a. Perform correct handwashing technique.
- b. Use appropriate personal protective equipment.
- c. Identify at-risk behaviors and modes of transmission of pathogens.
- d. Use standard precautions outlined by the CDC.
- e. Apply principles of medical asepsis.
- f. Clean and restock client environment.
- g. Apply principles of disinfection.

5. **Asepsis — Advanced**

- a. Create and maintain sterile field.
- b. Don and doff sterile gloves, PPEs.
- c. Assist with minor surgical procedures.
- d. Apply principles of sterilization.
- e. Clean, disinfect and sterilize surfaces, instruments, supplies and equipment utilizing appropriate methods.
- f. Prepare and/or package equipment for sterilization.

6. **Ethical/Legal**

- a. Operate within the legal framework of liability in his/her scope of work.
- b. Maintain confidentiality in the health care setting.
- c. Explain client rights.
- d. Recognize and report signs of neglect and abuse.

7. **Employment Skills**

- a. Exhibit such personal skills as attendance, time management, individual responsibility and teamwork.
- b. Maintain professional conduct and appearance.
- c. Complete job application and resume.
- d. Demonstrate interview skills.
- e. Prepare correspondence related to the employment process.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

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

Math Skills

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

Science Skills

- Plan and conduct a scientific investigation.
- Use knowledge of cell theory.
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems).
- Describe basic needs of organisms.
- Classify living organisms.
- Use knowledge of reproduction and transmission of genetic information.
- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gasses.
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity).

- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations).

Language Arts Skills

- Provide information in conversations and in group discussions.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone, and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

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

Math Standards

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

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

Science Standards

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

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

Language Arts Standards

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

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