

# 2 The Medical Assistant and the Healthcare Team

## CHAPTER LESSON PLAN & OBJECTIVES

### Lesson 2.1: The Medical Assistant and the Healthcare Team

1. Define, spell, and pronounce the terms listed in the vocabulary.
2. Summarize the history of medicine and its significance to the medical assisting profession.
3. Identify national departments and agencies that focus on health.
4. List professional medical assisting organizations.
5. Discuss the typical job description of a medical assistant and describe the role of the medical assistant as a patient navigator.
6. Identify a variety of allied health professionals who are part of the healthcare team.
7. Summarize the various types of medical specialties and healthcare facilities.
8. Define a patient-centered medical home (PCMH) and discuss its five core functions and attributes.
9. Differentiate between scope of practice and standards of care for medical assistants, and compare and contrast provider and medical assistant roles in terms of standard of care.

## CHAPTER TEACHING FOCUS

- Students will have the opportunity to learn the history of medicine and how it has evolved into today's modern medical environment.
- Students will have the opportunity to learn the types of medical healthcare facilities and the medical specialists and paramedical specialists who work in these facilities.

## CHAPTER PRETEST

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

- 1) Medical assisting is one of the nation's fastest growing careers, and employment opportunities are projected to grow \_\_\_\_\_% through 2022.
 

a) 15	c) 10
b) 20	d) 29
  
- 2) \_\_\_\_\_ was the first advocate of preventive medicine and is considered the first public health officer.
  
- 3) Hippocrates believed that the body had the capacity to heal itself and that the \_\_\_\_\_ role was to help nature.
  
- 4) One of the earliest academies was the Royal Society of London, formed in:
 

a) 1705.	c) 1575.
b) 1662.	d) 1800.
  
- 5) The \_\_\_\_\_ is made up of more than 300 programs covering research; child services, including immunizations; financial assistance for low-income families; programs for the elderly; and oversight of Medicare and Medicaid programs.
 

a) Department of Health and Human Services	c) National Institutes of Health
b) Occupational Safety and Health Administration	d) Centers for Disease Control
  
- 6) The \_\_\_\_\_ was founded in 1939 as a nationally recognized certification agency for multiple allied health professionals, including Medical Laboratory Technician (MLT), Phlebotomy Technician (RPT), Medical Assistant (RMA), Medical Administrative Specialist (CMAS), and Dental Assistant (RDA).
  
- 7) Managing patient scheduling, following legal and ethical principles, and maintaining patient health records are all required administrative skills for \_\_\_\_\_ medical assistants.
 

a) experienced	c) entry-level
b) upper level	d) all
  
- 8) \_\_\_\_\_ is considered the father of osteopathic medicine, which he established in 1874.
  
- 9) A \_\_\_\_\_ specializes in using x-rays, ultrasound, nuclear medicine, computed tomography, and magnetic resonance imaging to detect abnormalities throughout the body.
 

a) plastic surgeon	c) pathologist
b) diagnostic radiologist	d) neurologist
  
- 10) \_\_\_\_\_ include a wide range of facilities that offer healthcare services to patients who seek outpatient health services.

**CHAPTER PRETEST ANSWERS**

- 1) d  
Medical assisting is one of the nation's fastest growing careers, and employment opportunities are projected to grow 29% through 2022.  
p. 16
- 2) Moses  
Moses presented rules of health to the Hebrews in approximately 1205 BC. He was the first advocate of preventive medicine and is considered the first public health officer.  
p. 16
- 3) physician's  
He believed that the body had the capacity to heal itself and that the physician's role was to help nature.  
p. 16
- 4) b  
One of the earliest academies was the Royal Society of London, formed in 1662.  
p. 16
- 5) a  
The HHS is made up of more than 300 programs covering research; child services, including immunizations; financial assistance for low-income families; programs for the elderly; and oversight of Medicare and Medicaid programs.  
p. 18
- 6) American Medical Technologists  
The American Medical Technologists (AMT) was founded in 1939 as a nationally recognized certification agency for multiple allied health professionals, including Medical Laboratory Technician (MLT), Phlebotomy Technician (RPT), Medical Assistant (RMA), Medical Administrative Specialist (CMAS), and Dental Assistant (RDA).  
p. 18
- 7) c  
These lengthy lists of capabilities that make up the basic skill set are not all that is expected of entry-level medical assistants; they also play a significant role as the patient's advocate.  
p. 19
- 8) Andrew Taylor Still  
Andrew Taylor Still is considered the father of osteopathic medicine, which he established in 1874.  
p. 20
- 9) b  
A diagnostic radiologist specializes in using x-rays, ultrasound, nuclear medicine, computed tomography, and magnetic resonance imaging to detect abnormalities throughout the body.  
p. 25
- 10) Ambulatory care centers  
Ambulatory care centers include a wide range of facilities that offer healthcare services to patients who seek outpatient health services.  
p. 27

# Classroom Preparation

## Lesson 2.1: The Medical Assistant and the Healthcare Team

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

1. Define, spell, and pronounce the terms listed in the vocabulary.
2. Summarize the history of medicine and its significance to the medical assisting profession.
3. Identify national departments and agencies that focus on health.
4. List professional medical assisting organizations.
5. Discuss the typical job description of a medical assistant and describe the role of the medical assistant as a patient navigator.
6. Identify a variety of allied health professionals who are part of the healthcare team.
7. Summarize the various types of medical specialties and healthcare facilities.
8. Define a patient-centered medical home (PCMH) and discuss its five core functions and attributes.
9. Differentiate between scope of practice and standards of care for medical assistants, and compare and contrast provider and medical assistant roles in terms of standard of care.

#### National Standards Covered

##### Competencies

##### ABHES

- General Orientation:
  - Describe the current employment outlook for the medical assistant (1.a)
  - Compare and contrast the allied health professions and understand their relation to medical assisting (1.b)
  - Describe medical assistant credentialing requirements and the process to obtain the credential and comprehend the importance of credentialing (1.c)
  - List the general responsibilities & skills of the medical assistant (1.d)
- Medical Terminology:
  - Apply various medical terms for each specialty (3.c)
  - Define and use medical abbreviations when appropriate and acceptable (3.d)
- Medical Law and Ethics:
  - Define scope of practice for the medical assistant within the state that the medical assistant is employed (4.f.1)
  - Describe what procedures can and cannot be delegated to the medical assistant and by whom within various employment settings (4.f.2)
- 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 and Physiology:
  - Identify quality assurance practices in healthcare (1.C.12)
  - Incorporate critical thinking skills when performing patient assessment (1.A.1)
  - Incorporate critical thinking skills when performing patient care (1.A.2)
  - Show awareness of a patient's concerns related to the procedure being performed (1.A.3)

**National Standards Covered***(Continued)*

- Concepts of Effective Communication:
  - Define the principles of self-boundaries (V.C.11)
  - Define patient navigator (V.C.12)
  - Describe the role of the medical assistant as a patient navigator (V.C.13)
  - Use medical terminology correctly and pronounced accurately to communicate information to providers and patients (V.P.3)
  - Facilitate referrals to community resources in the role of a patient navigator (V.P.10)
  - Report relevant information concisely and accurately (V.P.11)
- Legal Implications:
  - Differentiate between scope of practice and standards of care for medical assistants (X.C.1)
  - Compare and contrast provider and medical assistant roles in terms of standard of care (X.C.2)
  - Discuss licensure and certification as they apply to healthcare providers (X.C.5)
  - Locate a state's legal scope of practice for medical assistants (X.P.1)

**Lesson Preparation Checklist**

- Prepare lecture from TEACH lecture slides available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Invite a representative from the Department of Health and Human Services to talk to the class about patient-centered medical homes.

**Materials and Supplies**

- computer
- projector

# Classroom Preparation

## Lesson 2.1: The Medical Assistant and the Healthcare Team

### STUDENT PREPARATION (6 hrs)

<b>1</b>	<p><b>READ – Textbook (pp. 15-16)</b></p> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Review, questions 1-10 (p. 7)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 1</li> <li>• Medical Terminology Audio Glossary</li> </ul>
<b>2</b>	<p><b>READ – Textbook (pp. 16-17)</b></p> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking Application 2-1 (p. 17)</li> </ul> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 1, 2 (pp. 7-8)</li> </ul> <p><b>RESEARCH – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Internet Activity Options, question 1 (p. 14)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, questions 3, 4, 6, 10</li> </ul>
<b>3</b>	<p><b>READ – Textbook (p. 18)</b></p> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 3-6 (pp. 8-9)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 5</li> </ul>
<b>4</b>	<p><b>READ – Textbook (p. 18)</b></p> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 7-10 (p. 9)</li> </ul> <p><b>RESEARCH – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Internet Activity Options, question 2 (p. 14)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 7</li> </ul>
<b>5</b>	<p><b>READ – Textbook (pp. 18-19)</b></p> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking Application 2-2 (p. 19)</li> </ul> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, question 11 (p. 9)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 9</li> </ul>
<b>6</b>	<p><b>READ – Textbook (pp. 19-23)</b></p> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Allied Healthcare Occupations matching, questions 1-19 (pp. 11-12)</li> </ul> <p><b>APPLY – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Case Studies, question 2 (pp. 13-14)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 2</li> </ul>

<b>STUDENT PREPARATION (6 hrs)</b>		<i>(Continued)</i>
<b>7</b>	<p><b>READ – Textbook (pp. 20-27)</b></p> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking Application 2-3 (p. 25)</li> <li>• Critical Thinking Application 2-4 (p. 27)</li> </ul> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 12-21 (p. 10)</li> </ul> <p><b>APPLY – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Case Studies matching, questions 1-20 (pp. 12-14)</li> <li>• Case Study, question 1 (p. 13)</li> <li>• Workplace Applications, question 2 (p. 14)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Chapter Review Quiz, question 8</li> </ul>	
<b>8</b>	<p><b>READ – Textbook (pp. 27-28)</b></p> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, question 22 (p. 10)</li> </ul> <p><b>APPLY – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Workplace Applications, question 1 (p. 14)</li> </ul>	
<b>9</b>	<p><b>READ – Textbook (pp. 28-31)</b></p> <ul style="list-style-type: none"> <li>• Procedure 2-1 (p. 29)</li> </ul> <p><b>ANSWER – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 23, 24 (pp. 10-11)</li> </ul> <p><b>RESEARCH – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Internet Activity Options, question 3 (p. 14)</li> </ul> <p><b>REVIEW – Study Guide</b></p> <ul style="list-style-type: none"> <li>• Procedure 2-1. Locate a State’s Legal Scope of Practice for Medical Assistants (pp. 15-16)</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Interactive Procedure Checklists: <ul style="list-style-type: none"> <li>• Procedure 2-1: Locating a State’s Legal Scope of Practice for Medical Assistants</li> </ul> </li> <li>• Practice Exams</li> </ul>	

# 50-Minute Lesson Plan

## Lesson 2.1: The Medical Assistant and the Healthcare Team

### LECTURE OUTLINE (20 min)

<b>1</b>	<b>HISTORY OF MEDICINE: SLIDE 4 (pp. 15-17)</b>
<b>&amp;</b>	<ul style="list-style-type: none"> <li>Define terms related to the medical assistant and the healthcare team.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Discuss pioneers of medicine and the first medical schools.</li> </ul>
<b>3</b>	<b>DEPARTMENTS AND AGENCIES: SLIDE 5 (p. 18)</b>
	<ul style="list-style-type: none"> <li>List and discuss different agencies and departments that focus on the health of the country.</li> </ul>
<b>4</b>	<b>PROFESSIONAL ORGANIZATIONS: SLIDE 6 (p. 18)</b>
	<ul style="list-style-type: none"> <li>List and discuss professional medical assisting organizations.</li> </ul>
<b>5</b>	<b>JOB DESCRIPTION: SLIDES 7-8 (pp. 18-19)</b>
	<ul style="list-style-type: none"> <li>Describe the required clinical and administrative skills medical assistants must possess.</li> <li>Explain the role of a patient navigator and why that role is important.</li> </ul>
<b>6</b>	<b>ALLIED HEALTH PROFESSIONALS: SLIDES 9-10 (pp. 19-23)</b>
	<ul style="list-style-type: none"> <li>List the different careers of allied health professionals.</li> <li>Discuss the roles of allied health professionals.</li> </ul>
<b>7</b>	<b>MEDICAL SPECIALTIES: SLIDES 11-23 (pp. 20-27)</b>
	<ul style="list-style-type: none"> <li>Describe the different medical specialties that students can pursue as career choices.</li> <li>Discuss the different types of healthcare facilities, including hospitals, ambulatory care centers, and diagnostic laboratories.</li> </ul>
<b>8</b>	<b>PATIENT-CENTERED MEDICAL HOME: SLIDES 24-25 (pp. 27-28)</b>
	<ul style="list-style-type: none"> <li>Describe patient-centered medical homes and discuss the five core functions of these facilities.</li> </ul>
<b>9</b>	<b>STANDARD OF CARE: SLIDES 26-28 (pp. 28-31)</b>
	<ul style="list-style-type: none"> <li>Explain the difference between a medical assistant's scope of practice and standard of care.</li> <li>Discuss patient education and legal/ethical issues that might arise.</li> </ul>

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

<b>1</b>	<b>REVIEW (15 min)</b> <ul style="list-style-type: none"> <li>Divide the class into three or four groups. Give each group a timed fill-in-the-blank oral vocabulary quiz (see below). This activity will be fun and encourage teamwork.             <ul style="list-style-type: none"> <li><u>Ambulatory</u> is defined as being able to walk about and not be bedridden.</li> <li><u>Cited</u> means quoted by way of example, authority, or proof or mentioned formally in commendation or praise.</li> <li><u>Staff privileges</u> refers to when a healthcare professional is permitted to practice within a specific facility.</li> <li><u>Indigent</u> persons have no money to pay for their medical care.</li> <li><u>Alternative medicine</u> refers to a variety of therapeutic or preventive healthcare practices that are alternatives to mainstream medicine. Examples include chiropractic, homeopathy, naturopathy, and herbal medicine.               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> </li> </ul>
<b>2</b>	<b>POST &amp; COMMENT (10 min)</b> <ul style="list-style-type: none"> <li>Post Critical Thinking Question 1 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"> <li><i>Appropriate Setting:</i> Online</li> </ul> </li> </ul>
<b>3</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Write each of the agencies/departments that focus on national health on the board. Have students come up and write the roles of each organization.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>



LEARNING ACTIVITIES (choose one or more to equal 30 min)		(Continued)
<b>4</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Have students discuss the perks of joining a professional organization. Which organizations would students choose to join?               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>	
<b>5</b>	<b>REVIEW (10 min)</b> <ul style="list-style-type: none"> <li>Divide the class into two teams. Have one team list as many clinical skills of medical assistants as they can. Have the other team list as many administrative skills of medical assistants as they can. Review this exercise with the class as a whole.               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>	
<b>6</b>	<b>DISCUSS (10 min)</b> <ul style="list-style-type: none"> <li>Have students take five minutes to list as many allied health professionals as they can (without using the textbook). Once the class has finished the lists, discuss the roles/job responsibilities of some of these professionals.               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>	
<b>7</b>	<b>POST &amp; COMMENT (10 min)</b> <ul style="list-style-type: none"> <li>Post Critical Thinking Question 2 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"> <li><i>Appropriate Setting:</i> Online</li> </ul> </li> </ul>	
<b>8</b>	<b>INVITE (30 min)</b> <ul style="list-style-type: none"> <li>Invite a representative from the Department of Health and Human Services to talk to the class about patient-centered medical homes. (<i>Note: You may wish to complete this activity during an additional class period, depending on the number of speakers and specific topics covered.</i>)               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>	
<b>9</b>	<b>RESEARCH (20 min)</b> <ul style="list-style-type: none"> <li>Have student pairs complete Procedure 2-1: Locating a State's Legal Scope of Practice for Medical Assistants (p. 29)               <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>	

### CRITICAL THINKING QUESTIONS

**1. How have mythologies of ancient times affected the medical care that is found today in the United States?**

**Discussion Guidelines:** Since approximately 1205 BC (when Moses presented rules of health to the Hebrews), the concept of contamination has been present. In the fifth century, Hippocrates applied scientific principles to mystic beliefs. Theories of disease originated from universities rather than from treatment of patients and their illnesses. So, the mythology of ancient times formed the basis for many current theories of medicine.

**2. What healthcare facilities are present in the area? Which healthcare professionals work at these facilities?**

**Discussion Guidelines:** Facilities include hospitals, nursing homes, retirement homes, freestanding laboratories, outpatient around-the-clock emergency, sports medicine, mental health facilities, and so on. Professionals include medical laboratory technicians and technologists; nurses (both RNs and LPNs); physician's assistants; nurse practitioners; home healthcare and mental health personnel; respiratory, occupational, and physical therapists; and so on.

# Assessments

## Chapter 2: The Medical Assistant and the Healthcare Team

### ASSESSMENTS BY OBJECTIVE

<b>1</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:             <ul style="list-style-type: none"> <li>• Multiple Choice, question 14</li> <li>• Completion, questions 4, 7</li> <li>• True/False, question 7</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Review, questions 1-10 (p. 7)</li> </ul>
<b>2</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:             <ul style="list-style-type: none"> <li>• Multiple Choice, questions 2-6, 15</li> <li>• Completion, questions 10, 11</li> <li>• True/False, question 11</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 1, 2 (pp. 7-8)</li> <li>• Internet Activity Options, question 1 (p. 14)</li> </ul>
<b>3</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:             <ul style="list-style-type: none"> <li>• Multiple Choice, questions 11, 13, 16, 19</li> <li>• Multiple Response, questions 1-4</li> <li>• Completion, question 5</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 3-6 (pp. 8-9)</li> </ul>
<b>4</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank: Multiple Choice, questions 1, 22</li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 7-10 (p. 9)</li> <li>• Internet Activity Options, question 2 (p. 14)</li> </ul>
<b>5</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:             <ul style="list-style-type: none"> <li>• Multiple Choice, question 27</li> <li>• True/False, question 1</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, question 11 (p. 9)</li> </ul>
<b>6</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:             <ul style="list-style-type: none"> <li>• Multiple Choice, questions 7-10, 12, 18, 21, 23</li> <li>• Completion, questions 1-3, 6, 8, 9</li> <li>• True/False, questions 2-4, 8, 10, 12</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Allied Healthcare Occupations matching, questions 1-19 (pp. 11-12)</li> <li>• Case Studies, question 2 (pp. 13-14)</li> </ul>

<b>ASSESSMENTS BY OBJECTIVE</b>		<i>(Continued)</i>
<b>7</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:               <ul style="list-style-type: none"> <li>• Multiple Choice, questions 17, 24</li> <li>• True/False, question 5</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 12-21 (p. 10)</li> <li>• Case Studies matching, questions 1-20 (pp. 12-14)</li> <li>• Case Study, question 1 (p. 13)</li> <li>• Workplace Applications, question 2 (p. 14)</li> </ul>	
<b>8</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank: Multiple Choice, question 25</li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, question 22 (p. 10)</li> <li>• Workplace Applications, question 1 (p. 14)</li> </ul>	
<b>9</b>	<p><b>Evolve Instructor Resources</b></p> <ul style="list-style-type: none"> <li>• Test Bank:               <ul style="list-style-type: none"> <li>• Multiple Choice, questions 20, 26</li> <li>• True/False, questions 6, 9</li> </ul> </li> </ul> <p><b>Study Guide</b></p> <ul style="list-style-type: none"> <li>• Skills and Concepts, questions 23, 24 (pp. 10-11)</li> <li>• Internet Activity Options, question 3 (p. 14)</li> <li>• Procedure 2-1: Locate a State's Legal Scope of Practice for Medical Assistants (pp. 15-16)</li> </ul>	

# Simulations

## Chapter 2: The Medical Assistant and the Healthcare Team

### SIMULATIONS BY OBJECTIVE

#### Virtual Medical Office (20 min)

<b>9</b>	<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>• computer</li> </ul> <p><b>APPLY – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: The Health Care System and the Professional Medical Assistant</li> </ul>
----------	--