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ABSTRACT

The occupational analysis contains a brief job description, presenting for the occupation of medical assistant 113 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety consideration/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 113 task statements are grouped under the following five duty headings: performing medical office management duties, completing business office duties, preparing and sterilizing instruments and supplies, assisting with clinical procedures, and performing basic laboratory procedures and diagnostic tests. (JR)

Occupational Analysis





# MEDICAL ASSISTANT



Instructional Materials Laboratory
Trade and Industrial Education
The Ohio State University

5290

# AN ANALYSIS OF THE MEDICAL ASSISTING OCCUPATION

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The Instructional Materials Laboratory
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The Ohio State University

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# FOREWORD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics, and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of condulting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis inlcuded a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures, as well as identifying specific supporting skills and knowledge in the academic subject areas.

# PREFACE

The first contact a patient has when visiting a physician's office will be with the Medical Assistant. Friendliness, warmth, and cordiality are necessary as attributes in any assistant given the responsibility of greeting and caring for patients. An understanding of basic medical legal ramifications in the practice of medicine is desirable. Personal appearance will also make an important "first impression" and should also be considered.

An attempt has been made to list the tasks most often completed by a medical assistant. The writers avoided listing specialty assistant tasks found only in a specialty office and analyzed tasks they believed to be performed in a general practitioner's office.

The authors were aware of the differences in responsibility given to the medical assistant according to geographical area and the needs and preferences of the individual physician-employer. Nothing is ever completed without the direct order of the physician and under his/her supervision.

A basic understanding of self is essential as well as a knowledge of human psychology. Some of the more common emotional reactions with regard to patients and self which the Medical Assistant must deal with are as follows:

| Positive: | Negative: |
|---|---|
| Relief and satisfaction | Apprehension |
| Gratification | Hostility |
| Empathy | Fear-anxiety |
| Procedures | Embarassment |
| | Eratic reactions |
| | Prejudice and feelings of moral and economic superiority |

Non-verbal emotional reaction:
Steadiness or swings of temperment

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## JOB DESCRIPTION

A medical assistant is an individual who is employed by a physician in his/her office. The duties are manifold and vary according to the individual physician-employer needs. The medical assistant must have an ability to relate to people in all types of situations. The responsibilities of this individual may include clerical, secretarial and management responsibilities; business office duties; diagnostic tests and procedures; and examination and treatment room procedures.

Duty A Performing Medical Office Management Duties

1 Prepare reception room for patients
2 Sort and open and route mail
3 Pull or file patient's medical records
4 Receive patients
5 Manage children accompanying patients
6 Screen non-patient visitors
7 Complete registration form and health history record
8 Explain to scheduled patients unexpected delay
9 Place telephone calls
10 Answer telephone calls
11 Answer emergency telephone calls
12 Schedule appointments for patients
13 Make arrangements for patient's admission to hospital
14 Prepare schedule for physician of hospital patients
15 Arrange meetings and/or conferences
16 Arrange travel accomodations
17 Operate and maintain typewriter
18 Transcribe from a dictating machine
19 Operate copy equipment
20 Compose and type a business letter
21 Type a consultation letter
22 Compose and type a recall letter to patient
23 Compose and type collection letter
24 Complete workmen's compensation forms
25 Complete commercial health forms

26 Complete Medicare Part B forms
27 Complete public assistance billing forms
28 Inventory office supplies
29 Order and receive office supplies

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(TASK STATEMENT) PREPARE RECEPTION ROOM FOR PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Magazines appropriate to individual practice<br>Tables<br>Chairs<br>Lamps<br>Ash trays (optional) | Screen magazines<br>Align furniture<br>Necessary clean up<br>Maintain comfortable temperature | Maintain constant alertness for any damaged furniture, protruding objects, loose or frayed electrical cords<br>Injury to patient and/or staff<br>Keep floor area smooth and uncluttered<br>Danger of tripping |
| **DECISIONS** | **CUES** | **ERRORS** |
| Decide when to straighten room<br><br>Determine when to replace magazines | Overall clean pleasant atmosphere should be maintained at all times<br>Magazines frayed and/or pages removed, out-of-date | |

(TASK STATEMENT) PREPARE RECEPTION ROOM FOR PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Aesthetic appearance | Visual analysis<br>Color discrimination |
| Feeling | Environment | Temperature<br>Humidity |

(TASK STATEMENT) SORT AND OPEN AND ROUTE MAIL

5

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Letter opener<br>File Number 13 | Separate first class mail<br>Categorize balance of mail<br>Attach communications regarding patients to appropriate chart for physician's attention<br>Sort and dispose of drug samples per physician's desire<br>Answer appropriate mail<br>File incoming bills for payment | Drugs must be kept in area accessible to staff only<br>Improper use |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine routing of mail | Pay careful attention to mail containing payments<br><br>Needs physician's attention and decision before action can be taken | Failure to attach available information (i.e. patient chart, previous communication) that will assist physician in understanding request and/or taking action |

(TASK STATEMENT) SORT AND OPEN AND ROUTE MAIL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Letters from patient's and/or companies, etc. | Business letters (format/content) |
| Writing | To patients<br>Interoffice memos | Typing<br>Penmanship<br>Classification<br>Memo format<br>Logic |

(TASK STATEMENT) PULL OR FILE PATIENT'S MEDICAL RECORDS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| File cabinet<br>Charts<br>Typewriter<br>Stationary<br>Patient chart forms | Locate chart and remove from file<br>Type list of patients scheduled<br>Check folder to be certain all current data is filed<br>Prepare new sheet for notes by physician if chart is full<br>Replace in proper order after use | Danger of entire cabinet tipping with resultant possible trauma if more than one drawer opened at a time<br><br>Danger of tipping over or running into a file drawer left open when not in use with resultant possible trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if filing is to be done alphabetically, numerically or under subject matter for miscellaneous papers | Office policies | |

(TASK STATEMENT) PULL OR FILE PATIENT'S MEDICAL RECORDS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Locate by approximation rational numbers and integers on the number line (sequential ordering) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Files | Visual analysis<br>Detail/inference<br>Logic<br>Recognition of symbols, codes, and emblems |
| Writing | New chart note forms | Penmanship and/or typing |

(TASK STATEMENT) RECEIVE PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Daily practice log | Welcome patient by name<br>Provide for patient comfort and ease<br>Meet individual needs as required | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine at what point it is advisable to see a patient with or without an appointment ahead of those already waiting | Emergency, severe illness | Not recognizing as an emergency the patient with a critical emotional need |

(TASK STATEMENT) RECEIVE PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Elicit patient needs through competent/caring manner<br>Maintain capacity to foster trust, confidentiality, cooperation, and to cope with conflict behavior | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Patient's needs | Auditory, discrimination, concentration, logic, and noise discrimination |
| Viewing | Watch for patient's needs | Visual analysis, describing, logic, and detail/inference |
| Speaking | Provide comfort and assistance | Implying, clarity of expression, persuasion, dress, facial and body features, poise, and usage |

(TASK STATEMENT) MANAGE CHILDREN ACCOMPANYING PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Assortment of appropriate books and toys<br>Storage area for books and toys<br>Lollipops (optional) – safety stick<br>Children's furniture optional | Care of child in some instances | Hazardless toys<br>Guard against toys in walking area<br>Possible injury to child or other visitor |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine point at which child has become disruptive and take appropriate action | Patient complaints, excessive noise, destruction of office accessories | Patient's dissatisfaction |

(TASK STATEMENT) MANAGE CHILDREN ACCOMPANYING PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Maintain capacity to foster trust, confidentiality, cooperation; to cope with conflict behavior; to function efficiently when encountering fast changing, multiple, personal or situational variables, and to exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Verbal interaction with child and patient | Implying<br>Persuasion<br>Logic<br>Gestures |
| Touching | Tactile communication with child | Movement<br>Comfort or restraint |

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(TASK STATEMENT) SCREEN NON--PATIENT VISITORS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Appointment book (if needed)<br>Writing instrument | Schedule future appointments per physician's directions<br>Escort visitors to be seen into appropriate waiting area | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine where visitors fit into various categories and deal with them in individual manner according to wishes of physician | Appearance of visitor, nature and urgency of request | Physician-employer dissatisfaction due to insufficient information |

(TASK STATEMENT) SCREEN NON–PATIENT VISITORS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Maintain capacity to foster trust<br>Maintain capacity to foster confidentiality<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability<br>Exhibit qualities of tact, poise, consideration, graciousness, and imagination | Measure of time (Example: time-minutes/hours) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | With visitors and physician | Clarity of expression<br>Logic<br>Poise |
| Writing | Recording appointment | Penmanship<br>Spelling<br>Classification<br>Description<br>Logic |
| Listening | Visitor's requests | Auditory discrimination, detection of propaganda devices, discriminate facts from non-facts, concentration, and logic |

(TASK STATEMENT) COMPLETE REGISTRATION FORM AND HEALTH HISTORY RECORD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Chart folder<br>Registration form<br>History sheet<br>Writing material<br>Writing surface | Complete history sheet according to physician's instructions<br>Complete registration form as indicated | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Ascertain correct spelling of name and complete address<br>Determine if all information is completed as necessary | Original source of data<br>If printed form utilized, all information fully completed | Incomplete or inaccurate information recorded<br>Inability to trace delinquent accounts |

(TASK STATEMENT) COMPLETE REGISTRATION FORM AND HEALTH HISTORY RECORD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | With patient and/or relatives | Terminology<br>Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Recording | Penmanship<br>Spelling<br>Classification<br>Memo format<br>Description<br>Medical terminology<br>Logic |

(TASK STATEMENT) EXPLAIN TO SCHEDULED PATIENTS UNEXPECTED DELAY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Telephone (if indicated)<br>Appointment book<br>Writing instrument | Apologize for delay<br>Offer appropriate explanation of error<br>Reschedule appointments as indicated or make referral | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine explanation to be given to patients<br><br>Determine best possible alternate appointment<br>Determine if patient should be referred to another physician for immediate care | Nature of delay<br>Legal consideration of explanation<br>Patient's well being<br>Physician's schedule<br>Patient's schedule<br>Emergency problem<br>Doctor not expected in office over a period of time | Invasion of privacy and abondment<br><br>Physician and/or patient dissatisfaction<br><br>Medical-legal problems<br>Poor patient care<br>Physician and patient dissatisfaction |

(TASK STATEMENT) EXPLAIN TO SCHEDULED PATIENTS UNEXPECTED DELAY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster trust<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables | Measure of time (Example: time–minutes/hours etc.) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Explanation to patient | Enunciation<br>Clarity of expression<br>Persuasion<br>Logic<br>Poise |
| Listening | Instructions from the physician<br>Reaction and needs of patients | Concentration<br>Logic<br>Note taking |
| Writing | Recording in appointment book<br>Completion of appointment card | Penmanship, spelling, classification, and logic |

(TASK STATEMENT) PLACE TELEPHONE CALLS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Telephone<br>Telephone book<br>Telephone index<br>Writing materials | Obtain correct telephone number<br>Modulate voice to pleasing pitch<br>Position receiver properly | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if physician is readily available | Personally requested call – ample notification of call being placed | Wasted time |

(TASK STATEMENT) PLACE TELEPHONE CALLS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Placing call | Terminology<br>Appropriate diction<br>Enunciation<br>Clarity of expression |

**(TASK STATEMENT)** ANSWER TELEPHONE CALLS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing materials<br>Appointment book<br>Complete directory of community agencies | Transmit information, check resources as necessary<br>Schedule appointments<br>Record messages for proper response by physician<br>Screen calls, i.e. those assistant can answer, those physician must answer<br>Record pertinent information on patient record | Never have food or gum in mouth<br>Avoid improper voice tone |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine caller's needs<br>Determine who should handle call<br><br>Determine if physician can return call at his/her convenience | Be aware of office policy and/or physician's preference<br>Be aware of medical-legal implications of giving information over telephone<br>Not of an emergency nature | Giving out information to unauthorized<br><br>Patient dissatisfaction<br>Poor patient care<br>Medical-legal problems |

(TASK STATEMENT) ANSWER TELEPHONE CALLS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster trust,<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when enouuntering fast changing, multiple, personal or situational variables | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Question to determine caller's needs | Implying, enunciation, clarity of expression, and logic |
| Writing | Record messages, appointments, and pertinent data on patient record | Penmanship, spelling, classification, description, and logic |
| Listening | Caller's requests | Auditory discrimination, detection of propaganda devices, discriminate facts from non-facts, concentration, logic, and note taking |

(TASK STATEMENT) ANSWER EMERGENCY TELEPHONE CALLS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Writing materials<br>Appointment book<br>Complete directory of community agencies | Handle on individual merit<br>Question caller until true situation is ascertained, and take prompt action accordingly<br>If servere emergency, direct patient to emergency room (if physician is not available)<br>Offer first aid advice if physician is not available and if it is appropriate<br>Record call | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine caller's needs<br>Decide course of action | Caller's voice and mental state<br>Medical and legal implications | Ignoring psychological needs<br>Taking too much authority in so far as medical decisions<br>Not charting details of call<br>Misadvice to patient as to his/her course of action |

(TASK STATEMENT) ANSWER EMERGENCY TELEPHONE CALLS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Maintain capacity to foster trust, confidentiality, cooperation; to cope with conflict behavior; to function efficiently when encountering fast changing, multiple, personal or situational variables; to exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Phone communication in calm voice | Appropriate diction, enunciation, clarity of expression, logic persuasion, and poise |
| Writing | Log immediately and accurately all emergency phone calls | Classification, description, terminology/ general vocabulary, clarity of expression, and logic |
| Listening | Caller's request's | Discriminate facts form non-facts, concentration, logic (ordering of thoughts and ideas), and note taking |

(TASK STATEMENT) SCHEDULE APPOINTMENTS FOR PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing surface<br>Writing materials<br>Appointment book<br>Appointment cards | Record on proper date and time in appointment book<br>Complete appointment card<br>Give or mail to patient | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine time of appointment according to patient's needs and physician's schedule<br>Determine proper time interval for appointment<br>Determine notations to be made on appointment book regarding physician's request for diagnostic procedures or nature of appointment | Nature of appointment/patient's needs<br><br>Probable procedures to be complete<br><br>Patient history<br>Requests made by physician | Insufficient time for preliminary work<br>Scheduling too heavy<br>Schedule is delayed due to insufficient time<br>Delay in completion of procedures; some could be completed before physician sees patient, if physician is aware of procedures and so directs medical assistant to begin |

(TASK STATEMENT) SCHEDULE APPOINTMENTS FOR PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Measure of time. (Example: time–minutes/hours) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Confer with patients and physicians | Clarity of expression<br>Logic<br>Poise |
| Writing | Recording data on appointment card and book | Penmanship<br>Spelling<br>Usage |

(TASK STATEMENT) MAKE ARRANGEMENTS FOR PATIENT ADMISSION TO HOSPITAL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Patient chart<br>Phone<br>Writing instrument<br>Appropriate pre-admission forms from specific hospital | Place call<br>Schedule admission<br>Notify and instruct patient<br>Complete the pre-admission form or instruct patient in procedure according to type of form used by hospital | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine most convenient time and day | Nature and length of hospital stay<br>Patient's and doctor's schedule | |

(TASK STATEMENT) MAKE ARRANGEMENTS FOR PATIENT ADMISSION TO HOSPITAL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, and graciousness | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Talk with admission office personnel<br>Talk with physician and patient | Appropriate diction, enunciation, and logic<br>Terminology/general vocabulary, clarity of expression, and poise |
| Writing | Record on patient chart | Penmanship, spelling, classification, description, terminology/general vocabulary, and logic |
| | Pre-admission form | Typing |

(TASK STATEMENT) PREPARE SCHEDULE FOR PHYSICIAN OF HOSPITAL PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies | Type per wishes of physician; i.e. frequency of preparation, and order and type of information | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | List should include any factors which would facilitate patient care and efficiently utilize physician's time | Omission of "emergency admissions" |

(TASK STATEMENT) PREPARE SCHEDULE FOR PHYSICIAN OF HOSPITAL PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to and from physician<br>Communication with hospital | Terminology/general vocabulary<br>Appropriate diction<br>Clarity of expression<br>Logic |
| Writing | Record schedule and related information | Penmanship and/or typing<br>Spelling<br>Classification<br>Description<br>Clarity of expression<br>Denotative/connotative words |

(TASK STATEMENT) ARRANGE MEETINGS AND/OR CONFERENCES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>As indicated by individual situation—varies to great degree | Contact parties involved<br>Obtain and/or disburse information concerning details, i.e. date, time, duration, place, nature of meeting or conference, number of persons involved<br>Record details<br>Follow-up on details | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine nature of meeting<br>Determine most appropriate date, time, and place | Agenda, parties involved<br>Doctor's schedule | Inefficiency |

(TASK STATEMENT) ARRANGE MEETINGS AND/OR CONFERENCES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Verbal interaction with physician and other parties concerned | Clarity of expression<br>Logic<br>Poise<br>Persuasion |
| Writing | Record arrangements completed<br>Notify parties involved | Spelling<br>Classification<br>Business letters (format/content)<br>Terminology/general vocabulary<br>Clarity of expression |

(TASK STATEMENT) ARRANGE TRAVEL ACCOMODATIONS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Typewriter<br>Telephone | Arrange for transportation<br>Arrange for lodging | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine most appropriate mode of transportation and place of lodging | Dates – times – cost and kind of accomodations – physician's desires | Not requesting written confirmation especially for lodging, no reservation |

(TASK STATEMENT) ARRANGE TRAVEL ACCOMODATIONS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Talk with physician and others concerning arrangements | Clarity of expression<br>Logic<br>Poise<br>Persuasion |
| Writing | Inquiries about accomodations | Spelling<br>Business letters (format/content)<br>Clarity of expression<br>Logic |
| | Record accurately the arrangements made | Memo format<br>Description |

(TASK STATEMENT) OPERATE AND MAINTAIN TYPEWRITER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies as applied to typewriter maintenance i.e. typewriter brush, operating manual, cleaning fluid, etc. | Be familiar with all moving parts<br>Type on both manual and electric typewriters<br>Clean a typewriter | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine at what point professional maintenance is necessary | Appropriate manual | Malfunction of machine |

(TASK STATEMENT) OPERATE AND MAINTAIN TYPEWRITER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Manual | Comprehension<br>Detail/inference<br>Description of mechanism<br>Definition<br>Terminology<br>Instructions |

(TASK STATEMENT) TRANSCRIBE FROM A DICTATING MACHINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supplies<br>Dictation transcriber<br>Others as situation indicates, i.e. patient chart, dictionaries (medical, Webster) | Operate dictating machine<br>Set up and type output as indicated from transcriber<br>Proofread copy | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine accuracy | Visual scanning<br>Original source of data | Incomplete or inaccurate information recorded<br>Poor format and/or grammatical errors |

(TASK STATEMENT) TRANSCRIBE FROM A DICTATING MACHINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Dictated tape | Comprehension, medical terminology, concentration, logic, note taking, noise discrimination |
| Viewing | Proofed copy | Visual analysis, memory, logic, detail/inference |
| Writing | Typed copy (or letter) | Typing, spelling, grammar, letter/format |



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(TASK STATEMENT) OPERATE COPY EQUIPMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies as applied to individual equipment | Follow operational manual to:<br>set up machine<br>load materials to be copied<br>remove originals and copies<br>shut down machine | If fluid used in copy machine, use care in handling<br>Stain damage |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine what point to call professional maintenance | Appropriate manual | Break down of equipment |

(TASK STATEMENT) OPERATE COPY EQUIPMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Effect of heating and cooling on state of matter (change of matter from one form to another)<br>Effects of heat and/or light on some copy paper | Locate by approximation rational numbers and integers on the number line (sequential ordering)<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Manual | Comprehension, detail/inference, description of mechanism, definition, terminology, tistructions |
| Viewing | Dials, gauges, finished copy | Visual analysis (seeing the parts in relation to the whole), logic (ordering of thoughts and perceptions), detail and inference, color discrimination, and recognition of symbols, codes, emblems |

(TASK STATEMENT) COMPOSE AND TYPE A BUSINESS LETTER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supplies<br>Dictionary<br>Others as indicated, i.e.<br>order books<br>telephone books<br>appropriate directory | Set up and type letter as situation indicates<br>Proofread copy<br>Address envelope correctly | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper phraseology<br>Determine proper performance interval | Must be clear, concise, and accurate | |

(TASK STATEMENT) COMPOSE AND TYPE A BUSINESS LETTER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Compose letter | Spelling, business letters (format/content), terminology/general vocabulary, clarity of expression,and logic |
| Listening | Instructions from physician | Concentration, logic (ordering of thoughts and ideas), word definition, and note taking |
| Viewing | Proofed copy | Visual analysis (seeing the parts in relation to the whole), memory (short and long term retention), and detail and inference |

(TASK STATEMENT) TYPE A CONSULTATION LETTER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supplies<br>Patient chart<br>Dictionaries | Set up and type letter as situation indicated<br>Proofread copy<br>Address envelope correctly | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper format and information<br>Determine accuracy of information | Physician's notes, original source of data | Incomplete or inaccurate information given |

(TASK STATEMENT) TYPE A CONSULTATION LETTER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Oral communication with physician | Concentration, logic (ordering of thoughts and ideas), word definition, and note taking |
| Writing | Compose letter | Spelling, business letters (format/content), terminology/general vocabulary, clarity of expression, and logic |
| Viewing | Proofed copy | Visual analysis (seeing the parts in relation to the whole), memory (short and long term retention), and detail and inference |

(TASK STATEMENT) COMPOSE AND TYPE A RECALL LETTER TO PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supply<br>Dictionary<br>Patient chart | Set up and type letter as situation indicates and at proper interval according to physician's policy<br>Proofread copy<br>Address envelope correctly | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper phraseology<br>Determine proper interval | Physicians' policy | |

(TASK STATEMENT) COMPOSE AND TYPE A RECALL LETTER TO PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Addition and subtraction of decimal fractions<br>Multiplication and divisior of decimal fractions |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Compose letter | Spelling<br>Business letters (format/content)<br>Terminology/general vocabulary<br>Clarity of expression<br>Logic |
| Viewing | Proofed copy | Visual analysis (seeing the parts in relation to the whole)<br>Memory (short and long term retention)<br>Logic (ordering of thoughts and perceptions)<br>Detail and inference |

(TASK STATEMENT) COMPOSE AND TYPE COLLECTION LETTER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supplies<br>Dictionary<br>Account card<br>Patient's card | Set up and type letter as situation indicates<br>Proofread copy<br>Address envelope correctly | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper phraseology<br>Determine proper time at which to perform procedure | Format<br>Tact | Inaccuracy can lead to unfavorable patient relations<br><br>Incorrect address or amount |

(TASK STATEMENT) COMPOSE AND TYPE COLLECTION LETTER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Compose letter to guarantor | Spelling<br>Business letters (format/content)<br>Clarity of expression<br>Logic |
| Viewing | Proofed copy | Visual analysis (seeing the parts in relation to the whole)<br>Logic (ordering of thoughts and perceptions)<br>Detail and inference |

(TASK STATEMENT) COMPLETE WORKMEN'S COMPENSATION FORMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supply<br>Forms supplied by Workmen's Compensation<br>Patient's chart<br>Patient's financial record | Obtain written authorization from patient<br>Interpret physician's notes from chart<br>List procedures accurate case number, disability, and professional fee<br>Note on patient's record (copy if possible) | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine which form is appropriate for circumstances | Format, type of compensation requested | Incomplete or inaccurate information<br>No compensation awarded |

(TASK STATEMENT) COMPLETE WORKMEN'S COMPENSATION FORMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Reduction of fractions<br>Addition and subtraction of proper and improper fractions<br>Multiplication and division of proper and improper fractions<br>Changing mixed numbers to improper fractions<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Physician's instructions | Comprehension, medical terminology, concentration, logic (ordering of thoughts and ideas), and note taking |
| Reading | Notes of physician | Comprehension, detail/inference, informational reports, terminology, and instructions |
| Writing | To commission recording data | Spelling, classification, description, terminology general vocabulary, clarity of expression, and logic. |

(TASK STATEMENT) COMPLETE COMMERCIAL HEALTH FORMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supply<br>Forms from particular company involved<br>Patient's chart<br>Patient's financial record | Interpret physician's notes from chart<br>List procedure, accurate case number, and fee<br>Note on patient's record (copy if possible)<br>Obtain written authorization for release of information | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine assignment of benefits<br>Determine amount of detail to be included | Physician's preference<br>Unusual length of time taken to complete procedure, i.e. debridement of wounds, burns, etc. | Incomplete or inaccurate information<br>Patient receives lower benefits than would have received if sufficient information given |

(TASK STATEMENT) COMPLETE COMMERCIAL HEALTH FORMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Request for authorization | Spelling, business letters (format/content), clarity of expression, and logic |
| | Letters to insurance company | Classification, and terminology/general vocabulary, and record data |
| Reading | Physician's instructions | Comprehension, medical terminology, detail/inference, and definition |

(TASK STATEMENT) COMPLETE MEDICARE PART B FORMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supplies<br>Forms supplied by Medicare<br>Patient's chart<br>Patient's financial record | Interpret physician's notes from chart<br>List procedure, accurate case number, and fee<br>Note on patient's record (copy if possible) | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine assignment of benefits | Physician's preference | |

(TASK STATEMENT) COMPLETE MEDICARE PART B FORMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Request for authorization | Spelling, business letters (format/content), clarity of expression, and logic |
| | Letters to insurance company | Record data, classification, and terminology/ general vocabulary |
| Reading | Physician's instructions | Comprehension, medical terminology, detail/ inference, and definition |

(TASK STATEMENT) COMPLETE PUBLIC ASSISTANCE BILLING FORMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Typewriter<br>Standard office supply<br>Forms supplied by individual agency<br>Patient's chart<br>Patient's financial record<br>Note: follow guide lines of individual states | Interpret physician's notes from chart<br>List procedure, accurate case number, and fee<br>Note on patient's record (copy is possible) | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine assignment of benefits | Physician's preference | |

(TASK STATEMENT) COMPLETE PUBLIC ASSISTANCE BILLING FORMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | To patients and agencies | Spelling, description, business letters (format/content), terminology/general vocabulary, clarity of expression, and logic |
| Reading | Letters and forms billed by patient's and agencies | Comprehension, detail/inference, informational reports, definition, and terminology |
| Speaking | By phone or in person with patient's and agencies | Terminology/general vocabulary, enunciation, clarity of expression, and logic |

(TASK STATEMENT) INVENTORY OFFICE SUPPLIES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Stock book or cards | Count supplies<br>Record supplies<br>Rearrange supplies in proper order | Proper use of available storage facilities<br>Damage to supplies<br>Trauma to personnel |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine point at which to reorder | Guidelines on amount of reserve stock | Run short of supplies |

(TASK STATEMENT) INVENTORY OFFICE SUPPLIES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division of whole numbers<br>Sequential ordering |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record inventory | Classification<br>Denotative/connotative words<br>Logic |

(TASK STATEMENT) ORDER AND RECEIVE OFFICE SUPPLIES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Stock book or cards<br>Record of supplies and costs of supplies<br>Telephone | Place orders appropriately and accurately<br>Inventory and record on inventory sheet or cards<br>Store in proper area | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine at what point supplies will be depleted<br>Determine physical needs of articles to be stored | Rate of use<br>Refrigeration necessary for some medications | Run short of supplies<br>Breakdown of drug-must be discarded |

(TASK STATEMENT) ORDER AND RECEIVE OFFICE SUPPLIES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division of whole numbers |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Correspond with supplier<br>Record transactions | Spelling, classification, and description<br>Classifications, and memo format<br>Business letters (format/content), terminology/general vocabulary, clarity of expression, and logic. |
| Speaking | Verbal interaction with employer<br>Telephone order | Terminology/general vocabulary, appropriate diction, clarity of expression, denotative/connotative words, and logic |

Duty B Completing Business Office Duties

1 Operate and maintain an adding machine
2 Fill out and process a day sheet
3 Complete a charge slip
4 Complete an account card
5 Prepare statements
6 Prepare information for a commercial billing agency
7 Investigate returned mail
8 Accept payment and post ledger cards
9 Complete a bank deposit slip
10 Handle credit arrangements with patient
11 Contact deliquent patient
12 Extract billing information from doctor's notes
13 Obtain and record patient billing information for hospital visits by physician
14 Establish and control petty cash fund
15 Prepare and maintain employees' payroll records
16 Complete employee related tax forms
17 Disburse professional expenses
18 Reconcile a checkbook with bank statement monthly
19 Complete monthly disbursement sheet and/or ledger
20 Complete summary sheets of earning and income
21 Assemble information for accountant for tax returns

(TASK STATEMENT) OPERATE AND MAINTAIN AN ADDING MACHINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Adding machine<br>Brush for key cleaning<br>Adding machine tape | Be familiar with all moving parts<br>Operate as indicated in instruction manual<br>Clean keys as needed<br>Put in new roll of paper | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine when to clean keys | Quality of print out | Light print |

(TASK STATEMENT) OPERATE AND MAINTAIN AN ADDING MACHINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Operation manual | Comprehension<br>Detail/inference<br>Informational reports<br>Description of mechanism<br>Definition<br>Terminology<br>Process report–instructions |

(TASK STATEMENT) FILL OUT AND PROCESS A DAY SHEET

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing materials<br>Day sheet – as specified by physician<br>Account cards<br>Cash control sheet (if indicated by office policy) | Record procedures performed<br>Record charges and credits for same (office policy may indicate all charges listed by physician)<br>Total all debits and credits daily<br>Balance sheet with cash and checks received<br>Note any non-payment credits<br>Calculate professional discount if any | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of total | Does not balance | Monthly-quarterly and/or yearly will reflect errors and cause problems |

(TASK STATEMENT) FILL OUT AND PROCESS A DAY SHEET

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Reduction of fractions<br>Addition and subtraction of proper and improper fractions<br>Multiplication and division of proper and improper fractions<br>Changing mixed numbers to improper fractions<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions<br>Rounding off decimals and whole numbers<br>Changing percents to fractions and fractions to percents<br>Finding a percent of a number and what percent one number is of another |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Transfer of information regarding charges to patient's ledger cards | Spelling<br>Classification<br>Description<br>Terminology/general vocabulary<br>Clarity of expression<br>Denotative/connotative words<br>Logic |

(TASK STATEMENT) COMPLETE A CHARGE SLIP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing materials<br>Charge slips | Record all procedures performed and fee for each | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of recorded information | Original source of data | Incomplete or inaccurate information<br>Incorrect billing |

(TASK STATEMENT) COMPLETE A CHARGE SLIP

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subrraction of whole numbers<br>Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record medical terminology | Spelling, classification, description, clarity of expression, denotative/connotative words, logic |
| Reading | Chart | Comprehension, detail/inference, informational reports, progress reports, physical experimentation reports, definition, and terminology |

(TASK STATEMENT) COMPLETE AN ACCOUNT CARD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supply<br>Account card<br>Registration form<br>Typewriter | Type heading information from registration form<br>Record professional services, fees, and credits as they occur<br>Double check all fee and credit entries<br>Maintain a running balance due<br>File alphabetically<br>Note: type of account card varies with individual physician | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of recorded information | Registration form | Incorrect billing |

(TASK STATEMENT) COMPLETE AN ACCOUNT CARD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Reduction of fractions<br>Addition and subtraction of proper and improper fractions<br>Multiplication and division of proper and improper fractions<br>Changing mixed numbers to improper fractions<br>Addition and subtraction of decimal fractions<br>Multiplication and division of decimal fractions<br>Rounding off decimals and whole numbers<br>Changing percents to fractions and fractions to percents<br>Finding a percent of a number and what percent one number is of another |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Registration form | Comprehension, medical terminology, detail/inference, and definition |
| Writing | Recording information on cards | Penmanship, spelling, classification, description, terminology/general vocabulary, clarity of expression, denotative/connotative words, and logic |

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(TASK STATEMENT) PREPARE STATEMENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Typewriter and/or copy machine<br>Patient's financial records<br>Statements<br>Envelopes<br>Stamps<br>Other equipment as utilized be individual office<br><br>Note: Physicians may utilize window envelopes<br>Physicians may use system which would include making of statement when posting completed | Transmit information from patient's financial record to typed statement<br>Make collection notices as situation indicates<br>Ready for mailing – i.e., fold, seal, stamp, if manual process is used | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of figures | Financial record | Incorrect billing |

(TASK STATEMENT) PREPARE STATEMENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | To patient | Spelling, description, terminology/general vocabulary, business letters (format/content) clarity of expression, and logic |
| Reading | Account card | Comprehension, medical terminology, detail/ inference, informational reports, and definition |

(TASK STATEMENT) PREPARE INFORMATION FOR A COMMERCIAL BILLING AGENCY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Typewriter – optional<br>Charge slips<br>Forms provided by commercial billing agency utilized | Record patient charges and receipts on form provided<br>Note: Must be accurate in recording all information– i.e., patient's name, patient's address, date of service, type of service, and charge for service<br>Deliver to commercial billing agency at specified time interval | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of information | Patient's records | Incorrect billing |

(TASK STATEMENT) PREPARE INFORMATION FOR A COMMERCIAL BILLING AGENCY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record patient information and medical terminology<br>Correspondence with agency | Penmanship<br>Spelling<br>Classification<br>Description<br>Business letters (format/content)<br>Clarity of expression<br>Logic |

(TASK STATEMENT) INVESTIGATE RETURNED MAIL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Patient's record<br>Telephone | Compare address with patient's record<br>Inquire of patient's employer for new address<br>Inquire of individual who referred patient for new address<br>Inquire of credit bureau for recent record of purchases<br>If simple error in initial writing, re-address and mail immediately | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine source of error | Records | Returned again |

(TASK STATEMENT) INVESTIGATE RETURNED MAIL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Requests for information | Spelling<br>Business letters (format/content)<br>Clarity of expression<br>Logic |
| Speaking | Telephone for information | Appropriate diction<br>Clarity of expression<br>Logic |

(TASK STATEMENT) ACCEPT PAYMENT AND POST LEDGER CARDS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing materials<br>Completed day sheet<br>Patient's financial records<br>Cash receipt book<br>Adding machine<br>Department endorsement stamp (optional) | Write a receipt for all cash payments as taken<br>Stamp checks with deposit endorsement at the time of receipt<br>Add cost and checks and reconcile with day sheet totals<br>Post procedures, debits, and credits to patient's ledger card<br>Total newly entered debits and credits on patient's ledger cards, and reconcile figures with day sheet totals (not balance) | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if check is properly endorsed<br>Determine accuracy of posting | Stamped – "for deposit only"<br>Original source of data | |

(TASK STATEMENT) ACCEPT PAYMENT AND POST LEDGER CARDS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record figures | Spelling<br>Classification<br>Usage |
| Speaking | Patient making payment made in person | Enunciation<br>Clarity of expression<br>Logic<br>Poise |



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(TASK STATEMENT) COMPLETE A BANK DEPOSIT SLIP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Bank deposit slips<br>Carbon paper<br>Typewriter<br>Adding machine | Recount cost and reconcile with receipt book<br>List, by payee, all checks and amount thereof on slip<br>Add checks listed and enter total on deposit slip<br>Enter total cost in deposit slip; add cash and checks, and then total: enter final total on slip<br>Reconcile total with day sheet<br>Make a complete carbon copy of deposit slip | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if all checks are endorsed (if not properly done at time of receipt) | Stamped or signed | Cannot deposit checks |

(TASK STATEMENT) COMPLETE A BANK DEPOSIT SLIP

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Recording information | Penmanship<br>Spelli g<br>Classification<br>Logic |
| Reading | Accounts | Comprehension<br>Detail/inference |

(TASK STATEMENT) HANDLE CREDIT ARRANGEMENTS WITH PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Account card<br>Fee schedule (for reference) | Determine services for which patient will be or has been charged<br>Determine schedule of payments agreeable with patient<br>Obtain signed note (if this is office policy)<br>Note: Need for collection procedures can be avoided in most cases if patient is aware of desire of office to facilitate payment through agreeable means | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) HANDLE CREDIT ARRANGEMENTS WITH PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster trust<br>Maintain capacity to foster confidentiality<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Exhibit capacity to acertain best service for the particular needs of patient | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record credit information | Penmanship<br>Spelling<br>Classification<br>Logic |
| Speaking | Patient and physician's negociations of payment | Clarity of expression<br>Logic<br>Poise |

(TASK STATEMENT) CONTACT DELINQUENT PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Patient financial record<br>Telephone<br>Typewriter | Talk to delinquent patient's who visit office<br>Call patient's who can be contacted by telephone<br>Patient should be contacted personally when account becomes delinquent<br>Write to patients who cannot be reached<br>Motivate patient to pay delinquent bill and still preserve self-esteem | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine method of contact | Availability of patient | Non-payment of bill |

(TASK STATEMENT) CONTACT DELINQUENT PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Understand need for patient to preserve self-esteem<br>Exhibit qualities of tact, poise, consideration, graciousness, and imagination<br>Maintain capacity to foster trust<br>Maintain capacity to foster confidentiality<br>Maintain capacity to foster cooperation<br>Maintain capacity to cope with conflict behavior<br>Exhibit capacity to acertain best service for the particular needs of patient | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Personal and telephone notice of delinquency | Appropriate diction, enunciation, clarity of expression, denotative/connotative words, and logic |
| Writing | Compose notice of delinquency | Spelling, description, business letters (format/content), clarity of expression, and logic |

TASK STATEMENT) EXTRACT BILLING INFORMATION FROM DOCTOR'S NOTES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Patient's chart<br>Patient's financial record<br>Day sheet or practice ledger | Check for special information regarding billing: i.e. injury may be work related or basis for legal suit; third person may be responsible for bill; physician may indicate no charge; professional discount | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine amount of billing | Physician's notes | Incorrect billing |

(TASK STATEMENT) EXTRACT BILLING INFORMATION FROM DOCTOR'S NOTES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Patient's notes | Interpret medical terminology, comprehension, detail/inference, definition, terminology, and process report – instructions |
| Writing | Financial record | Penmanship, spelling, classification, and logic |

(TASK STATEMENT) OBTAIN AND RECORD PATIENT BILLING INFORMATION FOR HOSPITAL VISITS BY PHYSICIAN

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Hospital patient list<br>Patient's financial record | Check with physician daily regarding hospital services; i.e., hospital visits, consultations, and surgery | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine accuracy of information | Contact on daily basis | Incorrect billing |

(TASK STATEMENT) OBTAIN AND RECORD PATIENT BILLING INFORMATION FOR HOSPITAL VISITS BY PHYSICIAN

| SCIENCE | MATH -- NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Patient's record | Penmanship, spelling, classification, terminology/general vocabulary, denotative/connotative words, and logic |
| Speaking | Consult physician | Terminology/general vocabulary, enunciation, clarity of expression, and logic |
| Listening | Interpret medical terminology | Auditory discrimination, concentration, logic (ordering of thoughts and ideas), and word definition |

(TASK STATEMENT) ESTABLISH AND CONTROL PETTY CASH FUND

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY — HAZARD |
|---|---|---|
| Writing materials<br>Cash from professional account — starting amount varied with individual physician<br>Separate container for cash — preferrably a cash box<br>Cash ledger — type and complexity varies with physician's wishes | Record starting amount<br>Accurately record all debits promptly, and have written receipts for same<br>Maintain a running balance<br>Supplement funds as needed and add to running balance<br>Note: correct control of cash can best be maintained when only one individual is involved | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine flow of cash | Original and supplemental funds should be issued as cash checks from professional account to maintain good control | Incomplete or incorrect records |

(TASK STATEMENT) ESTABLISH AND CONTROL PETTY CASH FUND

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record information | Penmanship<br>Spelling<br>Classification<br>Logic |

(TASK STATEMENT) PREPARE AND MAINTAIN EMPLOYEES' PAYROLL RECORDS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Employees witholding exemption certificate<br>Payroll ledger (pre-printed optional)<br>Applicable tax booklets issued by federal, state, and city agencies (may vary with individual state and/or city) | Have employer complete and sign employees witholding exemption certificate<br>If not pre-printed ledger, make column headings as indicated (i.e., pay period, gross, federal income tax, social security, state, city, insurance, etc., net salary)<br>Heading of each sheet should contain all allowed benefits, i.e., sick leave, vacation, salary, date of amount of any increases, etc.<br>Maintain individual sheets for each employer<br>Make totals monthly, quarterly, and yearly | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correctness of figures and totals | Balance sheets | Incorrect reports and tax form |

(TASK STATEMENT) PREPARE AND MAINTAIN EMPLOYEES' PAYROLL RECORDS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Finding a percent of a number and what percent one number is of another<br>Read and interpret charts, tables, and/or graphs<br>Measure of time and speed (example: time – seconds, minutes, etc.; speed – feet per minute, R.P.M., etc.) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Physician with employee | Enunciation, clarity of expression, denotative/connotative words, logic, and poise |
| Writing | With employee, recording information | Penmanship, spelling, classification, clarity of expression, and logic |

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(TASK STATEMENT) COMPLETE EMPLOYEE RELATED TAX FORMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Payroll records<br>Typewriter<br>Adding machine<br>Applicable tax forms i.e., W–2, quarterly employer's forms, and yearly employer's forms<br>State and city forms vary with geographical location | Complete forms as indicated<br>Accurately follow instructions in sequence to eliminate errors<br>Double check all figures<br>Make carbon copies of all forms and file appropriately<br>Write applicable check<br>Complete and mail before deadlines | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of figures | Payroll records, W–2 forms, computation tape | Incorrect tax forms |

(TASK STATEMENT) COMPLETE EMPLOYEE RELATED TAX FORMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Read and interpret charts, tables, and/or graphs<br>Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers<br>Finding a percent of a number and what percent one number is of another |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | To agency involved | Spelling<br>Business letters (format/content)<br>Terminology/general vocabulary)<br>Clarity of expression |
| | Recording information | Classification<br>Denotative/connotative words<br>Logic |

(TASK STATEMENT) DISBURSE PROFESSIONAL EXPENSES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Invoices approved by physician<br>Ledger of standard office expenses, i.e., rent (if applicable to office), salary of employees<br>Check book<br>Adding machine<br>Typewriter (optional)<br>Check-writer (optional) | Determine amount for check<br>Re-check correctness of invoice<br>Double check figures before issuing check<br>Type date, payee, and amount in proper place<br>Record check number and date on invoice<br>Enter date, payee, amount and reason for writing check on stub<br>Subtract amount from check book balance<br>Ready for mailing – envelope, stamp, etc.<br>File invoice in paid file | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correctness of information | Invoice, office ledger | Over or under payment |

(TASK STATEMENT) DISBURSE PROFESSIONAL EXPENSES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers [if percent discount is offered ]<br>Finding a percent of a number and what percent one number is of another [for prompt payment ] |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Invoices | Comprehension<br>Detail/inference<br>Terminology |
| Writing | Checks, envelopes | Penmanship<br>Spelling |

(TASK STATEMENT) RECONCILE A CHECKBOOK WITH BANK STATEMENT MONTHLY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Writing materials<br>Checkbook stubs<br>Carbon copy of deposit slips<br>Bank statement<br>Cancelled checks<br>Adding machine | Record checkbook balance at start of month<br>Add receipts<br>Subtract checks written and bank charges<br>Sub-total for correct checkbook balance at end of month<br>Total checks outstanding<br>Add to sub-total<br>Total for correct bank balance | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of figures | Possible bank error<br>Checkbook<br>Individual totals will reconcile | Non-reconciled account |

(TASK STATEMENT) RECONCILE A CHECKBOOK WITH BANK STATEMENT MONTHLY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Recording information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

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(TASK STATEMENT) COMPLETE MONTHLY DISBURSEMENT SHEET AND/OR LEDGER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Checkbook<br>Disbursement sheet (may vary in offices)<br>Adding machine<br>Typewriter (optional) | Record all payments made by check or cash for office expenses<br>Record all payments made by check or cash for other than practice: i.e., contribution to charity, interest on a loan<br>Record all disbursements from previous month disbursement sheet<br>Record disbursements to date | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of information | Receipts, checks, disbursement sheet | Incorrect records |

(TASK STATEMENT) COMPLETE MONTHLY DISBURSEMENT SHEET AND/OR LEDGER

| SCIENCE | MATH -- NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record information | Penmans<br>Spelling<br>Classificatio<br>Terminolo eneral vocabulary<br>Logic |

(TASK STATEMENT) COMPLETE SUMMARY SHEETS OF EARNINGS AND INCOME

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Daily earnings records<br>Monthly summary sheets<br>Adding machine<br>Typewriter (optional) | Record totals of patient's earnings, and income daily<br>Record totals of services other than practice income: i.e., salary for teaching, interest and dividends from investments<br>Record totals from previous month summary sheets<br>Record earnings and income to date | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of information | Records, original source of data | Incorrect records |

(TASK STATEMENT) COMPLETE SUMMARY SHEETS OF EARNINGS AND INCOME

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) ASSEMBLE INFORMATION FOR ACCOUNTANT FOR TAX RETURNS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Summary sheets of income<br>Summary sheets of disbursements<br>Other records as requested by accountant | Assemble information<br>Deliver to accountant | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of information | Dates on information | Incomplete information for tax returns |

(TASK STATEMENT) ASSEMBLE INFORMATION FOR ACCOUNTANT FOR TAX RETURNS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Conversing with accountant | Enunciation<br>Clarity of expression<br>Logic<br>Poise |

Duty C Preparing and Sterilizing Instruments and Supplies

1 Lift with transfer forceps
2 Sterilize with boiling water
3 Sterilize with chemicals
4 Clean chemical sterilizing equipment
5 Clean autoclave
6 Prepare and autoclave gauze sponges
7 Fold and autoclave towels
8 Wash and wrap surgical gloves
9 Autoclave surgical gloves
10 Prepare and wrap instruments
11 Autoclave instruments
12 Prepare and wrap glass syringes and needles
13 Autoclave syringes and needles

(TASK STATEMENT) LIFT WITH TRANSFER FORCEPS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Transfer forceps<br>Material to be lifted (varies with individual needs)<br>Sterile receptacle for object | Remove excess fluid if transfer forceps in chemical sterilizer<br>Lift object to be moved<br>Place object on sterile surface | Care must be taken to prevent contamination of forceps or object being transferred<br>Proficiency in bilateral use necessary<br>Contamination |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) LIFT WITH TRANSFER FORCEPS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |

(TASK STATEMENT) STERILIZE WITH BOILING WATER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterilizer<br>Water (preferably distilled water)<br>Material to be sterilized: e.g. glassware, enamelware, blunt instruments, stainless steel objects, soft-rubber goods<br>Sterile forceps<br>Timer | Clean material to be sterilized<br>Immerse objects completely for necessary length of time (calculate time after water begins to boil)<br>Remove with sterile forceps | Care of electric cord<br>Electric shock<br>Care in use of boiling water<br>Burn<br>Incomplete exposure: i.e., completely under water, and air pockets<br>Contaminated object<br>Care in cleaning<br>Cross contamination |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if air is trapped in container<br>Determine when to begin timing | Observation<br>Observation | Incomplete exposure<br>Incomplete sterilization |

(TASK STATEMENT) STERILIZE WITH BOILING WATER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis<br>Effects of wet heat | Measure of time |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Gauges | Visual analysis (seeing the parts in relation to the whole)<br>Logic (ordering of thoughts and perceptions)<br>Detail and inference<br>Recognition of symbols, codes, and emblems |



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(TASK STATEMENT) STERILIZE WITH CHEMICALS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Container for cold sterilization<br>Chemical sterilizer: e.g., seventy to ninety percent isopropyl alcohol, formaldehyde – alcohol solution, two percent phenalic germicide cleanser, and lysol<br>Steril forceps (for removal)<br>Instruments or material to be sterilized – e.g., sharp instruments, hard-rubber goods, synthetics that are not thermostable, and lensed instruments<br>Anti-rust agent | Clean material to be sterilized<br>Dry material to be sterilized<br>Prepare solution; follow directions for use of solution with utmost accuracy<br>Immerse objects completely for necessary length of time<br>Remove with sterile forceps | Rinse instruments in fresh isopropyl alcohol, or distilled water before being used<br>Chemical germicides often are toxic |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper proportions of solution<br>Determine proper amount of time for sterilization process | Directions for use of solution | Unsterile instruments |

(TASK STATEMENT) STERILIZE WITH CHEMICALS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis<br>Chemical action of disinfectants | Measure of time<br>Liquid and dry measures<br>Finding a percent of a number and what percent one number is of another |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Directions | Comprehension<br>Detail/inference<br>Definition<br>Terminology<br>Process report – instructions |

(TASK STATEMENT) CLEAN CHEMICAL STERILIZING EQUIPMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Chemical sterilizer container<br>Cold water – vinegar or special sterilizer cleaner<br>Alcohol or ether<br>Chemical sterilizer· e.g., seventy to ninety percent isopropyl alcohol, formaldehyde–alcohol solution, two percent phelolic germicide cleanser, and lysol<br>Clean material | Empty chemcial solution<br>Clean with appropriate cleaner<br>Refill with chemical solution | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for cleaning | Use and directions provided by individual office | Loss of efficiency in equipment |

(TASK STATEMENT) CLEAN CHEMICAL STERILIZING EQUIPMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis<br>Chemical action of disinfectants | Measure of time<br>Liquid and dry measure<br>Finding a percent of a number and what percent one number is of another |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Directions | Comprehension<br>Detail/inference<br>Definition<br>Terminology<br>Process report – instructions |
| Listening | Instructions | Auditory discrimination, concentration, logic (ordering of thoughts and ideas), word definition, note taking |

(TASK STATEMENT) CLEAN AUTOCLAVE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave cleanser (check manufacturers instructions)<br>Mild detergent<br>Distilled water<br>Autoclave<br>Clean material | Drain autoclave<br>Clean with appropriate cleaner<br>Refill with distilled water | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for cleaning | Use and directions provided by individual office | Loss of efficiency in equipment |

(TASK STATEMENT) CLEAN AUTOCLAVE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis | Liquid and dry measures |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Directions | Comprehension<br>Detail/inference<br>Definition<br>Terminology<br>Process report – instructions |
| Listening | Instructions | Auditory discrimination, concentration, logic (ordering of thoughts and ideas), word definition, and note taking |

(TASK STATEMENT) PREPARE AND AUTOCLAVE GAUZE SPONGES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave<br>Distilled water<br>Appropriate materials for wrapping, e.g., double layer muslin, approved permeable sterilizer paper, and pressure sensitive tape<br>Non-soluble writing instrument<br>Gauze sponges<br>Dressing can<br>Sterilization indicators, e.g., pellets in glass tubes, paper tabs, and strips | Wrap and secure packet<br>Identify contents and date<br>Place dressing can on side with lid open<br>Do not overload sterilizer<br>Operate autoclave<br>Carefully monitor time and temperature<br>Check indicator for desired reaction<br>Remove and store properly in clean area when packets are dry | Care in operating door at completion of procedure<br>Burn from steam<br>Allow packets to dry in sterilizer<br>Wet wrapping will allow contamination<br>Check indicator for desired reaction<br>Incomplete sterilization<br>Careful monitoring of time and temperature<br>Incomplete sterilization |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine procedure to be used | Needs of individual office (may wrap gauze and instruments in certain instances) | Unsterile material |

(TASK STATEMENT) PREPARE AND AUTOCLAVE GAUZE SPONGES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Steam under pressure<br>Asepsis<br>Effects of moist heat on specifically prepared dyes | Measure time<br>Measure temperature<br>Given an instrument of measure, determine precisicn, and/or accuracy with respect ot relative error tolerance and significant digits (measuring in other than linear, square, and cubic) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Identify contents | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary |
| Viewing | Gauges | Visual analysis (seeing the parts in relation to the whole)<br>Logic (ordering of thoughts and perceptions)<br>Detail and inference<br>Recognition of symbols, codes, and emblems<br>Sterilization indicators |

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(TASK STATEMENT) FOLD AND AUTOCLAVE TOWELS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave<br>Distilled water<br>Appropriate materials for wrapping, e.g., double layer muslin, approved permeable sterilizer paper, and pressure sensitive tape<br>Non-soluble writing instrument<br>Towels<br>Sterilization indicators, e.g., pellets in glass tube, paper tabs, and strips | Fold towels and secure packet<br>Identify contents and date<br>Do not overload sterilizer<br>Operate autoclave<br>Carefully monitor time and temperature<br>Check indicator for desired reaction<br>Remove and store properly in clean area when packets are dry | Care in opening door at completion of procedure<br>Burn from steam<br>Allow packets to dry in sterilizer<br>Wet wrapping will allow contamination<br>Careful monitoring of time and temperature<br>Incomplete sterilization<br>Check indicator for desired reaction<br>Incomplete sterilization |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine procedure to be used | Needs of office (may wrap instruments and towels together in certain instances) | Unsterile material<br>Inefficiency when improperly completed |

(TASK STATEMENT) FOLD AND AUTOCLAVE TOWELS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Steam under pressure<br>Asepsis<br>Effects of moist heat on specifically prepared dyes | Measure of time<br>Measure of temperature<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Identify contents | Penmanship, spelling, classification, and terminology/general vocabulary |
| Viewing | Gauges | Visual analysis (seeing the parts in relation to the whole), logic (ordering of thoughts and perceptions), detail and inference, and recognition of symbols, codes, and emblems and sterilization indicators. |

(TASK STATEMENT) WASH AND WRAP SURGICAL GLOVES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Water (cold and warm)<br>Gloves (clean and contaminated)<br>Detergent (low-sudsing alkaline)<br>Large basins or double sink<br>Drying equipment, e.g. towels, line for air drying<br>Gauze<br>Nonirritating starch preparation<br>Appropriate wrapping material, e.g. muslin glove envelopes, muslin wrap (double layer), disposable approved permeable sterilizer paper, autoclave tape (pressure--sensitive tape), non-soluble writing instrument<br>Sterilization indicators, eg. pellets in glass tube, paper tabs, and strips | Prepare detergent<br>Wash and rinse gloves<br>Turn gloves in cleaning and again in rinsing for proper washing<br>Inspect for any tears or holes in gloves<br>Dry and powder gloves<br>Wrap gloves<br>Place gauze in palm to allow free circulation of steam<br>Date packages properly<br>Identify contents and date | Wear gloves while performing task<br>Contamination of operator |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if any tears or holes present | Escape of air when checking | Glove tears when donning-<br>contamination by wearer |

(TASK STATEMENT) WASH AND WRAP SURGICAL GLOVES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis | Liquid and dry measures |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Identify contents | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary |

(TASK STATEMENT) AUTOCLAVE SURGICAL GLOVES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave<br>Wrapped and properly labeled gloves<br>Distilled water | Inspect reservoir before each use<br>Load properly wrapped and labeled gloves loosely in vertical position<br>Place wrapped gloves on edge for free circulation of steam<br>Do not overload sterilizer<br>Operate autoclave<br>Monitor time and temperature<br>Remove and store properly in clean area when packages are dry<br>Check indicator for desired reaction | Care in opening door following use<br>Burn from steam<br>Allow packages to dry in autoclave<br>Wet wrapping will allow contamination<br>Check indicator for desired reaction<br>Incomplete sterilization |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper time and temperature | Autoclave gauges | Contaminated or damaged gloves |

(TASK STATEMENT) AUTOCLAVE SURGICAL GLOVES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Steam under pressure<br>Asepses<br>Effects of moist heat on specifically prepared dyes | Measure of time<br>Measure of temperature<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Gauges and labels | Comprehension<br>Detail/inference<br>Definition<br>Terminology |
| Writing | Labels on packages | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary |

(TASK STATEMENT) PREPARE AND WRAP INSTRUMENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Water (cold and warm)<br>Instruments (will vary to suit needs of office)<br>Blood solvent or low-sudsing detergent<br>Clean gloves<br>Large basins or double sink<br>Brush<br>Appropriate wrapping material, eg. double layer muslin, approved permeable sterilizer paper, individual instrument self-sealing bags, pressure-sensitive tape, non-soluble writing instrument<br>Sterilization indicators, eg. pellets in glass tube,paper tabs, and strips | Prepare detergent<br>Open all hinged instruments<br>Wash and rinse all instruments, brushing thoroughly all serrated jaws, and hinged areas<br>Wrap instruments firm enough to handle, but loose enough to permit circulation of steam<br>Identify contents and date | Wear gloves while performing task<br>Contamination to assistant<br>Carefully handle sharp instruments to prevent dulling of edges<br>Dulling of instruments and/or injury to assistant |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine which types of instruments to wrap together | Needs of office, and procedure involved | Lack of efficiency |

(TASK STATEMENT) PREPARE AND WRAP INSTRUMENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Liquid and dry measures |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Identify contents | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary |

(TASK STATEMENT) AUTOCLAVE INSTRUMENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave<br>Wrapped and properly labeled instruments<br>Distilled water | Replenish water in autoclave as needed<br>Load properly wrapped and labeled instruments in vertical position<br>Place packets on edge for free circulation of steam<br>Do not overload sterilizer<br>Operate autoclave<br>Monitor time and temperature<br>Inspect indicator for desired reaction | Care in opening door at completion of procedure<br>Burn from steam<br>Allow packets to dry in autoclave<br>Wet wrapping will allow contamination<br>Check indicator for desired reaction<br>Incomplete sterilization |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper time and temperature | Autoclave gauges | Incomplete sterilization |

(TASK STATEMENT) AUTOCLAVE INSTRUMENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Steam under pressure<br>Asepsis<br>Effects of moist heat on specifically prepared dyes | Measurement of time<br>Measurement of temperature<br>Given an instrument of measure, determine precision, as accuracy, relative error, and significant digits (measuring other than linear, square, and cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Package labels | Comprehension<br>Detail/inference<br>Definition<br>Terminology |
| Viewing | Gauges, sterilization indicators | Visual analysis (seeing the parts in relation to the whole)<br>Memory (short and long term retention)<br>Logic (ordering of thoughts and perceptions)<br>Recognition of symbols, codes, and emblems |

(TASK STATEMENT) PREPARE AND WRAP GLASS SYRINGES AND NEEDLES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Water (cold and warm)<br>Syringes and needles<br>Blood solvent or low-sudsing non-itching detergent<br>Ether-alcohol or benzene as indicated<br>Large basins or double sink<br>Brush<br>Cotton applicators<br>Stylet<br>Oil stone as indicated<br>Distilled water or demineralized water if needed<br>Syringe opener as indicated<br>Appropriate wrapping material, eg. double layer muslin, approved permeable sterilizer paper, individual syringe bags, glass tubes or disposable paper forms, pressure sensitive tape, sterilizer indicator, and cotton balls or gauze<br>Non-soluble writing instrument<br>Sterilization indicators | Prepare detergent<br>Wash and rinse syringes and needles, thoroughly cleaning needles; be sure moisture in cannula when autoclaved<br>Match barrel and plunger<br>Enclose syringes and needles in appropriate wrap or container firmly enough to handle but loose enough for steam to circulate<br>Identify contents and date package | Care in handling needles<br>Trauma or possible infection to assistant<br>Extreme care in cleaning needles<br>Hepatitis<br>Attention to needle imperfections<br>Discomfort and/or trauma to patient |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine needles and syringes to be wrapped together | Size and needs of office | Loss of efficiency |

(TASK STATEMENT) PREPARE AND WRAP GLASS SYRINGES AND NEEDLES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Simple machines used to gain mechanical advantage | Measures of length<br>Measure with the Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Identify contents | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary |

(TASK STATEMENT) AUTOCLAVE SYRINGES AND NEEDLES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Autoclave<br>Wrapped and properly labeled packets or containers of syringes and needles<br>Distilled water | Load properly wrapped and labeled syringes and needles in horizontal position<br>Place syringes and needles in horizontal position for free circulation of steam; note: moisture must be in cammula of needle to sterilize<br>Do not overload sterilizer<br>Operate autoclave<br>Carefully monitor time and temperature<br>Remove and store properly in clean area when packets dry | Care in opening door at completion of procedure<br>Burn from steam<br>Dry needles placed in sterilizer<br>Non-sterile needles<br>Allow packets to dry in sterilizer<br>Wet wrapping will allow contamination<br>Careful monitoring of time and temperature<br>Incomplete sterilization<br>Care in loading sterilizer |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper time and temperature<br>Determine amount of load | Autoclave gauges<br>Instructions | Contaminated instruments<br>Too full-incomplete sterilization |

(TASK STATEMENT) AUTOCLAVE SYRINGES AND NEEDLES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Steam under pressure<br>Asepsis<br>Effects of moist heat on specifically prepared dyes | Measurement of time<br>Measurement of temperature<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square or cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Package labels | Comprehension<br>Detail/inference<br>Definition<br>Terminology |
| Viewing | Gauges, sterilization indicators | Visual analysis (seeing the parts in relation to the whole)<br>Memory (short and long term retention)<br>Logic (ordering of thoughts and perceptions)<br>Recognition of symbols, codes, and emblems |

Duty D Assisting with Clinical Procedures

1 Determine and chart height
2 Determine and chart weight
3 Take and chart a temperature
4 Take and chart a pulse
5 Count and chart respiration
6 Take and chart blood pressure
7 Determine color vision with Ishihara charts
8 Measure patient's vision with Snellen chart and record
9 Apply a circu ar bandage
10 Apply a finger splint
11 Apply a figure-of-eight bandage
12 Apply a recurrent-turn bandage
13 Apply a spiral turn or reverse flip bandage
14 Apply elastic bandage
15 Apply an arm splint
16 Apply an arm sling
17 Apply butterfly bandage
18 Apply tubular bandage
19 Apply sterile adhesive dressing
20 Apply a sterile dressing
21 Remove a contaminated dressing
22 Apply a pressure bandage to a burn
23 Position and drape patient for Trendelenburg
24 Position and drape patient for Knee Chest
25 Position and drape patient for Semi-Fowlers
26 Position and drape for Sims and Lateral
27 Position and drape for Lithotomy position

28 Prepare a general physical examination
29 Prepare a rectal tray
30 Assist with rectal examination
31 Set up an ear, nose, and throat tray
32 Prepare gynecological tray with Pap smear set-up
33 Assist with pelvic examination and Pap test
34 Assist patient from wheelchair to examining table
35 Restrain an infant or child
36 Assist with eye instillation
37 Assist with eye irrigation
38 Assist with ear instillation
39 Assist with ear irrigation
40 Assist a fainting patient
41 Treat patient for shock
42 Administer first aid for diabetic coma
43 Administer first aid for insulin shock
44 Administer first aid for poisoning by mouth
45 Administer first aid for seizures
46 Administer first aid for burn patients (heat and electrical)
47 Administer first aid for chemical burn patients
48 Administer first aid for stroke victims
49 Administer first aid for animal bites
50 Control bleeding with direct pressure
51 Control bleeding by pressure to supplying vessel
52 Apply tourniquet for hemorrhage
53 Assist physician with suspected coronary or myocardial infarction victim
54 Give mouth to mouth resuscitation
55 Give back pressure-arm lift resuscitation
56 Apply external cardiac scrub
57 Complete a surgical scrub
58 Don sterile gloves
59 Assist in putting on sterile gloves
60 Prepare skin for surgery

61 Set up for general surgery
62 Assist with minor surgery
63 Assist in obtaining biopsy
64 Assist with suture removal
65 Assist with electrosurgery
66 Assist physician in performing scratch test
67 Assist physician in performing patch test
68 Administer oral medication
69 Withdraw solutions for injection
70 Prepare needle-cartridge unit injection
71 Administer subcutaneous injection
72 Administer intradermal injection
73 Administer intramuscular injection
74 Assist with cast application
75 Assist with removal of cast
76 Instruct patient on use and care of crutches
77 Explain special diet to patient
78 Instruct patients regarding proper preparation for diagnotic tests
79 Assist in use of oscillometer
80 Perform hearing acuity tests
81 Assist with diathermy treatment
82 Assist with heat lamp treatment (infrared)
83 Assist with ultra sound treatment
84 Administer oxygen to patient
85 Administer Intermittent Positive Pressure Inhalation Therapy
86 Utilize publications providing list of approved drugs
87 Interpret prescriptions
88 Chart prescriptions
89 Prepare and replenish supplies in physician's bag
90 Organize and maintain examination rooms
91 Receive and organize medication samples
92 Inventory medication and medical supplies

(TASK STATEMENT) DETERMINE AND CHART HEIGHT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Scale with measuring rod | Measure height<br>Calculate and chart | Assist patient on and off of scale<br>Risk of patient falling – resultant trauma<br>Accuracy and reliability of results critical |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correct height | Measuring rod touches top of head | Record incorrect information |

(TASK STATEMENT) DETERMINE AND CHART HEIGHT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of pituitary, adrenal, parathyroid and thyroid glands<br>Pathology of pituitary, adrenal, parathyroid, and thyroid glands | Measures of length<br>Division – conversion of inches to feet<br>Measure with the Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Record on chart | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) DETERMINE AND CHART WEIGHT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Physician's scale | Check balance accuracy of scale<br>Weigh patient<br>Chart | Assist patient on and off scale<br>Risk of patient's falling<br>Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine correct weight | Balanced correctly | Record incorrect information |

(TASK STATEMENT) DETERMINE AND CHART WEIGHT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of pituitary and thyroid glands<br>Pathology of pituitary and thyroid glands<br>Balance of weights | Measures of weight<br>Measure with the Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |



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TASK STATEMENT) TAKE AND CHART A TEMPERATURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Thermometer<br>Cotton balls or sponges<br>Alcohol<br>Soap and water<br>Watch with second hand<br>Lubricant, if rectal | Position patient<br>Shake thermometer down<br>Complete procedure<br>Chart | Caution patient against biting thermometer<br>Laceration – poisoning from mercury<br>Maintain grasp of thermometer when taking a rectal temperature<br>Trauma to rectal mucous membrane<br>Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine type of thermometer<br>Determine method of procedure | Condition, age of patient | Discomfort to patient, incorrect readings |

(TASK STATEMENT) TAKE AND CHART A TEMPERATURE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of nervous system – hypothalamus<br>Related pathology<br>Transfer of heat from one body to another: e.g., thermal expansion of mercury due to heat<br>Effects of friction on work processes and product quality [ lubricate rectal thermometer to reduce friction] | Measure of time<br>Measure of temperature<br>Conversion of Farenheit to Centigrade – vice versa<br>Measure with the Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

149

(TASK STATEMENT) TAKE AND CHART A PULSE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Watch with a second hand | Locate appropriate artery<br>Ample proper digital pressure on artery<br>Note rhythm and force of pulse<br>Count and note time<br>Calculate and chart findings | Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine necessity of rechecking rate on alternate artery<br>Determine necessity of immediate notification to physician of variation from normal | Amount of variation<br>Tachycardia or severe bradycardia and/or irregularities | Incorrect readings<br>Patient complications |

(TASK STATEMENT) TAKE AND CHART A PULSE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of vascular system<br>Pathology of vascular system<br>Anatomy and physiology of autonomic nervous system<br>Liquid under pressure – blood acts as a hydraulic system with heart as pump | Locate by approximation rational numbers and integers on the number line (sequential ordering)<br>Multiplication of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |
| Viewing | Watch | Visual analysis (seeing the parts in relation to the whole)<br>Logic (ordering of thoughts and perceptions)<br>Recognition of symbols, codes, and emblems |

(TASK STATEMENT) COUNT AND CHART RESPIRATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Watch with second hand | Count respiration at time pulse is taken (do not routinely take immediately after exercise or while patient is excited )<br>Continue steady pressure on wrist while completing procedure to reduce patient awareness of same<br>Note quality of respiration<br>Calculate and chart findings | Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine necessity of immediate notification to physician of variation of normal | Amount of variation | |

(TASK STATEMENT) COUNT AND CHART RESPIRATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of muscular system – effects of exercise<br>Autonomic nervous system – hypothalamus, effects of excitement, pain, drugs, etc. , trauma to brain<br>Pathology of respiratory system, particularly the lungs, and bronchi<br>Reaction to environmental temperature | Multiplication of whole numbers<br>Given an instrument of measure, determine precision, and/or accuracy, with respect to relative error, tolerance, and sugnificant digits (measuring in other than linear, square, and cubic)<br>Locate by approximation rational numbers and integers on the number line (sequential ordering) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Note: Lack of verbal communication during procedure is critical<br><br>Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

153

(TASK STATEMENT) TAKE AND CHART BLOOD PRESSURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sphygmomanometer<br>Stethoscope<br>Cotton swab and alcohol | Position patient<br>Lubricate brachial artery<br>Complete procedure<br>Conduct preliminary interpretation of the data and proceed with bilateral readings if indicated<br>Chart reading | Proper deflation of cuff<br>Impaired circulation and patient discomfort<br>Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine degree of patient anxiety<br>Determine necessity of immediate notification to physician of variations from normal<br>Determine proper rate of descent of Hg. column | Voice, movements, outward appearance, amount of variation<br>Patient is comfortable, but pulse beat is two to four mm/Hg. | Elevated findings due to stress<br>Inaccurate reading |

(TASK STATEMENT) TAKE AND CHART BLOOD PRESSURE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of vessels and heart, i.e., force of the heartbeat, resistance on arterial system, elasticity of arteries, and volume of the blood<br>Aneroid sphygmomanometer – mechanical principle<br>Mercury-gravity sphygmomanometer – hydraulic principle<br>Liquid under pressure | Express numbers as common fractions<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

155

TASK STATEMENT) DETERMINE COLOR VISION WITH ISHIHARA CHARTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Ishihara book of charts | Explain procedure<br>Have patient read color plates<br>Interpret chart with patient findings | Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | Inaccurate reading from chart |

(TASK STATEMENT) DETERMINE COLOR VISION WITH ISHIHARA CHARTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of eye as relates to color vision<br>Color theory of radiation<br>Differences in absorption and radiation of energy between dark, rough, surfaces and light, smooth, polished surfaces [absorption of light energy as it relates to sight in humans] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart results | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

157

(TASK STATEMENT) MEASURE PATIENT'S VISION WITH SNELLEN CHART AND RECORD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY — HAZARD |
|---|---|---|
| Snellen chart<br>Vision occludor | Stand patient twenty feet from chart<br>Determine vision in each eye separately<br>Check vision with and without corrective lenses<br>Determine vision in both eyes | Accuracy and reliability of results critical |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | Inaccurate reading |

(TASK STATEMENT) MEASURE PATIENT'S VISION WITH SNELLEN CHART AND RECORD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of eye as relates to vision<br>Pathology of eye<br>Optical lens theory | Express a number as a common fraction |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

159

TASK STATEMENT) APPLY A CIRCULAR BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Gauze<br>Tape<br>Scissors | Apply sterile dressing with aseptic technique<br>Apply gauze<br>Secure | Proper tension<br>Impaired circulation<br>Care in use of scissors<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine bandage type needed | Body plane, uniform width | |

(TASK STATEMENT) APPLY A CIRCULAR BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Simple machines used to gain mechanical advantage [scissors a tool]<br>Relationship of force to distortion in an elastic body<br>[force can reduce opening of vessels] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart procedure | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) APPLY A FINGER SPLINT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Splint material<br>Gauze and/or tape<br>Scissors | Select proper splint type<br>Tailor splint<br>Apply splint<br>Secure | Metal splint, pad proximal end<br>Lacerations<br>Care in use of scissors<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper tension to permit good circulation but immobilize part | Color of skin, possible swelling | Impaired circulation |

(TASK STATEMENT) APPLY A FINGER SPLINT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of skeletal and muscular system of hand<br>Pathology of skeletal system of hand<br>Physiology of circulatory system to hand<br>Simple machines used to gain mechanical advantage [ scissors as an instrument] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instruction to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart procedure | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) APPLY A FIGURE-OF-EIGHT BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Gauze or elastic bandage<br>Tape | Apply bandage material by basically applying two spiral loops of bandage, one up and one down, crossing each other<br>Secure | Proper tension<br>Impaired circulation |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine need for figure-of-eight type bandage | Body plane-angular, usually, i.e. joints | |

(TASK STATEMENT) APPLY A FIGURE-OF-EIGHT BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of skeletal and muscular system of extremities<br>Pathology of extremities<br>Relationship of force to distortion in an elastic body<br>[force can reduce opening of vessels] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart procedures | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

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(TASK STATEMENT) APPLY A RECURRENT TURN BANDAGE.

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Gauze<br>Tape<br>Scissors | Apply sterile dressing<br>Apply gauze by winding back and forth over a part<br>Hold in position with circu' r turns of bandage<br>Secure | Proper tension<br>Impaired circulation<br>Care in use of scissors<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for recurrent type bandage | Body plane, i.e. scalp, finger, stump of limb | |

(TASK STATEMENT) APPLY A RECURRENT TURN BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Simple machines used to gain mechanical advantage [scissors as a simple instrument]<br>Relationship of force to distortion in an elastic body [force can reduce opening of vessels] | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |
| Writing | Chart procedure | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) APPLY A SPIRAL TURN OR REVERSE FLIP BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Gauze<br>Tape<br>Scissors | Apply sterile dressing<br>Apply gauze<br>Secure | Proper tension<br>Impaired circulation<br>Care in use of scissors<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for spiral turn bandage<br><br>Determine if open spiral turns or closed spiral turns is needed<br>Determine if reverse flip technique is applicable | Body plane, i.e. a part of the body that varies in width<br>If objective is only to hold a dressing in place temporarily, open spiral is used<br>Tapering of limb | |

(TASK STATEMENT) APPLY A SPIRAL TURN OR REVERSE FLIP BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Simple machines used to gain mechanical advantage [ scissors are a simple machine]<br>Relationship of force to distortion in an elastic body [ force can reduce opening of vessels] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, and poise |
| Writing | Chart procedures | Penmanship, spelling, classification, logic, and terminology/general format |

(TASK STATEMENT) APPLY AN ELASTIC BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Elastic bandage | Position patient<br>Apply bandage smoothly as wrinkles can be uncomfortable for the patient | Use proper tension<br>Impaired circulation |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine width of bandage<br>Determine bandaging technique to be utilized | Body part to be bandaged<br>Body plane | Discomfort to patient, impaired circulation |

(TASK STATEMENT) APPLY AN ELASTIC BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of circulatory system<br>Relationship of force to distortion in an elastic body [ force can reduce opening of vessels] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, logic (ordering of thoughts and ideas), word definition, and note taking |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/ general vocabulary, and logic |
| Reading | Instructions from physician | Comprehension, detail/inference, definition, terminology, and process report (instructions) |

(TASK STATEMENT) APPLY AN ARM SPLINT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Splint material<br>Gauze, elastic bandage, or Velcro strips according to splint type being utilized<br>Sling material, as needed | Mold splint, if applicable<br>Apply splint<br>Secure<br>Position limb for sling, if ordered<br>Apply sling | Proper tension<br>Impaired circulation |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) APPLY AN ARM SPLINT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of skeletal and muscular system of arm<br>Pathology of arms | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart procedure | Penmanship<br>Spelling<br>Classification<br>Logic<br>Terminology/general vocabulary |

(TASK STATEMENT) APPLY AN ARM SLING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Triangular bandage<br>Safety pins | Position arm<br>Apply triangular bandage<br>Secure<br>Position knot away from spinal column | Safety in use of sharp pin<br>Puncture wound |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine angle of arm<br>Determine position of knot | Hand higher than elbow, usually | Edema, discomfort |

(TASK STATEMENT) APPLY AN ARM SLING

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of skeletal and muscular system of arms<br>Related pathology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart procedure | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) APPLY BUTTERFLY BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Butterfly bandages<br>Medication if indicated | Apply clean bandage to dry surface<br>Apply number of bandages needed to secure skin for best results in healing process | Do not contaminate bandage<br>Wound infection |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for bandage<br>Determine proper application | Wound area separates and skin needs to be brought together and/or in area where a lot of stress is present | Separation of skin at wound site with resultant slower healing and scar formation |

(TASK STATEMENT) APPLY BUTTERFLY BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Relationship of force to distortion in an elastic body [force can reduce opening of vessels] | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart procedure | Penmanship, spelling, classification, terminology/general vocabulary, logic |

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TASK STATEMENT) APPLY TUBULAR BANDAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Seamless tubular rolls of gauze<br>Wire applicator<br>Tape | Select proper size for area to be bandaged: i.e. finger, arm, head, leg, hand<br>Follow exact instructions supplied by manufacturer<br>Secure | Bandages can be autoclaved if need dictates sterile technique necessary<br>Infection |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) APPLY TUBULAR BANDAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Relationship of force to distortion in an elastic body [force can reduce opening of vessels ] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Instructions from manufacturer | Comprehension, detail/inference, definition, terminology, and process report– instructions |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology general vocabulary, and logic |

(TASK STATEMENT) APPLY STERILE ADHESIVE DRESSING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile adhesive dressing<br>Medication if indicated | Apply sterile adhesive dressing to clear, dry surface | Do not contaminate<br>Sepsis<br>No tape allergy - skin irritation |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) APPLY STERILE ADHESIVE DRESSING

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Relationship of force to distortion in an elastic body [force can reduce opening of vessel] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Chart procedures | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

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(TASK STATEMENT) APPLY A STERILE DRESSING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Dressing materials (sterile)<br>Pickup forceps<br>Dressing forceps<br>Adhesive tape<br>Sterile scissors<br>Bandage scissors<br>Medications – as ordered<br>Sterile applicators<br>Surgical gloves<br>Tray<br>Sterile towel<br>Basin or appropriate receptacle, if dressing is being changed | Prepare patient, i.e. position, remove old dressings; if applicable, prepare site<br>Have physician examine the wound before dressing is applied<br>Apply sterile dressing as ordered by physician<br>Apply an appropriate bandage | Cross-contamination can occur unless asepsis is maintained at all times<br>Sepsis<br>Use proper tension when applying bandage<br>Impaired circulation<br>Care in use of scissors<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine appropriate bandage | Size, shape, location of wound, directions of physician | Improper healing |

(TASK STATEMENT) APPLY A STERILE DRESSING

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology – asepsis<br>Related pathology<br>Relationship of force to distortion in an elastic body<br>[force can reduce opening of vessel ] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology, general vocabulary, and logic |

(TASK STATEMENT) REMOVE A CONTAMINATED DRESSING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Benzin or other special removers<br>Small basin<br>Cotton swabs<br>Forceps<br>Gloves<br>Paper bag or airtight cardboard container | Assemble needed instruments and materials<br>Don gloves<br>Remove tape as quickly as possible<br>Pull skin away from tape - not tape away from skin<br>Remove tape toward wound<br>Place contaminated dressing in proper receptacle | Aseptic technique<br>Cross-contamination – sepsis |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) REMOVE A CONTAMINATED DRESSING

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Aseptic technique<br>Simple machines used to gain mechanical advantage [use of simple instruments] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

(TASK STATEMENT) APPLY A PRESSURE BANDAGE TO A BURN

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile dressing material, e.g. plain gauze, impregnated gauze, Telfa dressing as ordered by physician, gauze wadding material, dressing forceps, pickup forceps, sterile scissors, medications – as directed, sterile applicators and/or tongue blades, surgical gloves, elastic bandage – appropriate width<br>Basin or appropriate receptacle if dressing is being changed | Prepare patient, i.e. position, remove old dressings and prepare site<br>Have physician examine the wound before dressing applied<br>Apply sterile dressing as ordered by physician<br>Apply gauze wadding material<br>Apply elastic bandage | Cross-contamination can occur unless asepsis is maintained at all times<br>Sepsis<br>Use proper tension when applying bandage<br>Impaired circulation<br>Care in use of scissors<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper tension | | |

(TASK STATEMENT) APPLY A PRESSURE BANDAGE TO A BURN

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology – asepsis<br>Types of burns<br>Degrees of burns<br>Therapeutic problems involved with burns<br>Relationship of force to distortion in an elastic body<br>Aseptic technique<br>Use of simple instruments | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and Logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology general vocabulary, and logic |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR TRENDELENBURG

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Universal examining table (Ritter)<br>Appropriate table cover<br>Drape | Instruct patient regarding preparation<br>Position and drape | Protect against falls from table<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR TRENDELENBURG

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient<br>Indicate patient readiness to physician | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR KNEE CHEST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Examining table with appropriate cover<br>Drape | Instruct patient regarding preparation<br>Position and drape | Protect against falls from table (patient can experience vertigo in this position)<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR KNEE CHEST

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient<br>Indicate patient readiness to physician | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR SEMI–FOWLERS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Examining table with appropriate cover<br>Drape<br>Pillow<br>Disposable towel | Instruct patient regarding preparation<br>Position and drape | Protect against falls from table<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) POSITION AND DRAPE PATIENT FOR SEMI-FOWLERS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient<br>Indicate patient readiness to physician | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

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TASK STATEMENT) POSITION AND DRAPE PATIENT FOR SIMS AND LATERAL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Examining table with appropriate cover<br>Drape<br>Pillow<br>Disposable towel | Instruct patient regarding preparation<br>Position and drape | Protect against falls from table<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Speaking | Instructions to patient<br>Indicate patient readiness to physician | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

ASK STATEMENT) POSITION AND DRAPE PATIENT FOR SIMS AND LATERAL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient<br>Indicate patient readiness to physician | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

(TASK STATEMENT) POSITION AND DRAPE FOR LITHOTOMY POSITION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Examination table with stirrups and appropriate cover<br>Drape<br>Pillow<br>Disposable towel | Instruct patient regarding preparation<br>Position and drape | Protect against falls from table<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) POSITION AND DRAPE FOR LITHOTOMY POSITION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Indicate patient readiness to physician<br>Verbal interaction with patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |

(TASK STATEMENT) PREPARE A GENERAL PHYSICAL EXAMINATION TRAY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Hand towel<br>Tongue depressors<br>Percussion hammer – neurological<br>Nasal speculum<br>Ear speculum<br>Opthalmoscope<br>Otoscope<br>Sphygmomanometer<br>Stethoscope<br>Tape measure<br>Alcohol<br>Cotton<br>Receptacle for contaminated supplies<br>Tuning fork<br>Tray with towel<br><br>Supplies and equipment will vary with individual physicians | Identify items used<br>Assemble | Cleanliness of instruments and/or sterilization critical<br>Cross infections |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) PREPARE A GENERAL PHYSICAL EXAMINATION TRAY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |

(TASK STATEMENT) PREPARE RECTAL TRAY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Rubber rectal glove (not sterile)<br>Lubricant<br>Proctoscope or Sigmoidoscope as ordered by physician<br>Cotton balls<br>Cotton tipped applicators – appropriate length<br>Tray<br>Towel<br>Disposable enema as ordered by physician<br><br>Special equipment and supplies as ordered by physician | Determine items needed<br>Assemble | Aseptic technique<br>Contamination |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | |

(TASK STATEMENT) PREPARE RECTAL TRAY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |

(TASK STATEMENT) ASSIST WITH RECTAL EXAMINATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Rectal tray –<br>Rubber rectal glove (not sterile)<br>Lubricant<br>Proctoscope or Sigmoidoscope as ordered by physician<br>Cotton balls<br>Cotton tipped applicators – appropriate length<br>Tray<br>Towel<br>Disposable enema as ordered by physician<br>Drape<br>Table<br>Examining light<br>Stool<br>Other equipment and supplies as ordered by physician | Instruct, prepare, and position patient<br>Ascertain if patient has used preparatory enemas<br>Assist physician<br>Assist patient in sitting up | Observe patient closely so he does not fall off table<br>Potential trauma<br>Use special precautions when getting patient up after examination<br>Dizziness and/or fainting and subsequent trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH RECTAL EXAMINATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of lower gastro-intestinal tract<br>Pathology of lower gastro-intestinal tract | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Verbal instructions from physician | Auditory discrimination, concentration, and logic |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Touching | Tactile communication with patient | Comfort, and movement |

(TASK STATEMENT) SET UP AN EAR, NOSE, AND THROAT TRAY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Specula – nasal and ear<br>Otoscope<br>Ophthalmoscope<br>Forceps as indicated<br>Cotton-tipped applicators<br>Slides and culture tubes if indicated<br>Gooseneck lamp with reflector<br>Head mirror<br>Basin for waste<br>Syringe with cannula<br>Medications<br>Laryngeal mirror<br>Alcohol lamp or hot water if laryngeal mirror used<br>Tray<br>Towel<br><br>Other equipment and supplies as ordered by physician | Determine materials needed<br>Assemble material and instruments | |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | |

(TASK STATEMENT) SET UP AN EAR, NOSE, AND THROAT TRAY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |

(TASK STATEMENT) PREPARE GYNECOLOGICAL TRAY WITH PAP SMEAR SET–UP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFOI ANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Vaginal speculum<br>Uterine forceps<br>Sterile gloves and/or disposable gloves<br>Lubricant<br>Clean slides<br>Cotton swabs<br>Cotton<br>Cervical spatula<br>Aspirator with bulb<br>Saline with dropper<br>Fixative for Pap smear<br>Tray with towel<br>Other special equipment as ordered<br>Pencil<br>Laboratory Pap report form | Determine materials needed<br>Assemble | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(..ASK STATEMENT) PREPARE GYNECOLOGICAL TRAY WITH PAP SMEAR SET–UP

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |



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(TASK STATEMENT) ASSIST WITH PELVIC EXAMINATION AND PAP TEST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Pelvic examination tray with Pap smear set-up<br>Examining table with stirrups<br>Stool<br>Examining lamp<br>Drape | Set-up examining room<br>Instruct and position patient<br>Assist physician<br>Assist patient in sitting up<br>Clean-up and prepare slide(s) for laboratory<br>Write patient's name on Pap slide immediately, for positive identification | Protect patient from falling off table<br>Potential trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if patient emptied bladder<br>Determine possible medical legal implications | Patient's information<br>Office policies | Inability to palpate uterus<br>Legal suit |

(TASK STATEMENT) ASSIST WITH PELVIC EXAMINATION AND PAP TEST

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of female reproductive system | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Touching | Tactile communication with patient | Comfort, and movement |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | History form for laboratory | Penmanship, spelling, classification, terminology/ general vocabulary, and logic |

(TASK STATEMENT) ASSIST PATIENT FROM WHEELCHAIR TO EXAMINING TABLE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Wheelchair<br>Patient | Secure wheelchair<br>Assist patient | Proper body mechanics for lifting<br>Potential back injury or hernia<br>Protect patient from falling or twisting<br>Trauma to patient |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST PATIENT FROM WHEELCHAIR TO EXAMINING TABLE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Body mechanics<br>Motion resulting from two or more forces acting on a point in a body [understanding of balance and motion is important ] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Listening | Receives verbal information from patient | Auditory discrimination – recognize opinions<br>Concentration<br>Logic (ordering of thoughts and ideas) |

TASK STATEMENT) RESTRAIN AN INFANT OR CHILD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Restraining material (sheet) | Immobilize body parts except for affected part by wrapping with sheet or other restraining material<br>Hold and reassure child | Do not use undue force<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) RESTRAIN AN INFANT OR CHILD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Basic child psychology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Verbal diversion of patient, if possible | Implying<br>Denotative/connotative words<br>Logic<br>Gestures<br>Facial and body features<br>Poise<br>Usage<br>Persuasion |

(TASK STATEMENT) ASSIST WITH EYE INSTILLATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Medication as prescribed<br>If liquid, eye dropper<br>Gauze sponge<br>Sterile eye pad, if indicated<br>Tape, if indicated | Position patient (supine or sitting up)<br>Assist physician or proceed as directed<br>Terminate procedure early if suspected reaction occurs when physician is not in room<br>Immediate irrigation | Use aseptic technique<br>Sepsis<br>Avoid contact with eye surface<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine when to summon physician | Reaction symptoms | Damage to eye<br>Discomfort to patient |

ASK STATEMENT) ASSIST WITH EYE INSTILLATION

| SCIENCE | MATH -- NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of anterior portion of eye<br>Pathology of eye<br>Related pharmacology<br>Fluids under pressure<br>[fluid discharged rapidly can damage eye] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology, general vocabulary, and logic |

(TASK STATEMENT) ASSIST WITH EYE IRRIGATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Solution, as ordered<br>Eye dropper and/or eye cup<br>Emesis basin<br>Gauze sponge | Position patient in supine usually<br>Assist physician or proceed as directed | Use aseptic technique<br>Sepsis<br>Avoid contact with eye surface<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH EYE IRRIGATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of eye<br>Pathology of eye<br>Related terminology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ASSIST WITH EAR INSTILLATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Medication as prescribed<br>If liquid, dropper<br>If ointment, cotton swab<br>Cotton | Position patient with head to side<br>Assist physician | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH EAR INSTILLATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of ear<br>Pathology of ear<br>Related pharmacology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ASSIST WITH EAR IRRIGATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Ear syringe<br>Ear or emesis basin<br>Towels<br>Plastic drape for patient<br>Container with lukewarm water<br>Cotton swabs<br>Otoscope | Position in sitting position and drape patient<br>Assist physician | Protect against vertigo<br>Dizziness and/or falling with possible resultant trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine correct water temperature | Too cool, too warm | Vertigo occurs, possible tissue damage |

(TASK STATEMENT) ASSIST WITH EAR IRRIGATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of ear<br>Pathology of ear<br>Water pressure<br>Fluids under pressure [may damage ear]<br>Transfer of heat from one body to another [transfer of heat or cool to ear] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ASSIST A FAINTING PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Ammonia ampule | Position patient with head lower than heart<br>Loosen clothing<br>Give usual first aid measures<br>Call doctor | Protect head primarily – other body parts as possible if patient is falling<br>Trauma<br>If patient not breathing properly, check airway<br>Suffocation (tongue blocking airway) |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine necessity for preventive measures, when possible<br>Determine possibility of shock according to circumstances | Loss of skin color<br>Clammy skin<br>Dizziness - Weakness<br>Trauma | Patient trauma |

(TASK STATEMENT) ASSIST A FAINTING PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of nervous system, i.e., central nervous system versus autonomic nervous system<br>Physiology of circulatory and respiratory system as relates to oxygenation of blood and cells<br>Fluids under pressure<br>[blood is fluid under pressure and conforms to rules of hydraulics ] | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Verbal reassurance to patient | Implying<br>Enunciation<br>Logic<br>Gestures<br>Facial and body features<br>Poise<br>Persuasion |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) TREAT PATIENT FOR SHOCK

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Blanket<br>Material to elevate feet<br>Spirits of ammonia<br>Emesis basin, if indicated<br>Medications as ordered by physician<br>Sphygnomanometer<br>Stethoscope<br>Watch with second hand<br>Oxygen tank and mask, if indicated<br>(Most offices will have an emergency equipment tray) | Position patient in supine unless dyspnea present<br>Summon physician<br>Loosen clothing<br>Preserve body heat<br>Measure vital signs<br>Assist physician as indicated | Prevent injury due to falling<br>Trauma<br>If oxygen is used, make sure there is no smoking, functioning electrical machine, or any other fire in the immediate area<br>Fire and/or explosion |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine underlying cause, if possible, and give appropriate first aid<br><br>Determine if dyspnea is present, administer oxygen<br><br>Determine advisability of leaving patient to summon physician, versus staying with patient and calling loudly for help | Injuries, victim complaints cyanosis, victim symptoms severity of condition | Shock becomes more severe |

(TASK STATEMENT) TREAT PATIENT FOR SHOCK

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Etiology of shock | Measures of temperature<br>Locate by approximation, rational numbers and integers on the number line (sequential ordering)<br>Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic) |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Reassurance of patient<br>Instructions to patient | Enunciation, clarity of expression, implying, logic, gestures, facial and body features, poise, and persuasion |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ADMINISTER FIRST AID FOR DIABETIC COMA

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blanket<br>Patient | Make patient comfortable<br>Get the doctor immediately or if he is not available, call an emergency vehicle<br>Treat as for shock, if doctor is not available | Protect patient from injury to self<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if breath has sickeningly sweet odor of acetone – primary clue to diabetic coma along with history | Observe and note symptoms and relate to doctor-also dryness of skin | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR DIABETIC COMA

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of digestion and metabolism of foods: carbohydrates, proteins, and fats<br>Physiology of endocrine system: pancreas and pituitary gland<br>Etiology and symptomology of diabetes mellitus: hyperglycemia, and acidosis<br>Effects of insulin<br>Simple machines used to gain mechanical advantage [syringe holder is a simple tool] | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician, and/or emergency personnel | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Verbal interaction with patient and/or persons accompanying patient | Implying, enunciation, logic, gestures, facial and body features, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ADMINISTER FIRST AID FOR INSULIN SHOCK

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Carbohydrate in whatever form readily available | Make patient comfortable<br>Summon doctor<br>Administer carbohydrate substance | Protect patient from injury to self<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if symptoms and history indicate administering carbohydrate substance | If blood sugar goes too low, the patient may go into convulsions<br>Symptoms – pale, skin moist and clammy, in obvious state of shock, breathing slow and shallow, although pulse is rapid | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR INSULIN SHOCK

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of digestion and metabolism of foods: carbohydrates, proteins, and fats<br>Physiology of endocrine system: pancreas, and pituitary gland<br>Etiology and symptomology of diabetes mellitus: hypoglycemia, and alkinosis | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician and/or the emergency personnel | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Verbal interaction with patient and/or persons accompanying patient | Implying, enunciation, logic, gestures, facial and body features, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ADMINISTER FIRST AID FOR POISONING BY MOUTH

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Water for drinking<br>Neutralizing substance if indicated<br>Emetic if indicated<br>Emesis basin | Dilute with water<br>Determine type of poisoning<br>Call poison control center<br>Follow instructions for neutralizing particular poison<br>Resuscitation of patient if breathing difficulty<br>Refer patient to poison control if telephone call received seeking first aid | Prevent vomiting if caustic caused poisoning<br>Trauma of mucous membrane<br>Prevent vomiting if oily or kerosene substance caused poisoning<br>Pseudopneumonia |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR POISONING BY MOUTH

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology<br>Cellular necrosis: i.e., acid burn, alkaline burn, and kerosene products | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician, and/or emergency personnel | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Verbal interaction with patient and/or persons accompanying patient | Implying, enunciation, logic, gestures, facial and body features, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |
| Reading | Labels of suspected poison | Comprehension, detail/inference, definition, terminology, and instructions |

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(TASK STATEMENT) ADMINISTER FIRST AID FOR SEIZURES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Tongue depressor wrapped in gauze | Protect patients head and face<br>Remove any furniture on which patient could injure self<br>Check airway for possible obstruction<br>Clear airway immediately<br>Provide for privacy of patient<br>Allow patient to sleep following seizure | Protect patient from injury<br>Trauma<br>Clear airway<br>Asphyxiation |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR SEIZURES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology and pathology of brain | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Verbal reassurance to patient | Implying, enunciation, logic, gestures, facial and body features, and poise |

(TASK STATEMENT) ADMINISTER FIRST AID FOR BURN PATIENTS (HEAT AND ELECTRICAL)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Ice or cold water<br>Basin, if indicated<br>Blanket<br>Sterile towels | Apply ice or cold water to affected area<br><br>Summon physician<br>Treat for shock | Maintain body heat – DO NOT ADD TO IT |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR BURN PATIENTS (HEAT AND ELECTRICAL)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Cellular necrosis<br>Transfer of heat from one body to another<br>[removal of heat from burn area]<br>Insulation principle when using blanket to hold in body heat | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ADMINISTER FIRST AID FOR CHEMICAL BURN PATIENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Running water<br>Basin to catch water<br>Neutralizing substance<br>Sterile dressing<br>Blanket | Wash with copious amounts of water<br>Neutralize substance<br>Summon physician<br>Treat for shock | Shock reaction |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine type of neutralizing agent | Type of burn (acid/base) | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR CHEMICAL BURN PATIENTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Cellular necrosis | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions and reassurance to patient | Enunciation<br>Concentration<br>Logic<br>Gestures<br>Poise |
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ADMINISTER FIRST AID FOR STROKE VICTIMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blanket | Provide for immediate comfort of patient, without moving patient<br>Obtain medical help immediately<br>Turn victims head to side if unconscious | Keep victims head turned to side<br>Choking |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR STROKE VICTIMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Hemorrhage of brain<br>Fluids under pressure [ blood is fluid under pressure] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| | Report of individual accompanying patient | Discrimination of facts from non-facts, concentration, logic (ordering of thoughts and ideas), and note taking |

(TASK STATEMENT) ADMINISTER FIRST AID FOR ANIMAL BITES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Soap and water<br>Basin<br>Gauze<br>Forceps<br>Sterile dressing<br>Suture set-up (if indicated)<br>Bandage | Clean wound thoroughly<br>Apply sterile dressing until physician arrives | See that the case is reported to proper authorities<br>Rabies |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER FIRST AID FOR ANIMAL BITES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Antigen – antibody reaction (Rabies)<br>Simple machines used to gain mechanical advantage [use of forceps] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient, and report to physician | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart procedures | Penmanship, spelling, classification, logic, and terminology/general vocabulary |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |

(TASK STATEMENT) CONTROL BLEEDING WITH DIRECT PRESSURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile gauze sponges | Apply digital pressure directly over wound, and elevate part<br>Treat for fainting and/or shcok<br>Do not remove sponge until physician is in attendance | Have patient lie down<br>Possibility of fainting |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) CONTROL BLEEDING WITH DIRECT PRESSURE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of blood: clotting mechanisms, and recognition of arterial and venous bleeding<br>Fluids under pressure | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient , and reports to physician | Enunciation, clarity of expression, logic, gestures, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) CONTROL BLEEDING BY PRESSURE TO SUPPLYING VESSEL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| | Use direct pressure if possible<br>Locate appropriate vessel<br>Apply pressure<br>Elevate extremity | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) CONTROL BLEEDING BY PRESSURE TO SUPPLYING VESSEL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomical location of primary vessels | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) APPLY TOURNIQUET FOR HEMORRHAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Tourniquet material (sphygmomanometer preferred due to width and finer control of pressure)<br><br>* This procedure would be utilized ONLY if a physician is not available AND exsanguination is imminent | Attempt all other methods for controlling bleeding<br>Apply tourniquet immediately above bleeding source<br>Treat for shock | Awareness that application of tourniquet is a critical decision<br>Loss of limb<br>* Send for help<br>MARK TIME APPLIED ON PATIENT'S FOREHEAD – DO NOT LOOSEN ONCE APPLIED UNLESS SPECIFICALLY DIRECTED BY PHYSICIAN |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if danger of exsanguination is imminent<br>Determine the amount of pressure required to control hemorrhage | Color of skin, and amount of bleeding | Tissue damage |

(TASK STATEMENT) APPLY TOURNIQUET FOR HEMORRHAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of circulatory system: location of vessels, clotting mechanism, and toxins<br>Movement and manner demonstrate degree of competence | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Realistic appraisal and reassurance where appropriate to patient; report to professional assistance | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |
| Listening | Instructions from subsequent professional assistance | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ASSIST PHYSICIAN WITH SUSPECTED CORONARY OR MYOCARDIAL INFARCTION VICTIM

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blanket<br>Electrocardiograph machine<br>Oxygen and mask<br>Medications as ordered by physician<br>Sphygmomanometer<br>Stethoscope<br>Emesis basin, if nauseated | Make patient comfortable<br>Administer oxygen, if ordered<br>Measure vital signs<br>Complete electrocardiogram, if ordered<br>Assist in any other way required<br>If physician not available in office, summon professional help immediately | When oxygen in use, make sure there is no smoking, functioning electrical machinery, or other fire in immediate area<br>Fire and/or explosion –trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | Due to shorthess of breath and pain, patient frequently more comfortable sitting<br>If patient has nitroglycerine, place under tongue immediately | |

(TASK STATEMENT) ASSIST PHYSICIAN WITH SUSPECTED CORONARY OR MYOCARDIAL INFARCTION VICTIM

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of heart<br>Pathology of cardiology | Read and interpret charts, tables, and/or graphs<br>Locate by approximation rational numbers and integers on the number line (sequential ordering)<br>Given an instrument of measure, determine precision, and/or accuracy, with respect to relative error, tolerance, and significant digits. (measuring in other than linear, square, and cubic)<br>Multiplication of whole numbers<br>Express numbers as common fractions<br>Measure with the metric and English system and convert between them |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Reassurance of patient | Enunciation, clarity of expression, logic, gestures, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | Chart procedures | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) GIVE MOUTH TO MOUTH RESUSCITATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Mouth to mouth resuscitation tube | Clear airway and keep open at all times<br>Proceed with resuscitation<br>Continue until patient resumes breathing professional help arrives, or patient is obviously dead (American Red Cross) | *If anyone else is is area, have them summon help<br>Keep airway open<br>Suffocation |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine rhythm<br><br>Determine method of resuscitation to be utilized | Adjust rate and volume of air if small child or infant<br>Type of accident that caused the stoppage of breathing | |

(TASK STATEMENT) GIVE MOUTH TO MOUTH RESUSCITATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of respiratory system<br>Gases under pressure | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to anyone else in area | Enunciation, clarity of expression, logic, gestures, and poise |
| Writing | Chart procedure | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) GIVE BACK PRESSURE—ARM LIFT RESUSCITATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| | Position patient and clear airway<br>Keep patient's chin extended to keep airway open<br>Proceed with resuscitation<br>Continue until patient resumes breathing, physician arrives, or victim obviously is dead (American Red Cross) | If anyone else is in the vicinity, have them summon help |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine where to place pressure<br><br>Determine method of resuscitation best utilized | Proper anatomical placement of operators' hand<br>Cause of stopped breathing | |

(TASK STATEMENT) GIVE BACK PRESSURE–ARM LIFT RESUSCITATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of respiratory system | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to anyone in the area | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

(TASK STATEMENT) APPLY EXTERNAL CARDIAC MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| | Position patient on firm surface<br>Place hands in correct anatomical position<br>Proceed with heart compression at rate prescribed by American Heart Society<br>Continue until help arrives or the heart resumes beating | Hands must not be placed in improper position on sternum<br>Fracture of sternum and/or ribs and subsequent internal trauma<br>If anyone else is in the area, have them summon help |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine actual cardiac arrest before instigating procedure | Pulse at carotid artery | |

(TASK STATEMENT) APPLY EXTERNAL CARDIAC MASSAGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomical location of heart, sternum, ribs, and liver<br>Fluid under pressure | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to anyone in the area | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Poise |
| Writing | Chart information | Penmanship<br>Spelling<br>Classification<br>Terminology/general vocabulary<br>Logic |

TASK STATEMENT) COMPLETE A SURGICAL SCRUB

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Surgical soap<br>Water – running<br>Hand and nail brush<br>Sterile towel<br>Timer | Remove jewelry<br>Moisten and use soap and friction<br>Use brush<br>Clean under and around nails<br>Avoid any contact with faucets<br>Rinse<br>Dry | Do not re-contaminate hands<br>Sepsis |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Scrub at least fifteen to twenty minutes | Sepsis |

(TASK STATEMENT) COMPLETE A SURGICAL SCRUB

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Asepsis<br>Bacteriology – bacteria, cocci, and spirilla<br>Contamination by transmission<br>Effects of friction on work processes and product quality | Given an instrument of measure, determine precision, and/or accuracy with respect to relative error, tolerance, and significant digits (measuring in other than linear, square, and cubic)<br>Measures of time and speed (example: time – seconds, minutes, etc.; speed – feet per minute, R.P.M., etc.) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Touching | Scrub | Temperature<br>Texture<br>Movement |

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(TASK STATEMENT) DON STERILE GLOVES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile surgical gloves | Complete a surgical scrub<br>Don gloves | Do not contaminate outside of gloves<br>Sepsis |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) DON STERILE GLOVES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Asepsis – sterile technique<br>Bacteriology – bacteria, cocci, and spirilla<br>Contamination by transmission | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| | | |

(TASK STATEMENT) ASSIST IN PUTTING ON STERILE GLOVES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile surgical gloves | Hold gloves in proper position for insertion of physician's hands | Do not contaminate gloves<br>Sepsis |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine position of hands on physician's gloves | Sterile status | Sepsis |

(TASK STATEMENT) ASSIST IN PUTTING ON STERILE GLOVES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Sepsis – sterile technique<br>Bacteriology – bacteria, cocci, and spirilla<br>Contamination by transmission | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) PREPARE SKIN FOR SURGERY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Antiseptic – antibacterial soap solution<br>Sterile gauze sponges<br>Sponge forceps<br>Antiseptic<br>Cotton tip applicators<br>Razor with blade<br>Scissors – optional<br>Sponge bowl | Instruct and position patient<br>Apply soap solution<br>Shave area, if ordered<br>Wash area with circular motion<br>Apply antiseptic | Use caution when shaving the skin<br>Minor lacerations and/or abrasions<br>Use care when handling scissors<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) PREPARE SKIN FOR SURGERY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacterial infections<br>Antiseptic theory | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic |

TASK STATEMENT) SET UP FOR GENERAL SURGERY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Skin preparation set-up<br>Cotton swabs<br>Alcohol<br>Applicators<br>Sterile gauze sponges<br>Sterile towels<br>Towel clips<br>Scalpel and blade<br>Hemastats – straight and curved<br>Allis forceps<br>Scissors<br>Tissue forceps<br>Needle holder<br>Retractors<br>Sterile surgical gloves<br>Suture material with needle –silk, cotton, gut<br>Tray<br>Anesthetic<br>Syringe and needle<br>Dressing material | Determine equipment needed<br>Assemble | Sterile technique<br>Contamination – sepsis<br>Use care with sharp instruments<br>Puncture wounds and/or lacerations |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Instruments will vary with procedure and doctor's preference | |

(TASK STATEMENT) SEP UP FOR GENERAL SURGERY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Sterile technique | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

TASK STATEMENT) ASSIST WITH MINOR SURGERY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Surgical soap<br>Skin antiseptic<br>Sterile gauze sponges<br>Applicators<br>Draping material<br>Rubber gloves<br>Local anesthetic<br>Syringe and needle<br>Instrument tray – materials and instruments essential for procedure as per physician's desires | Position patient<br>Do skin preparation if physician orders<br>Assist physician<br>Assist patient in getting up<br>Clean up operating area | Maintain sterile technique at all times<br>Contamination – sepsis<br>Use care in handling sharp instruments<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH MINOR SURGERY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Sterile technique<br>Bacteriology | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ASSIST IN OBTAINING A BIOPSY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Tray for skin preparation<br>Scalpel<br>Sterile blade for scalpel<br>Allis forceps<br>Hemostats – straight and curved<br>Tissue scissors<br>Tissue forceps<br>Needle holder<br>Gauze sponges<br>Local anesthetic<br>Syringe and needle<br>Sterile gloves<br>Tray<br>Sterile towels<br>Biopsy jar<br>Light<br>Suture material with needle<br>Sterile dressings, as needed | Position patient<br>Do skin preparation<br>Assist physician<br>Assist patient in getting up<br>Clean up operating area<br>Prepare specimen for lab | Sterile technique must be maintained at all times<br>Cross-infection – sepsis<br>Use care in handling sharp and pointed instruments<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | Instruments will vary according to physician's preference and exact procedure being performed. The medical assistant must be completely familiar with the routine in that office.<br>Asepsis must be maintained at all times | |

(TASK STATEMENT) ASSIST IN OBTAINING A BIOPSY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Aseptic technique<br>Related pathology<br>Simple machines used to gain mechanical advantage<br>[hemostat is a simple instrument – mechanical knowledge required] | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Writing | Laboratory biopsy report form | Penmanship, spelling, classification, description, denotative/connotative words, logic, and medical terminology |
| Speaking | Pre and post-operation instructions to patient | Enunciation, clarity of expression, logic, gestures, and poise |

(TASK STATEMENT) ASSIST WITH SUTURE REMOVAL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Antiseptic<br>Cotton tip applicators<br>Container for soiled dressigns<br>Gauze sponges, sterile<br>Suture scissors<br>Hemostat<br>Tray with towel<br>Dressing materials | Position patient<br>Remove soiled dressings<br>Assist physician<br>Apply sterile dressing, if ordered<br>Assist patient in getting up | Care in handling scissors<br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH SUTURE REMOVAL

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Asepsis – sterile technique | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | instructions to the patient | Enunciation, clarity of expression, logic, and poise |
| Writing | Chart information | Penmanship, spelling, classification, logic, and terminology/general vocabulary |

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TASK STATEMENT) ASSIST WITH ELECTROSURGERY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Electrosurgical unit with appropriate electrodes<br>Anesthetic, as directed by physician<br>Syringe and needle<br>Gauze sponges, sterile<br>Sterile dressings, optional | Prepare electrosurgical unit<br>Prepare anesthetic injection<br>Position patient according to location of surgical site<br>Assist physician<br>Apply sterile dressing, if ordered<br>Assist patient in getting up | Use care in handling electrical cord<br>Electrical shock |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH ELECTROSURGERY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Destruction of tissue by heat<br>Physiology of sensory nerves<br>Related pathology | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Poise |

(TASK STATEMENT) ASSIST PHYSICIAN IN PERFORMING SCRATCH TEST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Bottles with antigens to be tested<br>Alcohol<br>Cotton<br>Sterile lancet<br>Metric ruler<br>Chart<br>Pen<br>Timer | Position patient<br>Prepare skin<br>Apply antigens and perform scratch test<br>Clean thoroughly lancet with cotton following each antigen<br>Mark clearly<br>Time<br>Read reaction and chart | Sufficient cleaning of lancet<br>Incorrect test results and subsequent treatment<br>Follow an exact schedule when administering for correct identification<br>Incorrect test results and subsequent treatment<br>Fire hazard of alcohol<br>Awareness of fire |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST PHYSICIAN IN PERFORMING SCRATCH TEST

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Antigen-antibody reaction<br>Epidermal reaction<br>Immunity<br>Related medical terminology<br>Related pathology | Use metric system<br>Locate by approximation rational numbers and integers on the number line (sequential ordering) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, and poise |
| Writing | Interpretation of test results | Penmanship, spelling, classification, description, medical terminology, and clarity of expression |

TASK STATEMENT) ASSIST PHYSICIAN IN PERFORMING PATCH TEST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Alcohol or ether<br>Cotton swabs<br>Patch with antigen to be tested | Prepare skin site<br>Apply patch<br>Identify if multiple patches applied | Do not allow patient to leave office immediately<br>Reaction |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Select site | No lesions present, no prominent hair growth and area that can be kept dry | Patch will not stick |

(TASK STATEMENT) ASSIST PHYSICIAN IN PERFORMING PATCH TEST

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Antigen-antibody reaction<br>Epidermal reaction<br>Immunity<br>Related pathology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |
| Speaking | Instructions to patient | Enunciation, clarity of expression, logic, and poise |
| Writing | Chart information | Penmanship, spelling, classification, logic, and medical terminology |

TASK STATEMENT) ADMINISTER ORAL MEDICATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Medicine glass, if liquid medication<br>Graduated medicine dropper, if appropriate<br>Small paper cup, if tablet or capsule medication<br>Glass of water<br>Patient's chart<br>Pen | Prepare medication as instructed by physician. Check the label on bottle with the written order from physician three times<br>Administer medication<br>Chart immediately | Check the label on bottle with the written order from physician three times for accuracy<br>Incorrect medication and/or incorrect dosage<br>Check expiration date, when appropriate<br>Outdated medications – instability |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER ORAL MEDICATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology – types of drugs<br>Forms of medications – liquids, i.e. solutions, elixers, syrups, etc.; solids, i.e. tablets, capsules, and powders<br>Modes of administration, i.e. sublingual, buccal, lozenge, etc. | Understanding basic arithmetic skills<br>Liquid and dry measures<br>Measure with the Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Order from physician | Comprehension, detail/inference, definition, and medical terminology |
| Soeaking | Explanation to patient | Terminology/general vocabulary, enunciation, clarity of expression, logic, and gestures |
| Writing | Chart information | Penmanship, spelling, classification, logic, and terminology/general vocabulary |

(TASK STATEMENT) WITHDRAW SOLUTIONS FOR INJECTION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile syringe and needle<br>Vial or ampule of solution for injection<br>Cotton ball<br>Alcohol<br>Gauze<br>Tray | Prepare prescribed medication<br>Withdraw prescribed amount of solution or solutions<br>If physician administering, place vial beside injection for physician to check<br>Return medication to proper storage area | Sterile technique in handling syringe and needle<br>Contamination of syringe and needle<br>Correct amount of medication critical — NO MARGIN FOR ERROR<br>Incorrect dosage may have deleterious effect<br>Always check medication three times: i.e. when taking it out of the cabinet, when removing the contents from the bottle, and when replacing the container in the cabinet<br>Incorrect medication may be given |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) WITHDRAW SOLUTIONS FOR INJECTION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology<br>Aseptic technique | Basic arithmetic skills and concepts with regard to preparation of solutions<br>Measure with the Metric and English system and convert between them<br>Ratio and proportion |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written order from physician | Comprehension<br>Detail/inference<br>Definition<br>Terminology |
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) PREPARE NEEDLE–CARTRIDGE UNIT INJECTION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile needle-cartridge unit (pre-measured medications available or empty graduated cartridge)<br>Needle-cartridge syringe<br>Alcohol<br>Cotton swab | Move plunger so it locks at right angles to the barrel<br>Insert cartridge-needle unit<br>Swing plunger back into place, and engage both ends of the unit<br>After use, replace rubber sheath. Dispose of needle in this sheath | Use sterile technique<br>Contamination – sepsis<br>Use care when handling needle<br>Puncture wound |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Rotate only until engaged | |

(TASK STATEMENT) PREPARE NEEDLE–CARTRIDGE UNIT INJECTION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Unit cartridge syringe is a simple instrument with screw mechanism<br>Simple machines used to gain mechanical advantage | Locate by approximation rational numbers and integers on the number line (sequential ordering) |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Order from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ADMINISTER SUBCUTANEOUS INJECTION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Prepared syringe and needle (medication as ordered)<br>Cotton sponges<br>Disinfectant for skin (alcohol, seventy percent)<br>Patient's chart<br>Pen | Prepare skin<br>Expel air and administer injection<br>Pinch the skin or press down firmly with the left hand<br>Insert needle at forty-five degree angle from the skin<br>Chart immediately<br>Cleanse syringe and needle or destroy, according to type used | Aspirate to make sure you are not in a blood vessel. Remove and start over if blood is present<br>Reaction due to immediate absorption of medication<br>Protect patient from injury if faints<br>Trauma<br>Destroy disposable syringe and needle immediately<br>Contamination– theft from waste containers (State laws outline degree of responsibility) |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine who should administer injections | Physician-employer's policy; state regulations | Legal compiications |

(TASK STATEMENT) ADMINISTER SUBCUTANEOUS INJECTION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of skin<br>Anatomical areas most frequently used<br>Indications for subcutaneous injection<br>Pharmacology<br>Sterile technique | Measure with the Metric and English system and convert between them<br>Knowledge of angles |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Order from physician | Comprehension, detail/inference, definition, and terminology |
| Speaking | Explanation to patient | Terminology/general vocabulary, enunciation, clarity of expression, logic, and gestures |
| Writing | Chart information | Penmanship, spelling, classification, poise, and logic |

(TASK STATEMENT) ADMINISTER INTRADERMAL INJECTION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Prepared syringe and needle (tuberculin-type syringe with a twenty-six gauge, three-eighths, or one-half inch needle is usually used)<br>Cotton sponges<br>Disinfectant for skin (alcohol, seventy percent)<br>Patient's chart<br>Pen | Prepare skin<br>Administer injection<br>Skin should be firm and tight in area to be given<br>Spread the skin with one hand and insert needle into layers of skin (to about one-eighths depth)<br>Hold level side of needle up<br>Insert needle at angle of about ten to fifteen degrees<br>If given properly, a wheal will become evident as drug is administered<br>Do not massage area<br>Chart immediately<br>Cleanse syringe and needle or destroy according to type used | Observe sterile technique throughout<br>Protect patient from injury if faints<br>Trauma<br>Destroy disposable syringe and needle immediately<br>Contamination – theft from waste containers (State laws outline legal responsibilities) |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine who should administer injections | Individual physician—employer's policy; state regulations | Legal complications |

(TASK STATEMENT) ADMINISTER INTRADERMAL INJECTION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of skin<br>Anatomical areas most frequently used<br>Indications for intradermal injection<br>Pharmacology<br>Sterile technique | Measure with the Metric and English system and convert between them<br>Knowledge of angles |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Order from physician | Comprehension, detail/inference, definition, and terminology |
| Speaking | Explanation to patient | Terminology/general vocabulary, enunciation, clarity of expression, logic, and gestures |
| Writing | Chart information | Penmanship, spelling, classification, poise, and logic |

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(TASK STATEMENT) ADMINISTER INTRAMUSCULAR INJECTION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY -- HAZARD |
|---|---|---|
| Prepared syringe and needle<br>Cotton sponges<br>Disinfectant for skin (alcohol, seventy percent percent)<br>Patient's chart<br>Pen | Prepare skin<br>Administer medication<br>If administed in buttock, the prone position is recommended -- if patient is standing, he/she should bear weight on leg opposite the injection site<br>If administered in shoulder muscle, face patient so that thick, central part of the deltoid muscle is in front<br>Insert needle vertically<br>Massage the muscle gently but firmly with cotton sponge to help in dispersion of drug<br>Chart immediately<br>Cleanse syringe and needle or destroy, according to type used | Observe sterile technique throughout<br>Aspirate to check for blood vessel; remove and start over if blood is present<br>Reaction due to immediate absorption of medication<br>Protect patient from injury if he/she faints<br>Trauma<br>Destroy disposable syringe and needle, immediately<br>Contamination -- theft from waste containers (state laws outline legal responsibilities)<br>Use upper and outer quadrant of buttock<br>If not anatomically correct, may injure sciatic nerve<br>Squeeze the deltoid muscle between thumb and forefinger -- helps increase muscle bulk<br>Guards against striking the bone and keeps the injected area steady |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine who should administer injections | Individual physician -- employer's policy<br>State regulations | Legal complications |

(TASK STATEMENT) ADMINISTER INTRAMUSCULAR INJECTION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of skin<br>Anatomical areas most frequently used<br>Indications for intramuscular injections<br>Pharmacology<br>Sterile technique | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Order from physician | Comprehension, detail/inference, definition, and terminology |
| Speaking | Explanation to patient | Terminology/general vocabulary, enunciation, clarity of expression, logic, and gestures |
| Writing | Chart information | Penmanship, spelling, classification, terminology/general vocabulary, and logic |

(TASK STATEMENT) ASSIST WITH CAST APPLICATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Orthopedic stockinet<br>Sheet wadding<br>Plaster bandages<br>Plastic or disposable sheet<br>Scissors<br>Bucket with water<br>Disposable gloves, optional | Position patient<br>Assist physician<br>Complete the wet-out of a plaster bandage: hold end flap away from bandage; hold bandage in fingers, not palms, of both hands immerse bandage tilted until bubbles stop; remove from water and squeeze gently from ends; hand to doctor with flap out | Care in use of scissors<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine width of plaster bandage | Body part involved | |

(TASK STATEMENT) ASSIST WITH CAST APPLICATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of the skeletal system<br>Related medical terminology – bones, and body planes and surfaces<br>Pathology of skeletal system, i.e., fractures, dislocations, severe sprains, etc.<br>Simple machines used to gain mechanical advantage [scissors are a simple instrument] | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Reassurance to patient | Terminology/general vocabulary<br>Enunciation<br>Clarity of expression<br>Implying<br>Logic<br>Gestures<br>Facial and body features<br>Poise |
| Listening | Information from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ASSIST WITH REMOVAL OF CAST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Cast cutter and knife<br>Bandage scissors<br>Skin cleanser<br>Receptacle for cast<br>Elastic bandage | Position patient<br>Assist physician<br>Post care of patient, i.e. skin, elastic bandage for support | Possible shock from saw |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | |

(TASK STATEMENT) ASSIST WITH REMOVAL OF CAST

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Transfer of heat from one body to another<br>Possibility of shock from saw<br>Inertia and momentum (body at rest and body in motion)<br>[freewheeling saw is momentum potential] | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Information from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |
| Speaking | Reassurance to patient | Terminology/general vocabulary<br>Implying<br>Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Facial and body features<br>Poise |

293

(TASK STATEMENT) INSTRUCT PATIENT ON USE AND CARE OF CRUTCHES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Crutches | Demonstrate<br>Observe patient's use of crutches | Pressure on axilla<br>Impaired circulation |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine at what point patient has mastered use of crutches | Observation of proper use | Improper placement of crutches |

'ASK STATEMENT) INSTRUCT PATIENT ON USE AND CARE OF CRUTCHES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Simple machines used to gain mechanical advantage<br>[crutch is a lever ]<br>Know and understand balance | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to patient | Enunciation<br>Clarity of expression<br>Logic<br>Gestures<br>Facial and body features |
| Listening | Information from patient | Auditory discrimination<br>Concentration<br>Recognize opinions<br>Logic (ordering of thoughts and ideas) |

(TASK STATEMENT) EXPLAIN SPECIAL DIET TO PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Diet sheets as indicated by individual office | Supply patient with written directions in addition to verbal instructions<br>Impress patient with need for importance of following diet painstakingly<br>Encourage patients to vary diet by addition of allowed herbs or variety of cooking methods | |
| **DECISIONS** | **CUES** | **ERRORS** |
| Identify patient who will need extra help in understanding diet | Age, background | Misunderstanding of directions |

ASK STATEMENT) EXPLAIN SPECIAL DIET TO PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination<br>Concentration<br>Logic (ordering of thoughts and ideas) |
| Speaking | Interpret written instructions to patient | Terminology/general vocabulary<br>Implying<br>Clarity of expression<br>Logic<br>Facial and body features<br>Poise |

297

TASK STATEMENT) INSTRUCT PATIENTS REGARDING PROPER PREPARATION FOR DIAGNOSTIC TESTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Printed instruction sheets may be used, in lieu of this, written instructions must be given<br>Patient chart<br>Instruction information from radiologist or laboratory | Provide patient with printed or written instructions<br>Review instructions with patient<br>Schedule time and place for test and inform patient | Complete instructions must be given and followed<br>Test cannot be done and must be rescheduled<br>Diagnostic value lost if not accurate |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Important to give written or printed instructions as patient may be too emotionally upset at the office to understand or remember oral instructions | |

(TASK STATEMENT) INSTRUCT PATIENTS REGARDING PROPER PREPARATION FOR DIAGNOSTIC TESTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Instructions | |
| Speaking | Instructions to patient; interpret medical terminology to patient | Terminology/general vocabulary, appropriate diction, enunciation, clarity of expression, denotative/connotative words, logic, gestures, facial and body features, and poise |
| Listening | Instructions from physician | Auditory discrimination, concentration, and logic (ordering of thoughts and ideas) |

(TASK STATEMENT) ASSIST IN USE OF OSCILLOMETER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Oscillometer<br>Patient's chart<br>Pen | Position patient in supine position<br>Assist physician with charting | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST IN USE OF OSCILLOMETER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of circulatory system<br>Related medical terminology<br>Fluids under pressure [Blood is fluid under pressure subject to rules of hydraulics] | Given an instrument of measure determine precision reading |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Physician's instructions<br>Charting of results as physician dictates | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Description, Terminology, Logic |

301

(TASK STATEMENT) PERFORM HEARING ACUITY TESTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Audiometer equipment<br>Word lists (may be recording) | Explain procedure to patient<br>Operate machine following exact instructions for operation of machine<br>Record results on Audiogram<br>Perform speech audiometry<br>Record results | Care in inspection of equipment for proper working order<br>Use care in handling electrical cords<br>Accuracy and reliability of results<br><br>Incorrect reading<br>Electrical shock |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if patient understands signal to give assistant for response | Trial test | Incorrect test results |

(TASK STATEMENT) PERFORM HEARING ACUITY TESTS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Principles to comprehend—Transmission of sound<br>Air conduction<br>Bone conduction<br>Sensory impulses<br>Introduction to sound measurement techniques and measurement units (DB) | Read and interpret charts, tables, and/or graphs<br>Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Abbreviations needed for charting test | Comprehension, Detail/Inference, Definition, Terminology |
| Speaking | Instructions to patient | Terminology, Implying, Clarity of expression, Denotation/Connotation, Logic, Gestures |

303

(TASK STATEMENT) ASSIST WITH DIATHERMY TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Diathermy machine<br>Towel<br>Wooden bed or table<br>Timer | Position patient<br>Position electrodes<br>Operate machine | Do not treat area if any metal objects are within the field<br>Caution patient regarding excessive heat—show him where turn off switch is located<br>Caution regarding aching of bone<br>Use care with electrical cord and plug<br>Two electric cords to electrodes must not touch<br><br>Short<br>Severe burns<br>Bone damage<br>Electrical shock |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine amount of time for treatment<br><br>Determine if treatment should be terminated early | Nature of complaint; instructions from physician<br>Patient complaints | Burns, discomfort<br><br>Trauma |

(TASK STATEMENT) ASSIST WITH DIATHERMY TREATMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Transfer of heat by radiation<br>Awareness of electromagnetic spectrum<br>Wave transfer of energy from one body to another (radiation) | Measure of time<br>Given an instrument of measure, determine precision and/or accuracy, with respect to relative error, and significant digits |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Orders from physician, information from patient | Auditory discrimination, Concentration, Logic |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Chart procedure | Penmanship, Spelling, Classification, Logic, Terminology |

305

(TASK STATEMENT) ASSIST WITH HEAT LAMP TREATMENT (INFRARED)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Infrared lamp<br>Timer | Position patient<br>Position and operate lamp | Good circulation necessary before treatment instituted<br>Use care in handling electric cord<br><br>Burns<br>Electrical shock |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine when to terminate treatment<br>Determine proper distance | Patient complains or physical signs | Burns |

(TASK STATEMENT) ASSIST WITH HEAT LAMP TREATMENT (INFRARED)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Electromagnetic spectrum<br>Transfer of heat | Measure of time |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Orders from physician<br>Instructions to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Chart procedure | Penmanship, Spelling, Classification, Terminology, Logic |

307

(TASK STATEMENT) ASSIST WITH ULTRA SOUND TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Ultrasonic machine<br>Water or oil<br>Timer | Position patient<br>Prepare patient<br>Operate machine | Keep sound heat head in motion<br>Internal burns and destruction<br><br>Use care in handling electrical cord<br>Electrical shock |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ASSIST WITH ULTRA SOUND TREATMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Transfer of energy from one form to another<br>Understand properties of sound<br>Disruption of molecular membrane bonding | Measure of time<br>Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Order from physician | Auditory discrimination, Concentration, Logic |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Chart procedure | Penmanship, Spelling, Classification, Terminology, Logic |

369

(TASK STATEMENT) ADMINISTER OXYGEN TO PATIENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Oxygen tank with pressure dial<br>Oxygen mask | Make patient comfortable<br>Apply mask and administer oxygen at liters ordered by physician | No open flame or use of electrical appliances<br><br>Explosions–fire–burns |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) ADMINISTER OXYGEN TO PATIENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Oxygen exchange between aveoli and blood<br>Effects of $CO_2$ poisoning on body | Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Instructions from physician<br>Instructions and reassurance to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Enunciation, Clarity of expression, Logic, Gestures, Facial and body features, Poise |

(TASK STATEMENT) ADMINISTER INTERMITTENT POSITIVE PRESSURE INHALATION THERAPY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Intermittent Positive Pressure Breathery machine—proper accessories<br>Disposable mouthpiece<br>Nose clip<br>Medication<br>Bronchodilator as prescribed<br>Normal saline<br>Emesis basin<br>Tissues<br>Stool for patient<br>Timer | Prepare solutions in nebulizer cup and attach to machine<br>Position and instruct patient<br>Attach nose clip to patient<br>Operate machines<br>Inspect for inspiration or expiration leakage<br>Terminate procedure at proper time<br>Clean and sterilize tubes between each use | Pay careful attention to nebulizer so that patient is removed prior to complete depletion of solution<br>Make sure correct pressure for each patient is maintained<br>When oxygen in use make sure there is no smoking or fire in area<br>Care in handling electrical cord<br><br>Progressive drying effect on lung tissue<br>Paroxsysoval coughing<br>Risk of fire and/or explosion<br>Electrical shock |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | |

(TASK STATEMENT) ADMINISTER INTERMITTENT POSITIVE PRESSURE INHALATION THERAPY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of respiratory system<br>Pathology of respiratory system<br>Related medical terminology | Measure of time and speed<br>Liquid and dry measures<br>Ratio and proportion<br>Measure with Metric and English systems and convert between them<br>Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Speaking | Specific instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

313

(TASK STATEMENT) UTILIZE PUBLICATIONS PROVIDING LIST OF APPROVED DRUGS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Publication utilized by office:<br>Pharmacopeia of the United States of America<br>The United States Pharmacopeial Convention New drugs<br>The Phsycian's Desk Reference | Familiarize self with publication used in office<br>Identify medication from tablet or capsule brought into office<br>Determine correct spelling of medication for medical records<br>Find information on strength or dosage of medications | |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) UTILIZE PUBLICATIONS PROVIDING LIST OF APPROVED DRUGS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Writing | Record information | Penmanship, Spelling, Classification, Terminology, Logic |
| Reading | Publication | Comprehension, Detail/Inference, Informational reports, Definition, Terminology |

315

(TASK STATEMENT) INTERPRET PRESCRIPTIONS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Prescription<br>Patient chart | Interpret for patient<br>Interpret when must transmit to pharmacy | Never guess if you do not know, interpret correctly<br><br>Improper reaction of medication<br>Possibility of fatal reaction |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Absolute accuracy necessary in interpretting amount and directions to pharmacy<br>Absolute accuracy necessary in interpreting use to patient | |

(TASK STATEMENT) INTERPRET PRESCRIPTIONS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology | Measure with Metric and English system and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading<br><br>Speaking | Prescription<br>Medical terminology, medical abbreviations<br>Instructions to patient, instructions to pharmacy | Comprehension, Detail/Inference, Definition, Terminology, Instructions<br>Terminology, Implying, Clarity of expression, Denotation/Connotation, Logic |

317

(TASK STATEMENT) CHART PRESCRIPTIONS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Prescription<br>Patient chart | Record on patient chart | Absolute accuracy essential<br><br>Later interpretation would lead to possible serious error in treatment of patient |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine accuracy of information recorded | Original source of data | Wrong treatment given |

ASK STATEMENT) CHART PRESCRIPTIONS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Prescription, medical terminology, medical abbreviations | Comprehension, Detail/Inference, Definition, Terminology, Instructions |
| Writing | Record prescription | Penmanship, Spelling, Clarity of expression, Persuasion and sales technique, Instructions |
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |

319

(TASK STATEMENT) PREPARE AND REPLENISH SUPPLIES IN PHYSICIAN'S BAG

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY — HAZARD |
|---|---|---|
| Doctor's bag<br>The contents of the bag will depend upon the specialty of the physician and on his or her preference | Determine personal preference of physician regarding needs in his or her bag<br>Replenish any items used each time bag returned to office<br>Refill containers that have been emptied<br>Check to see that each instrument is in proper working condition<br>Batteries in flashlight<br>Instruments clean | Bag must always be ready for use<br><br>Inability to adequately care for patient because of lack of needed supplies or instruments |
| **DECISIONS**<br>Determine materials physician needs | **CUES**<br>Replenish as used | **ERRORS**<br>Run short of supplies — inadequate patient care |

(TASK STATEMENT) PREPARE AND REPLENISH SUPPLIES IN PHYSICIAN'S BAG

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Sequential counting |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Labels of supplies | Comprehension, Detail/Inference, Definition, Terminology, Instructions |
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |

321

(TASK STATEMENT) ORGANIZE AND MAINTAIN EXAMINATION ROOMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Supplies and instruments as needed for individual practice | Assemble needed instruments and supplies<br>Attempt to regulate temperature and odors for patient comfort<br>Provide area for patient's clothing if removal is necessary<br>Standardize areas in which medications and supplies stored in each room<br>Instruct maintenance department regarding any special attention needed in cleaning | Cleanliness essential<br><br>Cross-infection |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine prior to admitting each patient that room is clean and used supplies replenished | Inspection of room | Supplies unavailable |

(TASK STATEMENT) ORGANIZE AND MAINTAIN EXAMINATION ROOMS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Instructions to employees | Terminology, Implying, Clarity of expression, Logic, Gestures, Facial and body features |
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |

(TASK STATEMENT) RECEIVE AND ORGANIZE MEDICATION SAMPLES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Medication samples received in mail<br>Medication samples | Retain samples as per physician's instructions in individual office<br>Dispose of samples not utilized in office in an appropriate manner*<br>Store in designated categories in suitable locked cupboard<br>Store in an area accessible only to authorized personnel<br>* May be given to a clinic or welfare agency<br>Contact local Environmental Protection Agency for advice on method of disposal | Drugs in secure area or disposed of properly<br><br>Use of drugs by unauthorized persons without physician's orders |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine samples to be kept or disposed<br>Determine method of disposal | Office policies | Drug theft |

(TASK STATEMENT) RECEIVE AND ORGANIZE MEDICATION SAMPLES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Pharmacology<br>Some medications are light sensitive and heat sensitive | Locate by approximation rational numbers and integers on the number line [Sequential ordering] |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic<br>Note taking |
| Reading | Labels | Comprehension, Detail/Inference, Definition, Terminology, Instructions |

325

(TASK STATEMENT) INVENTORY MEDICATION AND MEDICAL SUPPLIES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Standard office supplies<br>Stock book or cards | Count and record<br>Rearrange in proper order<br>Rotate medications<br>Clean area, etc. | Carefully check expiration dates on medication<br>Proper use of available storage facilities<br><br>Outdated<br>Damage to supplies<br>Trauma to personnel |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine point at which to reorder | Office policies on amount of reserve stock | Run short of medication; medication too old to use |

(TASK STATEMENT) INVENTORY MEDICATION AND MEDICAL SUPPLIES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record inventory | Penmanship, Spelling, Classification, Description, Logic |

327

Duty E Performing Basic Laboratory Procedures and Diagnostic Tests

1 Perform electrocardiogram (EKG)
2 Use high and low power objective of microscope
3 Use oil immersion lens of microscope
4 Perform physical examination of urine
5 Determine the pH of urine
6 Perform specific gravity (S/G) on urine specimen
7 Determine proteins in urine
8 Determine glucose in urine
9 Determine presence of ketone bodies in urine
10 Perform test for bile and urobilinogen in urine
11 Perform test for blood in urine and feces
12 Operate centrifuge
13 Perform microscopic exam of urine specimen
14 Perform a skin puncture
15 Obtain blood specimen from vein with syringe and needle
16 Obtain blood specimen from vein with Vacutainer set-up
17 Complete micro-hematocrit
18 Perform red blood cell (RBC) count using hemacytometer
19 Perform white blood cell (WBC) count using hemacytometer
20 Use Unopette for white blood cell count using hemacytometer
21 Perform hemoglobin determination with hemoglobinometer
22 Perform hemoglobin determination by Sohli-Adams method
23 Perform hemoglobin by cyanmethoglobin method
24 Prepare blood smear
25 Stain blood smear
26 Examine stained blood smear

27 Complete an erythrocyte sedimentation rate (ESR) (Wintrobe–Landsberg Method)
28 Complete an erythrocyte sedimentation rate (ESR) (Westergren)
29 Use colorimetric strip test for blood glucose
30 Complete a bleeding time (Duke's Method)
31 Complete coagulation time (Capillary Glass Method)
32 Type a blood specimen (Landsteiner's Classifications)
33 Complete an Rh determination (screening only)
34 Perform glucose determination by Folin Wu Method
35 Prepare a bacterial smear
36 Complete a gram stain
37 Prepare a wet mount for parasitology study
38 Innoculate an Agar plate
39 Position patient for x-ray examination
40 Load x-ray flim in cassette
41 Expose x-rays
42 Process x-ray film
43 Perform pulmonary function studies
44 Inventory and order laboratory supplies and equipment

329

(TASK STATEMENT) PERFORM ELECTROCARDIOGRAM (EKG)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Prepare patient<br>Wooden treatment table<br>Electrocardiagraph machine<br>Cable cords<br>Electrodes<br>ECG cream or pads<br>Paper for tracing<br>ECG mounting form<br>Scissors | Position patient in supine<br>Ground machine<br>Allow adequate warm-up<br>Apply electrodes to patient<br>Attach cable cords to patient eletrode straps<br>Check paper<br>Complete 12 lead ECG, limb and chest leads, with standardizations<br>Remove patient in getting up<br>Remove tracing<br>Mount tracing | Ground machine<br>Attach leads correctly<br><br>Electrical shock<br>Interference |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Mix-up in lead attachments causes abnormalities in tracing<br>Proper grounding eliminates A-C interference<br>No oxygen in room | |

(TASK STATEMENT) PERFORM ELECTROCARDIOGRAM (EKG)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Theory of machine operation–electronic amplifier system<br>Galvonometer operation<br>Stylus ribbon<br>Function of heat sensitive paper<br>Electromotive force | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Operation manual for machine | |

(TASK STATEMENT) USE HIGH AND LOW POWER OBJECTIVE OF MICROSCOPE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Microscope with lamp<br>Slides with specimen<br>Lens paper | Place specimen on stage<br>Adjust for best possible light<br>Focus and examine on low power, keeping both eyes open<br>Focus and examine on high power<br>Repeat process in case of failure: focusing on low then switching to high power<br>Clean the lens and mirror before and after use with lens paper<br>Note: Do not touch eye piece with eye-lashes | Never focus down on a slide<br>Never focus, with the coarse adjustment under high power<br>Electrical cord<br><br>Shock<br>Break slide or scratch or break objective—trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper setting | Clarity of view | Smashed slide due to improper focusing |

(TASK STATEMENT) USE HIGH AND LOW POWER OBJECTIVE OF MICROSCOPE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Fundamentals of optics | Multiplication with whole numbers |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Specimen | Visual analysis, Shape, Consistency, Movement |

(TASK STATEMENT) USE OIL IMMERSION LENS OF MICROSCOPE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Microscope with lamp<br>Prepared slide<br>Immersion oil<br>Zylol<br>Lens paper | Position slide and apply immersion oil<br>Focus, with fine adjustment and examine<br>With eye at the level of the stage, bring the oil immersion lens down into the drop of eye<br>Clean lens | Do not hit slide with lens<br>Electrical cord<br><br>Breakage—trauma<br>Shock |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine proper setting | Clarity of view | Smashed slide due to improper focusing |

(TASK STATEMENT) USE OIL IMMERSION LENS OF MICROSCOPE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Fundamentals of optics<br>Refractive indexes | Multiplication of whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Specimen | Visual analysis, Shape, Consistency, Movement |

(TASK STATEMENT) PERFORM PHYSICAL EXAMINATION OF URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Graduated glass cylinder<br>Patient chart or lab record form<br>Pen | Measure volume<br>Describe color<br>Assess transparency<br>Record findings | Wash hands<br>Care in handling glass<br><br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine transparancy of freshly voided specimen | Abnormal findings can indicate a need for other specific tests<br>Specimen must be well mixed | Incorrect results, unnecessary tests taken |

(TASK STATEMENT) PERFORM PHYSICAL EXAMINATION OF URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of urine<br>Pathology of urinary system<br>Composition of urine<br>Urinary pigment<br>Collection techniques<br>Preservation of urine specimens<br>Related medical terminology<br>Clinical significance of findings<br>Effect of diet on urine<br>Quantity of urine excretion | Measure with the Metric and English system and convert between them |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Instructions from physician | Comprehension, Recommendation reports, Progress reports |
| Writing | Recording findings | Penmanship, Spelling, Classification, Terminology, Logic |

337

(TASK STATEMENT) DETERMINE THE pH OF URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Patient chart or lab record<br>Combistix<br>Bililabstix<br>Nitrozine paper<br>Reference color charts | Use Combistix (Ames)<br>Use Bililabstix (Ames)<br>Use nitrazine paper<br>Compare with color charts | Accuracy and reliability of results |
| **DECISIONS** | **CUES** | **ERRORS** |
| | pH changes after specimen stands<br>pH can give clue to microscopic identification<br>Alkaline pH can cause dissolving of certain elements | |

(TASK STATEMENT) DETERMINE THE pH OF URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney function<br>Hydrogen ion concentration<br>Acid-base theories<br>Effects of pH on body<br>Normal range<br>pH theory | Scientific notation |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Writing | Charting | Penmanship, Spelling, Classification, Terminology, Logic |
| Reading | Specific test instructions | Comprehension, Detail/Inference, Terminology Definition, Instructions |

(TASK STATEMENT) PERFORM SPECIFIC GRAVITY (S/G) ON URINE SPECIMEN

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Urinometer cylinder<br>Urinometer<br>Distilled water<br>Thermometer<br>Patient chart or lab record<br>Pen | Calibrate urinometer<br>Mix urine specimen<br>Pour urine into urinometer cylinder<br>Correct for temperature<br>Insert urinometer avoiding wetting the stem above the waterline<br>Read and record<br>Read on a flat level surface at eye level<br>Read urinometer at the bottom of the thick meniscus<br>Rinse the urinometer in fresh water and dry the stem before proceeding to the next specimen | Urinometers are fragile and contain mercury<br>Chemically clean urinometer<br>Accuracy and reliability of results<br><br>Mercury vapors<br>Lacerations<br>Contamination |
| **DECISIONS** | **CUES** | **ERRORS** |
| | No bubbles should be present around urinometer<br>Urinometer must float free about 1" off the bottom of the container | |

TASK STATEMENT) PERFORM SPECIFIC GRAVITY (S/G) ON URINE SPECIMEN

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney function<br>Density<br>Specific gravity<br>Formation of solutions<br>Urinary physiology<br>Relationship of volume and pH<br>Meniscus | $\frac{\text{Weight of solution}}{\text{Weight of water}}$ = Specific Gravity<br>Temperature correction = .001/degree above or below calibration level<br>Measure of temperature |

COMMUNICATIONS

| PERFORMANCE MOLES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Instructions from physician | Comprehension, Recommendation reports, Progress reports |
| Writing | Chart information<br>Note corrections | Penmanship, Spelling, Classification, Terminology, Logic |

341

(TASK STATE'.ENT) DETERMINE PROTEINS IN URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Bumintest tablets<br>Albutest tablets<br>Albustix<br>Combistix<br>Labstix<br>Bililabstix | Perform Bumintest (Ames)<br>Perform Albutest (Ames)<br>Perform Albustix (Ames)<br>Perform Combistix, Labstix and Bililabstix (Ames)<br>Read and record results | Accuracy and reliability of results |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Presence of protein can indicate findings in sediment<br>Mucin interferes with protein test | |

(TASK STATEMENT) DETERMINE PROTEINS IN URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney function<br>Filtration and reabsorption–urine formation<br>Related pathology<br>Chemical reactions of protein tests<br>Protein digestion and assimilation | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Literature supplied by manufacturer | Comprehension, Detail/Inference, Informational reports, Definition, Terminology, Instructions |
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Writing | Record results | Penmanship, Spelling, Classification, Terminology, Logic |

343

(TASK STATEMENT) DETERMINE GLUCOSE IN URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Clinitest tablets<br>Tes-Tape<br>Clinistix<br>Bililabstix<br>Benedict's Qualitative regent (copper sulfate, sodium citrate, sodium carbonate, distilled water)<br>Test tube<br>Boiling water bath<br>Reference color charts<br>Cold water bath<br>Timer<br>Water<br>Pipets<br>Patient chart or lab record | Read procedures carefully<br>Non-specific tests—reducing activity<br>Benedict's Qualitative test<br>Clinitest (Ames)<br>Specific tests—using enzyme oxidase<br>Tes-Tape (Eli Lilly)<br>Clinistix (Ames)<br>Bililabstix (Ames) or Combistix (Ames)<br>Report intensity of color change | Keep bottles of stix and tablets tightly closed<br>Clinitest—test tube becomes hot—do not hold<br>Care in handling glass<br>Accuracy and reliability of results<br><br>Deterioration of chemicals<br>Burns<br>Laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Accuracy in timing is critical<br>Clinitest can pass through four and results indicating higher values<br>Must observe carefully as reaction occurs<br>Determine presence of ketone bodies when glucose is positive: important diagnostically | |

TASK STATEMENT) DETERMINE GLUCOSE IN URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Carbohydrate digestion and assimilation<br>Chemical reactions in testing<br>Related pathology<br>Kidney function–absorption<br>Renal threshold concept | Metric system |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Procedures supplied with tablets and sticks carefully | Comprehension, Detail/Inference, Informational reports, Definition, Terminology, Instruction |
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Writing | Record results | Penmanship, Spelling, Classification, Terminology, Logic |

345

(TASK STATEMENT) DETERMINE PRESENCE OF KETONE BODIES IN URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Acetest tablets<br>White paper<br>Ketostix<br>Labstix or Bililabstix<br>Watch with second hand<br>Patient chart or lab record<br>Pen | Perform Acetest (Ames)<br>Perform Ketastix (Ames)<br>Perform Labstix or Bililabstix (Ames)<br>Read and record results | Accuracy and reliability of results |
| **DECISIONS** | **CUES** | **ERRORS** |
| | These tests are performed when glucose is positive<br>Timing is critical | |

(TASK STATEMENT) DETERMINE PRESENCE OF KETONE BODIES IN URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Digestion and assimilation of fats<br>Diabetes mellitus–causes and effects<br>Types of ketone bodies<br>Physiologic effects of ketone accumulation<br>Chemical reaction of tests | Measure of time |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Reading | Literature supplied by manufacturer | Comprehension, Detail/Inference, Informational reports, Definition, Terminology, Instructions |
| Writing | Record results | Penmanship, Spelling, Classification, Terminology, Logic |

347

(TASK STATEMENT) PERFORM TEST FOR BILE AND UROBILINOGEN IN URINE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Ictotest<br>Eye dropper<br>Water<br>Color comparison chart<br>Bililabstix<br>Timer<br>Patient chart or lab record<br>Pen | Use Ictotest tablest (Ames)<br>Time test accurately<br>Use Bililabstix (Ames) | Accuracy and reliability of results |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine need for test | Color of urine | |

(TASK STATEMENT) PERFORM TEST FOR BILE AND UROBILINOGEN IN URINE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney function<br>Digestive system<br>Red blood cell breakdown process<br>Chemical reactions of red blood cell destruction<br>Chemical reactions of tests for bile<br>Liver function<br>Related pathology | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Reading | Literature supplied by manufacturer | Comprehension, Detail/Inference, Informational report, Definition, Terminology, Instructions |
| Writing | Record results | Penmanship, Spelling, Classification, Terminology, Logic |

349

(TASK STATEMENT) PERFORM TEST FOR BLOOD IN URINE AND FECES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen or feces<br>Hemastix<br>Hematest<br>Water<br>Dropper<br>Mat or filter paper<br>Color comparison charts<br>Bililabstix<br>Timer<br>Patient chart or lab record<br>Pen | Use Hemastix (Ames)<br>Use Hematest tables (Ames)<br>Use Bililabstix (Ames)<br>Read and record results | Accuracy and reliability of results |
| **DECISIONS** | **CUES**<br>Many chemical substances, if present, interfere with these tests | **ERRORS** |

(TASK STATEMENT) PERFORM TEST FOR BLOOD IN URINE AND FECES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney function<br>Red blood cells morphology and breakdown<br>Chemical reactions of tests<br>Related pathology<br>Related medical terminology | Measure of time |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Physicians instructions | Auditory discrimination, Concentration, Logic |
| Reading | Literature supplied by manufacturer | Comprehension, Detail/Inference, Informational report, Definition, Terminology, Instructions |
| Writing | Test results | Penmanship, Spelling, Classification, Terminology, Logic |

(TASK STATEMENT) OPERATE CENTRIFUGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Centrifuge<br>Head<br>Cups<br>Shields<br>Centrifuge tubes<br>Balance<br>Water for balancing<br>Lab record book | Balance tubes on opposite sides of centrifuge<br>Set speed and time<br>Decant liquid | Keep cover closed to avoid flying glass<br>Wear protective glasses<br>Centrifuges must be cleaned and lubricated regularly to ensure operation<br>Putting hands in before machine is completely stopped<br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Proper counter balance | Be sure tubes are balanced<br>Clean cups and shields if breakage occurs | Broken specimen tubes<br>Centrifuge falls off counter |

(TASK STATEMENT) OPERATE CENTRIFUGE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Centrifugal forces developed by bodies in rotation [Centrifugal force]<br>Centripetal forces developed by bodies in rotation | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Speed indicator | Detail/Inference, Speed/Rate, Informational reports, Description of Mechanism |
| Writing | Record in lab record book | Penmanship, Spelling, Classification, Description, Terminology, Clarity of expression, Usage |

(TASK STATEMENT) PERFORM MICROSCOPIC EXAM OF URINE SPECIMEN

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Urine specimen<br>Centrifuge<br>Centrifuge tubes<br>Glass slides<br>Cover slip<br>Microscope<br>Lab record book | Centrifuge specimen<br>Decant supernatant<br>Place sediment on slide<br>Examine microscopically<br>Identify normal and abnormal constituents under high and lower power and estimate number | Accuracy and reliability of results<br><br>Scratched or cracked lens<br>Broken slides |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Remove amorphous before centrifugation<br>Standing of urine causes distortion or breakdown of sediment | |

(TASK STATEMENT) PERFORM MICROSCOPIC EXAM OF URINE SPECIMEN

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Kidney physiology and anatomy<br>Digestion process<br>Characteristics, morphology of biologic and chemical sediment<br>Blood cells<br>Casts<br>Crystals<br>Epithelial cells<br>Bacteria<br>Miscellaneous substances | Counting sequentially |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Read | Interpret medical terminology | Terminology, Comprehension, Detail/Inference, Informational reports, Definition |
| Speaking | Report results | Terminology, Diction, Enunciation, Clarity of expression, Logic, Usage |

355

(TASK STATEMENT) PERFORM A SKIN PUNCTURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Alcohol<br>Cotton sponges<br>Sterile lancet | Wash hands<br>Select puncture site<br>Perform puncture 3-4 mm in depth so that squeezing of the part is not necessary to produce blood flow | Discard first drop of blood<br>Care in handling lancet<br><br>Incorrect laboratory finding due to presence of tissue fluids<br>Puncture or laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine appropriate puncture site | Finger tip should be warm<br>Avoid areas that are cyanosed, scarred or calloused | Excessive pain to patient |

(TASK STATEMENT) PERFORM A SKIN PUNCTURE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of capillaries<br>Effects of tissue fluids on blood<br>Clotting mechanism | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Instructions from physician<br>Instructions to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Enunciation, Clarity of expression, Logic, Facial and body features, Poise |

357

(TASK STATEMENT) OBTAIN BLOOD SPECIMEN FROM VEIN WITH SYRINGE AND NEEDLE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Sterile syringe—volume determined by tests being performed<br>Sterile needle<br>Tourniquet—Velcro or rubber tubing<br>Cotton<br>Alcohol<br>Adhesive strip<br>Appropriate tubes and slides for tests ordered<br>Chair or examining table<br>Table to support arm | Wash hands<br>Position and instruct patient<br>Apply tourniquet and select vein<br>Complete Venipuncture procedure<br>Maintain pressure on site for 3-5 minutes after needle removed | Sterility of syringe and needle<br>Critical: Syringe must be dry<br>Caution must be used during entire procedure; do not allow needle to move when pulling back on plunger<br>After palpation, reclean area with alcohol prior to penetration of the skin<br>Caution in handling glass<br><br>Sepsis<br>Trauma to underlying tissue<br>Contamination—sepsis<br>Hematoma<br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine position of patient<br>Select vein<br>Select proper needle gauge | Condition of patient – physical and mental<br>Size and location of vein<br>Small vein will require higher gauge needle than normally used | Trauma to patient<br>Inability to complete venipuncture<br>Inability to enter vein or transfixing of vein |

(TASK STATEMENT) OBTAIN BLOOD SPECIMEN FROM VEIN WITH SYRINGE AND NEEDLE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of veins<br>Particular emphasis on location of veins in ante cubital fossa, forearm and hands<br>Clotting mechanism of blood<br>Physiology of sensory nerves<br>Professionalism<br>Maintain capacity to foster trust<br>Maintain capacity to foster confidentiality<br>Maintain capacity to foster cooperation<br>Maintain capacity to generate integrity<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability | Measure with Metric and English system and convert between them |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening/Reading | Instructions from physician | Auditory discrimination, Concentration, Logic Comprehension, Recommendation reports, Progress reports |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic, Gestures, Facial and body features |

359

(TASK STATEMENT) OBTAIN BLOOD SPECIMEN FROM VEIN WITH VACUTAINER SET–UP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Vacutainer holder<br>Sterile double-ended needle for holder–appropriate gauge and length or adapter needle<br>Vacutainer tubes as required<br>Tourniquet–Velcro or rubber tubing<br>Cotton<br>Alcohol<br>Adhesive strip<br>Slides if differential blood smear ordered<br>Chair<br>Table to support arm | Wash hands<br>Position and instruct patient<br>Apply tourniquet and select vein<br>Complete Venipuncture procedure<br>Do not penetrate vacuum of tube until skin has been penetrated<br>Remove tourniquet before changing tubes during procedure<br>Have extra Vacutainers available in case vacuum in tube fails | Sterility of needle is critical<br>Caution must be used during entire procedure<br>After palpation, reclean area with alcohol prior to penetration of skin<br>Maintain pressure on site for 3 to 5 minutes after needle is removed<br>Care in handling glass<br>* Do not allow needle to move when pushing Vacutainer into position or while changing tubes<br><br>Sepsis<br>Trauma to underlying tissue<br>Contamination–sepsis<br>Hematoma<br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine position of patient<br>Select vein<br>Select proper needle gauge | Condition of patient–physical and mental<br>Size and location of vein<br>Small vein will require higher gauge needle than normally used | Trauma to patient<br>Inability to complete venipuncture<br>Inability to enter vein or transfixation of vein |

(TASK STATEMENT) OBTAIN BLOOD SPECIMEN FROM VEIN WITH VACUTAINER SET–UP

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of veins<br>Particular emphasis on location of veins in ante cubital fossa, forearm and hands<br>Clotting mechanism of blood<br>Physiology of sensory nerves<br>Understand pumping action caused by vacuums<br>Professionalism<br>Maintain capacity to foster trust<br>Maintain capacity to foster confidentiality<br>Maintain capacity to foster cooperation<br>Maintain capacity to generate integrity<br>Maintain capacity to cope with conflict behavior<br>Maintain capacity to function efficienty when encountering fast changing, multiple, personal or situational variables<br>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Instruction from physicians<br>Instructions to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Enunciation, Clarity of expression, Logic, Gestures, Facial and body features |

361

(TASK STATEMENT) COMPLETE MICRO–HEMATOCRIT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Capillary or whole blood sample<br>Heparinized capillary tubes<br>Seal-Ease (TM) (sealing medium)<br>Micro-hematocrit machine<br>Micro-capillary reader | Fill and seal capillary tube<br>Centrifuge<br>Determine percent on reader | Use caution when handling capillary tubes<br>Outer cover must not be lifted until rotation has completely stopped<br>Electrical cord<br>Accuracy and reliability of results<br><br>Trauma to operator<br>Shock |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if blood sample is properly collected | Physical appearance | Incorrect findings |
| Determine if blood sample is well mixed | No separation | Incorrect findings |
| Determine if centrifugation is standardized | | Incorrect findings |

(TASK STATEMENT) COMPLETE MICRO–HEMATOCRIT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Hematocrit = % volume of packed red blood cells<br>Used in evaluation and classification of anemia<br>Normal values<br>Centrifugal foces developed by bodies in rotation | Read and interpret charts, tables, and/or graphs |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written instructions | Comprehension, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

363

(TASK STATEMENT) PERFORM RED BLOOD CELL COUNT USING HEMACYTOMETER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Red blood cell diluting pipet (Thoma)<br>Aspirator tubing and mouthpeice<br>Blood sample<br>Diluting fluid—Hayem's, Gover's solution<br>Mechanical shaker<br>Hemacytometer<br>Hemacytometer cover glass<br>Alcohol or xylene<br>Microscope<br>Cell counter<br>Pipet cleaning solutions—water, alcohol, acetone<br>Gauze | Dilute blood sample 1:200<br>Mix and charge hemacytometer<br>Count red blood cells in ½ $mm^2$ on microscope with high power objective<br>Calculate red blood cells/$mm^3$<br>Count cells touching top and left lines<br>Repeat until 10% agreement is reached<br>Clean pipets and hemacytometer | Use caution when cleaning pipets<br>Never focus down on a slide<br>Never focus with coarse adjustment under high power<br>Electrical cord<br>Caution with glass<br>Accuracy and reliability of results<br><br>Aspiration of chemicals into mouth<br>Trauma<br>Break slide, scratch, or break objective |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if blood sample is well mixed | Clumping of cells | Incorrect findings<br>Faulty equipment<br>Faulty technique<br>Cell distribution |

TASK STATEMENT) PERFORM RED BLOOD CELL COUNT USING HEMACYTOMETER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells<br>Decrease red blood cells = anemia<br>Increase red blood cells = polycythemia<br>Normal values | $\frac{\text{Number of cells counted x dilution in 1/5 mm}}{\text{0.2 area x 0.1 depth}}$ = Red blood cells/$mm^3$<br>or number cells counted x 10,000 [Multiplication of whole numbers]<br>Ratio and proportion |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written instructions | Comprehehsion, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

365

(TASK STATEMENT) PERFORM WHITE BLOOD CELL (WBC) COUNT USING HEMACYTOMETER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| White blood cell diluting pipet (Thoma)<br>Aspirator tubing and mouthpiece<br>Blood sample<br>Diluting fluid 2% acetic acid or 0.1 Nitrogen Hydrochloric Acid (HCl)<br>Mechanical shaker<br>Hemacytometer cover glass<br>Alcohol<br>Microscoper<br>Cell counter<br>Pipet cleaning solutions<br>Gauze | Dilute sample 1:20<br>Mix and charge hemacytometer<br>Count white blood cells in four corner square mm with low power objective<br>Calculate white blood cells/$mm^3$<br>Count cells touching top and left lines<br>Repeat to agreement within 500/$mm^3$<br>Clean equipment | Use caution when cleaning pipets<br>Never focus down on a slide<br>Never focus, with the coarse adjustment under high power<br>Electrical cord<br>Caution with glass<br>Accuracy and reliability of results<br><br>Aspiration of chemicals into mouth<br>Trauma<br>Break slide or scratch or break objective |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if blood sample is well mixed | Clumping of cells | Faulty equipment<br>Faulty technique<br>Cell distribution |

(TASK STATEMENT) PERFORM WHITE BLOOD CELL (WBC) COUNT USING HEMACYTOMETER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| White biood cells are necessary to fight infection<br>Formation of white blood cells<br>Increase = leukocytosis<br>Decrease = leukopenia<br>Effects of diluting fluid on white blood cells<br>Normal values | $\frac{\text{Number cells counted x dilution of blood}}{\text{Volume (area x depth)}} = \text{White blood cells/mm}^3$<br>or number counted times 50<br>Ratio and proportion |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written directions | Comprehension, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

367

(TASK STATEMENT) USE UNOPETTE (TM) FOR WHITE BLOOD CELL COUNT USING HEMACYTOMETER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Unopette for white blood cells<br>Blood sample<br>Hemacytometer<br>Hemacytomer cover glass<br>Alcohol<br>Microscope<br>Cell counter<br>Gauze | Prepare and dilute specimen with Unopette<br>Mix and charge hemacytometer<br>Count white blood cells in four corner square mm with low power objective<br>Calculate white blood cells/$mm^3$<br>Count cells | Never focus down on a slide<br>Never focus with the coarse adjustment under high power<br>Electrical cord<br>Care in handling glass<br>Accuracy and reliability of results<br><br>Break slide or scratch or break objective<br>Trauma<br>Shock |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if blood sample is well mixed | Clumping of cells | Faulty equipment<br>Faulty technique<br>Cell distribution |

TASK STATEMENT) USE UNOPETTE (TM) FOR WHITE BLOOD CELL COUNT USING HEMACYTOMETER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| White blood cells are necessary to fight infection<br>Formation of white blood cells<br>Increase = leukocytosis<br>Decrease = leukopenia<br>Effects of diluting fluid on white blood cells<br>Normal values | $\frac{\text{Number of cells counted x dilution of blood}}{\text{Volume (area x depth)}}$ = White blood cells/$mm^3$<br>or number counted times 50<br>Ratio and proportion |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written directions | Comprehension, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

269

(TASK STATEMENT) PERFORM HEMOGLOBIN DETERMINATION WITH HEMOGLOBINOMETER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Hemoglobinometer<br>Complete blood chamber<br>Hemolysis applicators<br>Capillary blood, usually<br>Gauze sponge | Fill and mix specimen with hemolysis applicator until specimen is a clear red which indicates hemolysis is complete<br>Operate hemoglobinometer<br>Chart and clean equipment<br>Color matching should be repeated–to check findings | Accuracy and reliability of results |
| **DECISIONS** | **CUES** | **ERRORS** |
| Determine if specimen is well mixed | | Incorrect findings |

(TASK STATEMENT) PERFORM HEMOGLOBIN DETERMINATION WITH HEMOGLOBINOMETER

| SCIENCE | MATH -- NUMBER SYSTEMS |
|---|---|
| Lysis of blood cells<br>Change of pH causing hypertonic condition | Measure with Metric and English system and convert between them<br>Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits [Measure in other than linear, square, and cubic] |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Order from physician<br>Chart information | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Terminology, Logic |

371

(TASK STATEMENT) PERFORM HEMOGLOBIN DETERMINATION BY SOHLI–ADAMS METHOD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blood specimen<br>Hemometer tube<br>Eyedropper<br>Sohli pipet<br>Aspirator tubing and mouthpiece<br>0.1 Nitrogen Hydrochloric Acid (HCl)<br>Stirring rod<br>Hemometer<br>Distilled water<br>Gauze sponge<br>Watch | Place HCl in Hemometer tube<br>Pipet blood and mix in Hemometer tube<br>Time<br>Dilute, stir and check color, match for proper concentration of hemoglobin<br>Read in grams | Caution with glassware<br>Accuracy and reliability of results<br><br>Laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Do not form air bubbles when rinsing<br>Accuracy is critical | |

(TASK STATEMENT) PERFORM HEMOGLOBIN DETERMINATION BY SOHLI–ADAMS METHOD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells–hemoglobin<br>Related pathology<br>Related medical terminology<br>Lysis of blood cells<br>Change of pH causing hypertonic condition | Measure of time<br>Liquid and dry measures<br>Read and interpret charts, tables, and/or graphs<br>Measure with the Metric and English system and convert between them |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Instruction from physician<br>Chart information | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Terminology, Logic |

(TASK STATEMENT) PERFORM HEMOGLOBIN BY CYANMETHOGLOBIN METHOD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Spectrophotometer<br>Drabkin's reagent (fresh)<br>Cuvettes<br>Pipettes<br>Sohli pipet<br>Tubing and mouthpiece<br>Semi-log graph paper<br>Blood sample<br>Straight edge | Standardize photometer using commercial standards<br>Draw calibration curve<br>Dilute blood 1:251 (5 ml. reagent .02 blood)<br>Allow color development<br>Read percent transmittance on photometer<br>Determine concentration from calibration curve<br>Rinse Sahli pipets | Drabkin's reagent is poisonous<br>Do not get reagent onto skin or clothing (flood with water and sodium bicarbonate solution)<br>Electric cord<br>Accuracy and reliability of results<br><br>Burns<br>Shock<br>Inhalation of fumes |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine controls to be utilized to check technique, equipment, reagents | Technique, equipment, reagent stability, glassware cleanliness | Incorrect findings |

(TASK STATEMENT) PERFORM HEMOGLOBIN BY CYANMETHOGLOBIN METHOD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Function of hemoglobin<br>Anemia– decrease in quality and quantity of red blood cells and hemoglobin<br>Drabkins and blood–cyanmethoglobin<br>Beer's Law | Liquid and dry measures<br>Ratio and proportion<br>Read and interpret charts, tables, and/or graphs<br>Measure with the Metric and English systems and convert between them<br>Given an instrument of measure, determine precision and/or accuracy with respect to relative error, and significant digits (Measure in other than linear, square, and cubic) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written instructions | Comprehension, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

375

(TASK STATEMENT) PREPARE BLOOD SMEAR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Capillary blood sample<br>Precleaned glass slides<br>Spreader slide<br>Pencil | Spread drop of blood with spreader slide<br>Air-dry smear<br>Make two smears<br>Label accurately in blood if plain slide or on frosted end | Care in handling glass<br><br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if blood is contaminated with tissue fluid or antiseptics<br>Determine if smear is good | Feather edge indicates good smear—smooth, moderately thin | Clumping of cells<br>Inaccurate findings |

(TASK STATEMENT) PREPARE BLOOD SMEAR

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Uses–<br>Study morphology of red and white blood cells<br>Verifies hemoglobin and red blood cells<br>Check retic, indices, platelets | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Smear | Visual analysis, Describing, Logic, Detail/Inference |

377

(TASK STATEMENT) STAIN BLOOD SMEAR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blood smear<br>Wright's stain<br>Phosphate buffer (pH 6.4)<br>Water<br>Staining rack<br>Timer | Fix smear with Wright's stain<br>Add buffer to stain<br>Wash with water<br>Wipe dye off back of slide<br>Air dry, standing on end | Protect clothing<br>Care in handling glass<br><br>Stain<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correct timing<br>Determine correct pH<br>Determine reliability of buffer | Timing varies with each batch of reagents<br>Metallic sheen should form with buffer | Distortions |

378

(TASK STATEMENT) STAIN BLOOD SMEAR

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Chemical affinity of tissues for stain<br>pH<br>Hypotonic–Hypertonic | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Smear | Visual analysis, Describing, Logic, Detail/Inference |

379

(TASK STATEMENT) EXAMINE STAINED BLOOD SMEAR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Stained blood smear<br>Microscope<br>Immersion oil<br>Blood cell calculator | Evaluate smear quality with low power objective<br>Estimate white count and scan for abnormal cells (low power)<br>Identify and count 100 white blood cells (oil immersion)<br>Examine red blood cells morphology (oil immersion)<br>Report abnormalities and percent of each type of white blood cells | Electrical cord<br>Care in handling glass<br>Accuracy and reliability of results<br><br>Shock<br>Trauma |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine if smears should be reviewed by pathologist | Any questions regarding cell morphology | Inaccurate findings |

(TASK STATEMENT) EXAMINE STAINED BLOOD SMEAR

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Types of white blood cells<br>Appearance of normal red blood cells and white blood cells<br>Blood cell developmental series<br>Abnormal red blood cells conditions<br>Related medical terminology<br>Normal values | Addition of whole numbers<br>Finding a percent of a number and what percent one number is of another<br>Locate by approximation rational numbers and integers on the number line (sequential ordering) |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Written instructions | Comprehension, Detail/Inference, Definition, Terminology |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |

381

(TASK STATEMENT) COMPLETE AN ERYTHROCYTE SEDIMENTATION RATE (ESR) (WINTROBE–LANDSBERG METHOD)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Wintrobe sedimentation rack<br>Wintrobe tubes<br>Pipette<br>Sedimentation rate calculator<br>Blood specimen<br>Gauze sponge<br>Timer<br>Test tube containing double-oxalate mixture | Mix blood and anticoagulant<br>Pipet blood, fill Wintrobe tube and place in rack<br>The test must be set up in a Wintrobe tube withing two hours after blood is drawn<br>Read correct and record findings at proper time | Caution with glassware<br>Accuracy and reliability of results<br><br>Laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) COMPLETE AN ERYTHROCYTE SEDIMENTATION RATE (ESR) (WINTROBE–LANDSBERG METHOD)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells<br>Plasma proteins<br>Rouleaux<br>Pathology affecting ESR<br>Normal values | Measure of time<br>Liquid measures<br>Measure with Metric and English systems and convert between them |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Instruction from physician<br>Chart information | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Terminology, Logic |

(TASK STATEMENT) COMPLETE AN ERYTHROCYTE SEDIMENTATION RATE (ESR) (WESTERGREN)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Anticoagulant (Sequestrene or double oxalate)<br>Test tube<br>Blood specimen<br>Westergren tube<br>Timer<br>Pipette | Mix blood and anticoagulant which not only prevents clotting but preserves the shape and volume of the red blood cells<br>Fill pipet and vertically place in rack<br>Set up in a clean Westergren pipet withing two hours after blood is drawn<br>Read and record findings | Caution with glassware<br>Accuracy and reliability of results<br><br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine proper temperature | Blood must be at room temperature | Temperature and vibrations can affect the ESR |

(TASK STATEMENT) COMPLETE AN ERYTHROCYTE SEDIMENTATION RATE (ESR) (WESTERGREN)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells<br>Plasma proteins<br>Rouleaux<br>Pathology affecting ESR<br>Normal values | Measure of time<br>Liquid measures<br>Measure with Metric and English systems and convert between them |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Instruction from physician<br>Chart information | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Terminology, Logic |

385

(TASK STATEMENT) USE COLORIMETRIC STRIP TEST FOR BLOOD GLUCOSE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blood specimen<br>Test strip for glucose e.g. Dextrostix (TM), (Ames Company)<br>Wash bottle with water<br>Basin<br>Watch with second hand<br>Appropriate color chart | Place large drop of whole blood on strip<br>Time<br>Read and chart<br>Follow rinse instructions carefully for accurate test results | Accuracy and reliability of results<br>Care in handling glass<br><br>Laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) USE COLORIMETRIC STRIP TEST FOR BLOOD GLUCOSE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Blood glucose<br>Effects of:<br>Diabetes<br>Hypoglycemia<br>Chemical reaction with blood | Measure of time<br>Read and interpret charts, tables, and/or graphs<br>Measure with Metric and English system and convert between them |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Writing | Instructions from physician<br>Chart information | Auditory discrimination, Concentration, Logic<br>Penmanship, Spelling, Classification, Terminology and Logic |

387

(TASK STATEMENT) COMPLETE A BLEEDING TIME (DUKE'S METHOD)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Lancet<br>Alcohol<br>Cotton ball<br>Filter paper<br>Stopwatch or watch with second hand | Utilize earlobe or fingertip<br>Puncture 3mm deep<br>Time as soon as bleeding begins | Quality of skin wound critical<br>Care in handling lancet<br>No not manipulate part<br><br>Inaccurate finding which can be misleading diagnostically to the physician<br>Puncture wound or laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) COMPLETE A BLEEDING TIME (DUKE'S METHOD)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Clotting mechanisms of blood<br>Related pathology<br>Normal values | Measurement of time |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Order from physician | Auditory discrimination, Concentration, Logic |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Recording | Penmanship, Classification, Spelling, Terminology, Logic |

389

(TASK STATEMENT) COMPLETE COAGULATION TIME (CAPILLARY GLASS METHOD)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Lancet<br>Alcohol<br>Cotton balls<br>Capillary tubes (plain)<br>File<br>Stopwatch or watch with second hand | Produce a free-flowing puncture<br>Discard first two drops of blood and note time of appearance of second drop<br>Fill capillary tubes<br>Weaken and break off sections of tube at timed intervals<br>Note coagulation time when reached<br>Record | Care in handling lancet<br>Care in handling capillary tubes<br>Accuracy and reliability of results<br><br>Glass will break easily resulting in laceration<br>Puncture wound or laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) COMPLETE COAGULATION TIME (CAPILLARY GLASS METHOD)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Mechanism of blood coagulation<br>Related pathology<br>Normal values | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading | Instructions from physician | Comprehension, Recommendation reports, Progress reports |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |
| Writing | Chart information | Penmanship, Spelling, Calssification, Terminology, Logic |

(TASK STATEMENT) TYPE A BLOOD SPECIMEN (LANDSTEINER'S CLASSIFICATIONS)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Anti-A and anti-B typing solution<br>Clean slide<br>Wax pencil<br>Applicator sticks or toothpicks<br>Watch with second hand<br>Lancet<br>Alcohol<br>Cotton balls | Prepare slide<br>Perform finger puncture<br>Place blood on slide, mix, time and interpret<br>Chart<br>Return typing solutions to refrigerator | Caution with glassware<br>Care with lancet<br>Accuracy and reliability of results<br><br>Laceration<br>Puncture or laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correct results | Timing is important<br>Good lighting important | Incorrect typing |

(TASK STATEMENT) TYPE A BLOOD SPECIMEN (LANDSTEINER'S CLASSIFICATIONS)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells<br>proteins<br>pressure of antigens<br>effects of antibodies<br>Medical significance of blood type | Measure of time |

## COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Writing | Chart information | Penmanship, Spelling, Classification, Terminology, Logic |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |

393

(TASK STATEMENT) COMPLETE AN Rh DETERMINATION (SCREENING ONLY)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Anti-Rh serum<br>Clean slide<br>Microscope lamp or Rh typing box<br>Applicator sticks or toothpicks<br>Watch with second hand<br>Lancet<br>Alcohol<br>Cotton balls | Warm slide<br>Perform finger puncture<br>Place blood on slide, mix, time and interpret<br>Chart | Electrical cord<br>Caution with glassware<br>Accuracy and reliability of results<br><br>Shock<br>Laceration |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine correct results | Timing is important<br>Good lighting important | Incorrect typing |

(TASK STATEMENT) COMPLETE AN Rh DETERMINATION (SCREENING ONLY)

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Physiology of red blood cells<br>Effects of antibodies<br>Transfusions<br>Pregnancy (Erythroblastosis fetalis) | Measure of time |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |
| Reading | Instructions from physician | Comprehension, Recommendation reports, Progress reports |
| Writing | Information | Penmanship, Spelling, Classification, Terminology, Logic |
| Speaking | Instructions to patient | Terminology, Enunciation, Clarity of expression, Logic |

395

(TASK STATEMENT) PERFORM GLUCOSE DETERMINATION BY FOLIN WU METHOD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Test tubes<br>Flasks<br>Whole blood<br>Sulfuric acid<br>Sodium tungstate<br>Funnel<br>Filter paper<br>Folin Wu blood sugar tubes<br>Distilled water<br>Alkaline copper tartrate<br>Boiling water bath<br>Heat source<br>Cold water bath<br>Molybdic acid<br>Spectiophotometer<br>Pipets<br>Cuvettes<br>Graph paper<br>Timer<br>Lab record book<br>Standard glucose<br>Controls | Prepare folin Wu filtrate<br>Place samples in Folin Wu tubes<br>Perform color reaction and dilute<br>Calibrate spectiaphotometer<br>Read percent of temperature value<br>Determine manufacturer's percent from graph | Reliability and accuracy of results<br>Proper glassware handling<br>Chemical handling<br>Sources of error<br><br>Patient's well-being<br>Burns--heat and chemicals<br>Lacerations |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | Set proper wave length<br>Accurate timing is essential<br>Check quality control<br>Inadequate mixing | |

(TASK STATEMENT) PERFORM GLUCOSE DETERMINATION BY FOLIN WU METHOD

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Digestion and metabolism of carbohydrates<br>Chemistry of carbohydrates<br>Blood sugar homeostasis<br>Kidney, liver, pancreas functions<br>Glucose tolerance theory<br>Normal valves and glucose utilization curves<br>Protein free filtrates<br>Collection times and preservation<br>Chemical reactions of tests<br>Diabetes mellitus<br>Renal threshold | Measure of metric volume<br>Read graph<br>Dilutions<br>Basic Arithmetic Skills and Concepts<br>Ratios and proportions<br>Measure of metric weight<br>Measure of time |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading and interpreting | Medical terminology<br>Procedures | Terminology, Comprehension, Detail/Inference, Informational reports, Definition |
| Speaking | Report results | Terminology, Diction, Enunciation, Clarity of expression, Logic, Usage |
| Writing | Draw graph<br>Label accurately | Penmanship, Spelling, Classification, Description, Terminology, Usage, Format |

397

(TASK STATEMENT) PREPARE A BACTERIAL SMEAR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Slides<br>Mature culture<br>Wire loop or needle<br>Bunsen burner or alcohol burner<br>Distilled water<br>Staining rack<br>Timer | Make direct smears from specimen<br>Make smears from beatle cultures<br>Emulsify growth from plate in water on slide<br>Air-dry and fix with heat | Use proper sterile technique<br><br>Burns<br>Lacerations from slides<br>Contamination of lab and culture<br>Accuracy and reliabilitv of results |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Excessive heating can destroy bacteria<br>Single layer sample desirable | |

(TASK STATEMENT) PREPARE A BACTERIAL SMEAR

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Effects of heat on microorganisms<br>Gram positive and gram negative differentiation<br>Chemical reactions of stains with bacteria | Measure of time and speed [Time]<br>Basic Arithmetic Skills and Concepts |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading and interpreting | Staining procedure | Terminology, Detail/Inference, Informational reports |
| | Medical | Terminology, Comprehension, Detail/Inference, Informational reports, Definition |
| Writing | Label accurately<br>Record results | Penmanship, Spelling, Classification, Description, Terminology, Usage |

399

(TASK STATEMENT) COMPLETE A GRAM STAIN

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Blotting paper<br>Crystal violet<br>Ethyl alcohol<br>Ammonium oxalate<br>Iodine solution<br>Safranin<br>Acetane<br>Squeeze bottles<br>Microscope<br>Immersion oil<br>Lab record book | Follow gram stain procedures<br>Air-dry<br>Examine microscopically under oil immersion | Stains are toxic and flammable<br>Wear protective devices<br>Accuracy and reliability of results<br><br>Fumes<br>Dyes stain hands and clothes<br>Fire |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Proper timing is essential<br>Thorough washing is necessary<br>Avoid direct contact with slide<br>Culture must be within the 18-24 hour period | |

(TASK STATEMENT) COMPLETE A GRAM STAIN

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Effects of heat on microorganisms<br>Gram positive and gram negative differentiation<br>Chemical reactions of stains with bacteria | Measure of time and speed [Time]<br>Basic Arithmetic Skills and Concepts |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading and interpreting | Staining procedure | Terminology, Detail/Inference, Informational reports |
| | Medical | Terminology, Comprehension, Detail/Inference, Informational reports, Definition |
| Writing | Label accurately<br>Record results | Penmanship, Spelling, Classification, Description, Terminology, Usage |

(TASK STATEMENT) PREPARE A WET MOUNT FOR PARASITOLOGY STUDY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Clean slide<br>Cotton swab with secretion to be examined<br>Normal saline<br>Drapper<br>Microscope | Place saline on slide<br>Place secretions in saline<br>Place slide on microscope stage for physician | Wash hands<br>Slide could break<br>Accuracy and reliability of results<br><br>Contamination<br>Laceration |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) PREPARE A WET MOUNT FOR PARASITOLOGY STUDY

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Parasitology<br>Optics | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening | Instructions from physician | Auditory discrimination, Concentration, Logic |

(TASK STATEMENT) INOCULATE AN AGAR PLATE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Culture tube with inoculum<br>Wire loop<br>Agar plate<br>Bunsen burner | Flame loop and mouth of tube<br>Remove a loopful of inoculum and flame and recap tube<br>Streak plate | Follow all procedures carefully to avoid contamination<br>Use care with bunsen burner<br>Accuracy and reliability of results<br><br>Burns<br>Sepsis |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) INNOCULATE AN AGAR PLATE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Bacteriology<br>Asepsis<br>Sterilization by flame | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Streak plate | Visual analysis, Logic, Detail/Inference |

(TASK STATEMENT) POSITION PATIENT FOR X–RAY EXAMINATION

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| | Position patient according to physician's orders | Protect patient from falling<br>Do not force a body part<br><br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) POSITION PATIENT FOR X–RAY EXAMINATION

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy terminology<br>Positions used in X-Ray photography<br>Technique for:<br>Anterior posterior<br>Posterior anterior<br>Lateral<br>Right lateral<br>Left lateral<br>Supine<br>Prone<br>Oblique | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Instructions from physician<br>Instructions to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Clarity of expression, Enunciation, Logic |

(TASK STATEMENT) LOAD X-RAY FILM IN CASSETTE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| X-Ray film (screen type or Blue Brand film)– appropriate size<br>Cassette | Load cassette<br>Lock cassette<br>Lock door to darkroom<br>Place top or cover back on box of films<br>Press the sides of film box to release air<br>Do not touch film with fingers | Do not expose to light source<br>Do not touch film<br><br>Ruined film<br>Marks on radiograph |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| | | ADR |

(TASK STATEMENT) LOAD X–RAY FILM IN CASSETTE

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Photochemical effect | |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Viewing | Mechanism | Visual analysis, Memory, Logic, Detail/Inference, Recognition of symbols, codes, emblems |

(TASK STATEMENT) EXPOSE X–RAYS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Cassette and X-Ray film<br>X-Ray lead container to receive exposed X-Rays<br>Lead screen<br>X-Ray monitor badge (state law required under age 18)<br>Thickness caliper | Prepare for patient<br>Position patient<br>Place X-Ray tube<br>Measure body part<br>Select exposure time, set-up machine and expose | Do not expose unless operator and patient, as much as possible, are protected<br><br>Danger to:<br>Blood<br>Skin<br>Corneal tissue<br>Reproductive tissue |
| **DECISIONS** | **CUES** | **ERRORS** |
| | Measurement accuracy critical<br>Proper positioning critical | Not using monitor badge<br>Failure to register accumulative absorption of X-Rays |

(TASK STATEMENT) EXPOSE X–RAYS

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Differences in absorption and radiation of energy between dark rough surfaces and light, smooth, polished surfaces [Film, pigmentation of skin, metal]<br>Composition of matter, including protons, neutrons, electrons, atoms, molecules, elements [X-Ray can break down molecules]<br>Transfer of energy from one form to another [X-Ray generated]<br>Resistance of materials to flow of electrical current [Penetration of rays]<br>Arrangement of molecules, atoms and ions and the effect on structure and strength of materials<br>Photonic injury to tissue (reproductive organs, blood skin and/or corneal tissue)] | Measure of time and speed [Seconds]<br>Geometric constructions [Bi-secting angle]<br>Read and interpret charts, tables, and/or graphs |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Listening<br>Speaking | Orders from physician<br>Instructions to patient | Auditory discrimination, Concentration, Logic<br>Terminology, Enunciation, Clarity of expression, Logic |
| Reading | Chart | Comprehension, Detail/Inference |

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(TASK STATEMENT) PROCESS X–RAY FILM

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| X-rays<br>X-ray developer, filter and wash tanks<br>X-ray developing hangers<br>Floating thermometer<br>Dark room<br>Safelight<br>Timer<br>Typed card–appropriate information<br>Photo–identification device | Read temperature of developing solution<br>Darken room and lock door<br>Process films through developer, rinse and fix<br>After propter interval–hang to dry | Use care when handling chemicals<br><br>Eye irritation<br>Burns<br>Stains to uniforms |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine time, temperature, and type of developer for film | Chart directions | Insufficient or oversufficient time<br>Light leak in darkroom<br>Insufficient rinsing<br>Contamination of chemicals<br>X-Ray touching on rack<br>Unlocked door |

(TASK STATEMENT) PROCESS X–RAY FILM

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Chemistry of film development<br>Fixation<br>Washing<br>Reducing | Measures of temperature [Measure of temperature in ° F] |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Reading<br>Viewing | Chart<br>Film | Comprehension, Detail/Inference, Instructions<br>Visual analysis, Logic, Detail/Inference |

(TASK STATEMENT) PERFORM PULMONARY FUNCTION STUDIES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Spirometer with proper accessories<br>Graph paper<br>Nose clip<br>Disposable mouthpiece<br>Stool | Instruct and position patient impressing on patient that maximum effort is critical<br>Operate machine<br>Calculate and complete form | Have stool readily available in event that patient becomes syncope and falls<br>Accuracy and reliability of results<br><br>Trauma |
| **DECISIONS** | **CUES** | **ERRORS** |
| | | |

(TASK STATEMENT) PERFORM PULMONARY FUNCTION STUDIES

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| Anatomy and physiology of respiratory system<br>Mechanism of inhalation and expiration<br>Related medical terminology | Measure of time and speed<br>Multiplication and division of whole numbers<br>Finding a percent of a number and what percent one number is of another<br>Measure with metric and English system and convert between them<br>Read and interpret charts, tables and/or graphs<br>Given an instrument of measure determine precision and/or accuracy with respect to relative error, and significant digits [Measuring in other than linear, square, and cubic] |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Speaking | Specific instructions to patient throughout procedure | Terminology, Enunciation, Clarity of expression, Logic, Gestures, Facial and body features |
| Listening | Instructions from physician | Auditory discrimination,Concentration, Logic |
| Writing | Completion of forms, Charting | Penmanship, Spelling, Classification, Description, Terminology, Clarity of expression, Logic |

(TASK STATEMENT) INVENTORY AND ORDER LABORATORY SUPPLIES AND EQUIPMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | PERFORMANCE KNOWLEDGE | SAFETY – HAZARD |
|---|---|---|
| Stock book or cards | Inventory and reorder as needed<br>Replace broken glassware<br>Rotate chemicals<br>Reorganize and clean area at this time | Store chemicals under appropriate conditions<br><br>Chemical instability |

| DECISIONS | CUES | ERRORS |
|---|---|---|
| Determine point at which to reorder | Office policy on amount and age of supplies | Run short; supplies too old |

(TASK STATEMENT) INVENTORY AND ORDER LABORATORY SUPPLIES AND EQUIPMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| | Addition and subtraction of whole numbers<br>Multiplication and division with whole numbers |

**COMMUNICATIONS**

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|---|---|
| Writing | Record inventory<br><br>Communications to supply houses | Penmanship, Spelling, Classification, Description, Logic<br>Business letters, Clarity of expression |

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