

# A Closer Look

Today's medical assistants juggle many tasks in the medical office. McGraw-Hill is committed to helping prepare students to succeed in the classroom and to be successful in their chosen field. Most textbooks begin with a preface and a long list of features and supplements for both instructors and their students. While keeping with this tried and true format, it is our intention to give you a snapshot of some of the exciting solutions available with the fifth edition of *Medical Assisting: Administrative and Clinical Procedures with Anatomy and Physiology* for your Medical Assisting course. Instructors across the country have told us how much preparation it takes to teach medical assisting—they juggle as much, maybe more, than their students. To help, we have added more detailed information on how to organize and utilize the features in the Information Center of the Online Learning Center (OLC), as well as a breakdown of Learning Outcomes and activities that correspond in the Instructor Resources portion of the OLC at [www.mhhe.com/BoothMA5e](http://www.mhhe.com/BoothMA5e).

## The Content—A Note from the Authors

The fifth edition of *Medical Assisting: Administrative and Clinical Procedures with Anatomy and Physiology* has many exciting and noteworthy updates. Along with helpful and important feedback from our users and reviewers, we set out to create a one-of-a-kind, dynamic, practical, realistic, and comprehensive set of tools for individuals preparing to become medical assistants.

To begin, the textbook provides students up-to-date information about all aspects of the medical assisting profession, both administrative and clinical and from general to specific. It covers the key concepts, skills, and tasks that medical assistants need to know to become a CMA or RMA. As you enter the book, you will see that it is an interactive experience in learning, rather than merely a reading experience. The book speaks directly to the student, and its chapter introductions, case studies, procedures, chapter summaries, and chapter reviews are written to engage the student's attention and build a sense of excitement about joining the profession of medical assisting.

When you begin the book you will find it is not just about reading the concepts. It is about engaging in a journey by learning as though working at the BWW Associates Clinic. Case studies are based around a set of patients that visit BWW Associates Clinic, and you will get to know these patients as you move through the chapters. The BWW Associates employees include Malik Katahir, CMM, Office Manager; Kaylyn R. Haddix, RMA (AMT) Clinical Assistant; and Miguel A. Perez CMA (AAMA), plus some MA students in training. The practicing



 **ACTIVSim™**

physicians include Paul F. Buckwalter, Alexis N. Whalen, and Elizabeth H. Williams. Most of the patients of BWW Associates you will also work with when using the Medical Assisting ACTIVSim™ 2.0 program.

It is all about consistent, authentic, and correct content and in this fifth edition we have strived to provide all the latest information as of the publishing of the book. Along with tons of minor tweaks and updates, *Medical Assisting*, fifth edition, incorporates the following:

- Expanded coding information, including CPT, HCPCS, ICD-9 and ICD-10 coding.
- Step-by-step instructions for completing CMS 1500, or 1505, claim forms with screen shots.
- A written safety plan to create for the medical office.
- A preparedness plan to implement for pandemic illness.
- New medical terminology practice exercises in all of the anatomy and physiology chapters.
- An exercise to calculate BMI and graph height, weight, and head circumference of infants and children.
- Simplified and enhanced content regarding major pathogens from each group of microorganisms: viruses, bacteria, protozoa, fungi, and multicellular parasites in updated tables.
- American Heart Association's "Chain of Survival" and Guidelines for CPR key components.
- Additional certification exam questions in each chapter, as well as certification exam study tips.
- Dedicated and expanded content in brand new chapters including:
  - Professionalism and Success
  - Electronic Health Records
  - The Blood
  - Assisting in Reproductive and Urinary Specialties
  - Assisting in Pediatrics

- Assisting in Geriatrics
- Assisting with Eye and Ear Care
- Dosage Calculations
- Thirty nine (39) *NEW* procedures

## Learning Outcomes and Textbook Organization

If you have seen a previous edition of this book before, one of the first things you will notice is the updated organization of the content. For each of the chapters, we updated the learning outcomes to the latest Bloom's standards and aligned every learning outcome to a level one heading. McGraw-Hill has made it even easier for students and instructors to find, learn, and review critical information.

The chapter organization of the fifth edition was revised to provide a structure that promotes learning based on what a medical assistant does in practice. The chapters build on one another to ensure student understanding of the many tasks they will be expected to perform. The chapters can be easily grouped together to create larger topics or units for the students to learn. For ease of understanding, content can be organized as follows:

- Unit One Medical Assisting as a Career—Chapters 1 to 5
- Unit Two Safety and the Environment—Chapters 6 to 9
- Unit Three Communication—Chapters 10 to 14
- Unit Four Administrative Practices—Chapters 15 to 21
- Unit Five Applied Anatomy and Physiology—Chapters 22 to 35
- Unit Six Clinical Practices—Chapters 36 to 44
- Unit Seven Assisting with Diagnostics—Chapters 45 to 50
- Unit Eight Assisting in Therapeutics—Chapters 51 to 55
- Unit Nine Medical Assisting Practice—Chapters 56 to 58

## Content Correlations

*Medical Assisting*, fifth edition, also provides a correlation structure that will enhance its usefulness to both students and instructors. We have been careful to ensure that the text and supplements provide ample coverage of topics used to construct all of the following:

- CAAHEP (Commission on Accreditation of Allied Health Education Programs) Standards and Guidelines for Medical Assisting Education Programs
- ABHES (Accrediting Bureau of Health Education Schools) Competencies and Curriculum
- AAMA (American Association of Medical Assistants) CMA (Certified Medical Assistant) Occupational Analysis
- AMT (American Medical Technologists) RMA (Registered Medical Assistant) Task List
- AMT CMAS (Certified Medical Assistant Specialist) Competencies and Examination Specifications
- NHA (National Healthcareer Association) Certified Clinical Medical Assistant (CCMA)
- NHA (National Healthcareer Association) Certified Medical Administrative Assistant (CMAAA)
- CMA (AAMA) Certification Examination Content Outline

Correlations to these are included with the instructor materials located on the Online Learning Center at [www.mhhe.com](http://www.mhhe.com)

and through Connect® (see later pages for information about Connect®). In addition, CAAHEP requires that all medical assistants be proficient in the 71 entry-level areas of competence when they begin medical assisting work. ABHES requires proficiency in the competencies and curriculum content at a minimum. The opening pages of each chapter provide a list of the areas of competence that are covered within the chapter.

MEDICAL ASSISTING COMPETENCIES	
CAAHEP	ABHES
I. A (3) Demonstrate respect for diversity in approaching patients and families	5. Psychology of Human Relations Graduates: c. Use empathy when treating terminally ill patients e. Advocate on behalf of family/patients, having ability to deal and communicate with family
IV. C (13) Identify the role of self boundaries in the health care environment	11. Career Development Graduates: b. Demonstrate professionalism by: (1) Exhibiting dependability, punctuality, and a positive work ethic (2) Exhibiting a positive attitude and a sense of responsibility (4) Being cognizant of ethical boundaries (6) Adapting to change (7) Expressing a responsible attitude
IV. C (14) Recognize the role of patient advocacy in the practice of medical assisting	
IV. P (13) Advocate on behalf of patients	
IV. A (1) Demonstrate empathy in communicating with patients, family and staff	
IV. A (6) Demonstrate awareness of how an individual's personal appearance affects anticipated responses	
IV. A (9) Recognize and protect personal boundaries in communicating with others	
V. C (13) Identify time management principles	
X. A (1) Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	
X. A (2) Examine the impact personal ethics and morals may have on the individual's practice	

You will also find that each procedure is correlated to the ABHES and CAAHEP competencies within the workbook on the procedure sheets. These sheets can be easily pulled out of the workbook and placed in the student file to document proficiency.

## Content Highlights

**We have made a consistent effort to discuss patients with special needs:**

- **Pregnant women.** Pregnancy has profound effects on every aspect of health, all of which must be taken into account when working with pregnant patients. In the new chapter *Assisting with Reproductive and Urinary Specialties*, we have addressed special concerns for pregnant patients, such as positioning them for an examination, recommending changes in diet, and taking care to avoid harming the fetus with drugs or procedures that would ordinarily pose little or no risk to the patient. There is also a separate procedure for meeting the needs of the pregnant patient during an examination.
- **Elderly patients.** Special care is often required with elderly patients. The body undergoes many changes with age, and patients may have difficulty adjusting to their changing physical needs. The new chapter *Assisting in Geriatrics* deals with the special needs of elderly patients.
- **Children.** The special needs of children are complex, because not only their bodies but also their minds and social situations are very different from those of adults. Dealing with children usually means dealing with their parents as well, and medical assistants must hone their communication skills to meet the needs of both patient and parent when working with children. The new chapter *Assisting with Pediatrics* focuses on children and their special needs.
- **Patients with disabilities.** Many different diseases and disabilities require extra effort or consideration on the part of the medical assistant. Patients in wheelchairs and patients

with diabetes, hemophilia, or visual or hearing impairments all require specific accommodations. For example, *The Examination and Treatment Area* chapter addresses the needs of such patients; it includes a section that discusses the Americans With Disabilities Act and the new chapter *Assisting with Eye and Ear Care* includes a procedure for making the examination room safe for patients with visual impairments.

- **Patients from other cultures.** Communicating with patients from other cultures, especially when language barriers are involved, poses a special challenge for the medical assistant. In addition, patients from other cultures may have attitudes about medicine or about social interaction that differ sharply from those of the medical assistants' culture. The *Professionalism and Success* and the *Interpersonal Communication* chapters deal in depth with understanding other cultures including new content for communicating and caring for patients from other cultures.

Because safety is a primary concern for both the patient and the medical assistant, we have emphasized this aspect of medical assisting work. Every clinical procedure includes appropriate icons, discussed in the *Basic Safety and Infection Control* chapter, for safety precautions required by the Occupational Safety and Health Administration (OSHA) guidelines. These icons for the OSHA guidelines appear in order of use within each procedure. The handwashing icon only appears once even though it is always done before and after each procedure. If biohazardous waste is generated during the procedure, the biohazardous waste container icon will appear, and so on.

## Chapter Features

Each chapter opens with material that includes the Case Study, the learning outcomes, a list of key terms, the ABHES and CAAHEP medical assisting competencies covered in the chapter, and an introduction. Since the learning outcomes represent each of the level-one headings in the chapter, they serve as the chapter outline. Chapters are organized into topics that move from the general to the specific. Updated color photographs, anatomic and technical drawings, tables, charts, and text features help educate the student about various aspects of medical assisting. The text features include the following:

- **Case Studies** are provided at the beginning of all chapters. They represent situations similar to those that the medical assistant may encounter in daily practice. The case studies include pictures of each of the patients who come to BWB Associates for care. Students will work with these same patients in the ACTIVSim 2.0 program. Students are encouraged to consider the case study as they read each chapter. Case Study Questions in the end-of-chapter review check students' understanding and application of chapter content.
- **Procedures** give step-by-step instructions on how to perform specific administrative or clinical tasks that a medical assistant will be required to perform. The procedures are referenced within the content when discussed. Each of the procedures are found at the end of the chapter. New figures are included with many of the procedures that are taken from the Connect® videos. Again the student can transition between the materials seamlessly.

- **Points on Practice** boxes provide guidelines on keeping the medical office running smoothly and efficiently.
- **Educating the Patient** boxes focus on ways to instruct patients about caring for themselves outside the medical office.
- **Caution: Handle with Care** boxes cover the precautions to be taken in certain situations or when performing certain tasks.
- **Pathophysiology** is featured in each of the chapters on anatomy and physiology. These provide students with details of the most common diseases and disorders of each body system and include information on the causes, common signs and symptoms, treatment, and, where possible, the prevention of each disease.
- **Medical Terminology** practice exercises have been added to all the anatomy and physiology chapters.

Each chapter closes with a summary of the learning outcomes. The summary is followed by an end-of-chapter review with questions related to the case study, as well as 10 multiple-choice exam-style questions.

A list of further readings, including related books and journal articles, is provided for each chapter within the Instructor's Manual and on McGraw-Hill's *Medical Assisting* Online Learning Center. The end-of-chapter questions and activities, as well as the additional online resources, provide supplementary information about the subjects presented in the chapter and allow students to practice specific skills.

The book also includes a glossary and four appendixes for use as reference tools. The glossary lists all the words presented as key terms in each chapter, along with a pronunciation guide and the definition of each term. The appendixes present a list of common medical terminology including prefixes, root words, and suffixes, as well as medical abbreviations and symbols. A brand-new Diseases and Disorders appendix provides a quick reference point for patient conditions that the student may encounter, and the final appendix covers the Electronic Health Record.

## Medical Assisting in the Digital World—Supplementary Materials for the Instructor and Student

Knowing the importance of flexibility and digital learning, McGraw Hill has created multiple assets to enhance the learning experience no matter what the class format: traditional, online, or hybrid. This revision is designed to help instructors and students be successful with digital solutions proven to drive student success.

*A one-stop spot for presentation, assignment, and assessment solutions available from McGraw-Hill:*

### McGraw-Hill Connect® Medical Assisting

McGraw-Hill Connect®—*Medical Assisting* provides online presentation, assignment, and assessment solutions. It connects your students with the tools and resources they'll need to

achieve success. With Connect Medical Assisting you can deliver assignments, quizzes, and tests online. A robust set of questions and activities are presented and aligned with the textbook's learning outcomes. As an instructor, you can edit existing questions and author entirely new problems. Track individual student performance—by question, assignment, or in relation to the class overall—with detailed grade reports. Integrate grade reports easily with Learning Management Systems (LMS), such as Blackboard, DesiretoLearn, or eCollege—and much more. **ConnectPlus–Medical Assisting** provides students with all the advantages of **Connect®–Medical Assisting** plus 24/7 online access to an eBook. This media-rich version of the book is available through the McGraw-Hill Connect® platform and allows seamless integration of text, media, and assessments. To learn more, visit [www.mcgrawhillconnect.com](http://www.mcgrawhillconnect.com).

## *A single sign-on with Connect® and your Blackboard course:*

### **McGraw-Hill Higher Education and Blackboard**

**Blackboard®**, the web-based course management system, has partnered with McGraw-Hill to better allow students and faculty to use online materials and activities to complement face-to-face teaching. Blackboard features exciting social learning and teaching tools that foster more logical, visually impactful, and active learning opportunities for students. You'll transform your closed-door classroom into communities where students remain connected to their educational experience 24 hours a day.

This partnership allows you and your students access to McGraw-Hill's Connect® and McGraw-Hill Create™ right from within your Blackboard course—all with one single sign-on. Not only do you get single sign-on with Connect and Create, you also get deep integration of McGraw-Hill content and content engines right in Blackboard. Whether you're choosing a book for your course or building Connect assignments, all the tools you need are right where you want them—inside of Blackboard. Gradebooks are now seamless. When a student completes an integrated Connect assignment, the grade for that assignment automatically (and instantly) feeds to your Blackboard grade center.

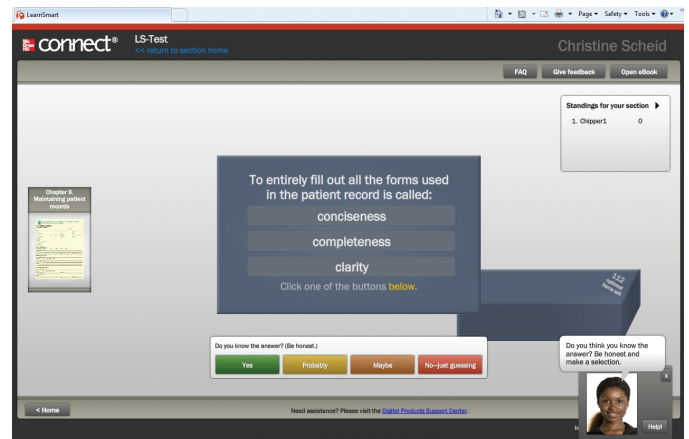
McGraw-Hill and Blackboard can now offer you easy access to industry leading technology and content, whether your campus hosts it or we do. Be sure to ask your local McGraw-Hill representative for details.

## *An adaptive learning system to help your students study smarter and learn faster:*

### **McGraw-Hill LearnSmart™**

**McGraw-Hill LearnSmart™** is available as an integrated feature of McGraw-Hill Connect®—Medical Assisting. It is an adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge for greater success. LearnSmart assesses a student's knowledge of course

content through a series of adaptive questions. It pinpoints concepts the student does not understand and maps out a personalized study plan for success. This innovative study tool also has features that allow instructors to see exactly what students have accomplished and a built-in assessment tool for graded assignments. **LearnSmart™–Medical Assisting** aids the student in focusing on the information required to successfully pass certification exams and assesses each student's responses to establish a clearly defined learning path that instructors can measure. Visit the following site for a demonstration. [www.mhlearnsmart.com](http://www.mhlearnsmart.com).



## *Hands-on emersion activities to help your students apply what they have read in the textbook:*

- Ten Electronic Health Record (EHR) live activities are found in the Student Resources on the OLC ([www.mhhe.com/BoothMA5e](http://www.mhhe.com/BoothMA5e)):
  - **Building a Patient Face Sheet**
  - **Administering a Patient Instruction**
  - **Recording and Viewing Vitals**
  - **Building an Office Visit Note**
  - **Ordering a Test and Documenting Procedures in an Office Visit**

Students can easily download **Spring Medical Systems, Inc's SpringCharts®** from the Student Resources on the OLC and complete these critical EHR tasks to obtain hands-on experience with an ONC-certified electronic health records solution. If you want to include more live EHR exercises, consider *Electronic Health Records*, third edition, by Brian Byron Hamilton (ISBN: 0-07-340214-1).

- In addition to the live activities found on the OLC, **an additional forty-four (44) Electronic Health**

**Record (EHR) activities based on SpringCharts®** are found in Connect® and provide students with activities that simulate real patient encounters.

- **ACTIVSim™ 2.0 Medical Assisting** Clinical Simulator is made up of two parts: 10 Patient Case Clinical Simulators and 15 Clinical Skills Simulators. The Patient Case Clinical Simulators introduce students to nonacute medical assisting patient case scenarios, procedure simulators and quick e-learning exercises. A large portion of core clinical competencies can be simulated on virtual patients, where the learner can interact with a patient and practice the different tasks that a medical assistant performs in physicians' offices. The focus of **ACTIVSim™ 2.0** is on vital signs and obtaining patient data, including a chart feature, so that the learner can document vital signs and make notes about observations that the medical assistant can brief the doctor about. **ACTIVSim™ 2.0** provides an excellent opportunity for students to practice their communication and patient interviewing skills prior to their externships and working in a doctor's office. After each simulation, the learner receives elaborate feedback (debriefing) on his/her performance. The debriefing includes basic patient assessment issues and recommendations for handling patients who have a particular condition. Instructors can assign patients to students and an instructor gradebook is included. For seamless training, these patients are also used in the textbook case studies. **ACTIVSim™ 2.0** gives extensive, individualized feedback, providing students with a realistic clinical experience. For a demo of **ACTIVSim™ 2.0**, please go to [www.mhhe.com/activsim](http://www.mhhe.com/activsim), click on Course in the top menu, then on Health Professions in the list provided, where you'll find Medical Assisting.



## Create™ a textbook organized the way you teach:

### McGraw-Hill Create™

With McGraw-Hill Create™, you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, like your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover

and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in 3–5 business days or a complimentary electronic review copy (eComp) via e-mail in minutes. Go to [www.mcgrawhill-create.com](http://www.mcgrawhill-create.com) today and register to experience how McGraw-Hill Create empowers you to teach *your* students *your* way.



## Record and distribute your lectures for multiple viewing:

### My Lectures—Tegrity®

McGraw-Hill Tegrity® records and distributes your class lecture with just a click of a button. Students can view anytime/anywhere via computer, iPod, or mobile device. It indexes as it records your PowerPoint® presentations and anything shown on your computer so students can use keywords to find exactly what they want to study. Tegrity® is available as an integrated feature of McGraw-Hill Connect®—Medical Assisting and as a standalone.

## Additional features and activities designed with your students in mind:

- **Fifty (50) BodyAnimat3d Animations**, found in Connect®, including the Cardiac Cycle and Coronary Artery Disease (CAD); Type 1 and Type 2 Diabetes; COPD; Obesity; as well as Medication Distribution, Absorption, and Metabolism; Burns; and Wound Healing.
- **Seventy-five (75) Administrative and Clinical Procedure Videos**, found in Connect®, including Registering a New Patient, Electronically Order and Track Medical Test Results, Manage a Prescription Refill, Interpret a Prescription,



Scheduling Appointments, Completing the CMS 1500 Form, and Locating an ICD-10-CM Code.

All of these assets are available to use with the book and are neatly correlated to enhance the learning experience. The student will notice icons like the above within the chapter as well as at the end of each chapter that refer them to interactive learning activities that not only remediate, but that are very visual in nature.

## *The tried and true: additional supplementary materials for you and your students:*

### **Student Workbook for use with Medical Assisting, 5e—in print and full color (ISBN: 0-07-75258-8)**

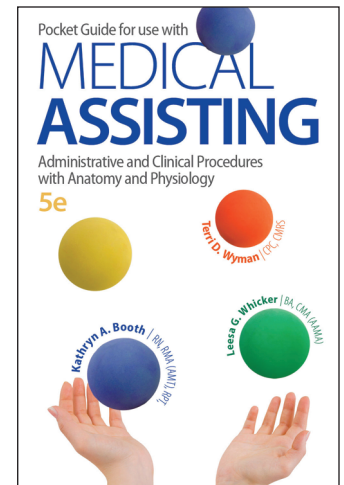
The Student Workbook provides an opportunity for the student to review and practice the material and skills presented in the textbook. Divided into parts and presented by chapter, the first part provides:

- Vocabulary review exercises, which test knowledge of key terms in the chapter
- Content review exercises, which test the student's knowledge of key concepts in the chapter
- Critical thinking exercises, which test the student's understanding of key concepts in the chapter
- Application exercises, which include figures and practice forms, and test mastery of specific skills
- Case studies, which apply the chapter material to real-life situations or problems

Each section, Clinical and/or Administrative, contains the appropriate procedure checklists, presented in the order in which they are shown in the student textbook. These checklists have been revised for ease of use, and include correlations to the ABHES and CAAHEP competencies mastered with the successful completion of each procedure. Accompanying Work Product Documentation (work/doc) provides blank charting forms for many of the procedure that include a work product or requires documentation to complete. These documentation forms are used when completing many of the application activities as well as procedure competencies. Over 100 procedures as well as multiple application activities in the workbook include correlated work docs.

### **Pocket Guide for use with Medical Assisting, 5e (ISBN: 0-07-752585-X)**

The Pocket Guide is a quick and handy reference to use while working as a medical assistant or during training. It includes critical procedure steps, bulleted lists, and brief information all medical assistants should know. Information is sorted by Administrative, Clinical, Laboratory, and General content.



### **Online Learning Center (OLC) found at [www.mhhe.com/BoothMA5e](http://www.mhhe.com/BoothMA5e)**

*Medical Assisting* also comes with the instructor resources you've come to expect, and all can be found on the OLC:

- **Instructor's Manual:** An exhaustive resource, containing everything to organize your course, as well as additional tips and exercises; including but not limited to a list of learning outcomes and chapter outline, teaching strategies, and answers for the end-of-chapter material as well as for the Student Workbook. Also included are correlation guides to the many of the accreditation bureaus, including The Accrediting Bureau of Health Education Schools (ABHES) Medical Assisting competencies and curriculum; The Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for Medical Assisting Education Programs competencies; American Association of Medical Assistants (AAMA) Occupational Analysis; The Association of Medical Technologists (AMT) Registered Medical Assistant (RMA) Certified Exam Topics; The National Healthcareer Association (NHA) Medical Assisting Duty/Task List; The Secretary's Commission on Achieving Necessary Skills (SCANS) areas of competence, as well as others.
- **PowerPoint Presentations** have been fully updated to include the latest figures and content. The popular "Test Your Knowledge" slides have been maintained to encourage interaction.
- **A completely revised and enhanced Testbank** with over 5,000 questions, complete with tags for Learning Outcomes; ABHES, CAAHEP, and even some CAHIIM standards (where applicable); and Bloom's and others to organize or modify questions to meet your course needs.