

User's Guide

This User's Guide shows you how to put the features of *Lippincott Williams & Wilkins' Comprehensive Medical Assisting, 3e* to work for you.

Chapter Opening Elements

Each chapter begins with the following elements, which will help orient you to the material:

Chapter Outline

This serves as your "roadmap" to the chapter content.

CHAPTER 6	Managing Appointments		
Outline	<p>Appointment Scheduling Systems</p> <ul style="list-style-type: none"> Manual Appointment Scheduling Computerized Appointment Scheduling <p>Types of Scheduling</p> <ul style="list-style-type: none"> Open Hours Flexible Hours <p>Factors That Affect Scheduling</p> <ul style="list-style-type: none"> Patients' Needs Providers' Preferences and Needs 	<p>Physical Facilities Scheduling Guidelines</p> <ul style="list-style-type: none"> New Patients Established Patients <p>Preparing a Daily or Weekly Schedule</p> <p>Patient Reminders</p> <ul style="list-style-type: none"> Appointment Cards Telephone Reminders Mailed Reminder Cards <p>Adapting the Schedule</p> <ul style="list-style-type: none"> Emergencies Patients Who Are Acutely Ill Walk-in Patients 	<p>Late Patients</p> <ul style="list-style-type: none"> Physician Delays Missed Appointments <p>Cancellations</p> <ul style="list-style-type: none"> Cancellations by the Office Cancellations by the Patient <p>Making Appointments for Patients in Other Facilities</p> <ul style="list-style-type: none"> Referrals and Consultations Diagnostic Testing Surgery <p>When the Appointment Schedule Does Not Work</p>
Learning Objectives	<p>Upon successfully completing this chapter, you will be able to:</p> <ol style="list-style-type: none"> 1. Spell and define the key terms 2. Describe the various systems for scheduling patient office visits, including manual and computerized scheduling 3. Identify the factors that affect appointment scheduling 4. Explain guidelines for scheduling appointments for new patients, return visits, inpatient admissions, and outpatient procedures 5. List three ways to remind patients about appointments 6. Describe how to triage patient emergencies, acutely ill patients, and walk-in patients 7. Describe how to handle late patients 8. Explain what to do if the physician is delayed 9. Describe how to handle patients who miss their appointments 10. Describe how to handle appointment cancellations made by the office or by the patient 		

Learning Objectives and Performance Objectives

The Learning Objectives list the skills learned in the chapters, and the Performance Objectives detail the competency procedures performed in the chapter.

Competencies – CAAHEP and ABHES

The CAAHEP and ABHES Competencies specific to the chapter are listed in the Chapter Opener.

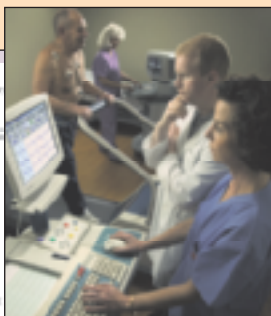
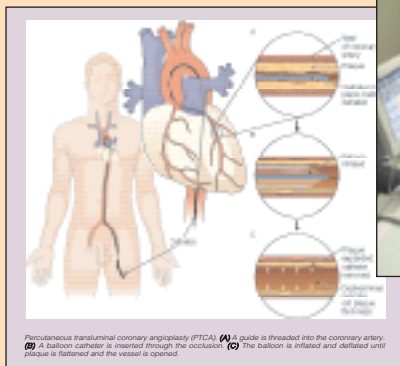
Key Terms

The key terms that are defined in the chapter are listed for quick reference.

Performance Objectives	<p>Upon successfully completing this chapter, you will be able to:</p> <ol style="list-style-type: none"> 1. Schedule an appointment for a new patient (Procedure 6-1) 2. Schedule an appointment for a return visit (Procedure 6-2) 3. Schedule an appointment for a referral to an outpatient facility (Procedure 6-3) 4. Arrange for admission to an inpatient facility (Procedure 6-4) 			
Competencies	<p>CAAHEP</p> <ul style="list-style-type: none"> • Schedule and manage appointments • Schedule inpatient and outpatient admissions and procedures • Apply third-party guidelines • Apply managed care policies and procedures 	<p>ABHES</p> <ul style="list-style-type: none"> • Schedule and monitor appointments • Schedule inpatient and outpatient admissions 		
Key Terms	<p>acute buffer chronic clustering constellation of symptoms</p>	<p>consultation double booking matrix precertification providers</p>	<p>referral STAT streaming</p>	<p>tickler file wave scheduling system</p>
<p>Responsibility for scheduling and managing the flow of patient care in a medical office or clinic is one of the most important duties assigned to a medical assistant. As appointment manager, you make the first, last, and most durable impression on the patient and providers. Depending on your demeanor and actions, that impression can be favorable or unfavorable. A properly used appointment system helps maintain an efficient office. If improperly used, it can mean confusion and chaos; more important, it can waste precious time for the patient, the provider, and the staff.</p> <p>To use the office facilities and the physician's availability most efficiently, determine which patients will be seen, when they will be seen, and how much time to allot to each of them, depending on their problems. Of course, every practice will have occasional delays and emergencies. Your responsibility is to manage all of this while maintaining a calm, efficient, and polite attitude.</p> <p>Appointment Scheduling Systems</p> <p>There are two systems of appointment scheduling for outpatient medical facilities: the manual system, which uses an appointment book, and a computerized scheduling system. The choice of systems will depend on the size of the practice, how many providers' schedules must be managed, and the preferences of the staff responsible for the daily schedule. Whether a medical office uses a manual or computerized system, many of the guidelines for effectively scheduling the workday discussed in this chapter are the same.</p>				

Special Features


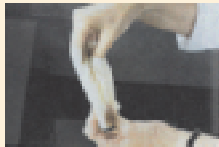
Unique chapter features will aid readers' comprehension and retention of information—and spark interest in students and faculty:



Stunning Art Program

More than 300 full-color illustrations and photographs—over 100 of which are new—clarify clinical concepts for the learner.

PROCEDURE 17-2: Removing Contaminated Gloves (continued)

Steps	Purpose
4. Holding the soiled glove in the palm of your gloved hand, slip your ungloved fingers under the cuff of the glove you are still wearing, being careful not to touch the outside of the glove.	Skin should touch skin but never the soiled part of the glove.
	Step 4. Slip your free hand under the cuff of the remaining glove.
5. Stretch the glove of the dominant hand up and away from your hand while turning it inside out, with the already removed glove balled up inside.	Turning it inside out ensures that the soiled surfaces of the gloves are enclosed.
	Step 5. Remove the glove by turning it inside out over the previously removed glove.
6. Both gloves should now be removed, with the first glove inside the second glove and the second glove inside out.	
7. Discard both gloves as one unit into a biohazard waste receptacle.	
8. Wash your hands.	Wearing gloves is NOT a substitute for washing your hands!

Procedure Boxes

Breaks procedures down into steps, demonstrating how to perform essential skills properly. Needed equipment and supplies are listed. Rationales are given for each step, ensuring greater understanding.

CHECKPOINT QUESTION

- What level of disinfection would you use to clean a reusable instrument that comes into contact with the vaginal mucosa, such as a vaginal speculum? Why?



Checkpoint Questions

Review questions appear throughout the chapter to ensure student comprehension of the material learned in the section.

PATIENT EDUCATION GENETIC DISEASES

The patient's family history can provide you with many teaching opportunities. If a patient indicates that previous members of his or her family had certain diseases, then there may be a genetic link. A genetic disease is noted by a mark on the DNA (genetic material) for a specific illness or disease. The patient receives this mark from either or both parents. Some common examples include some forms of high blood pressure, diabetes, heart disease, obesity, and certain cancers. Examples of less common genetic disorders are Tay-Sachs disease, Marfan syndrome, and Huntington disease. Great strides have been made in genetic testing. This allows the patient to have the DNA examined for potential markers.



Patient Education Boxes

Contains in-depth information on topics the student needs to know in order to be a successful medical assistant.

español español SPANISH TERMINOLOGY

Spanish Terms and Phrases

Assists students communicating with Spanish-speaking patients.

A que se debe su visita?
Why do you need to see the doctor?
Desde cuando se siente mal?
How long has this been going on?
Prefiere la cita en la mañana o en la tarde?
Would you prefer morning or afternoon?
Llamo para recordarle su cita.
I am calling to remind you of your appointment.
Le dare una cita para que vea al Doctor nuevamente.
I will give you an appointment to return to see the doctor.
Para su proxima visita, por favor traiga su tarjeta del seguro y todas las medicinas que le recetado.
Please bring your...

WHAT IF?

What if your patient is offended that you are wearing gloves when drawing a blood specimen?

Sometimes patients become defensive and make statements to the effect that they are "disease free." If this happens to you, reassure the patient by saying that wearing gloves is a standard practice and is used for the protection of the patient also. Use this occasion to teach the patient about standard precautions and the importance of following these guidelines.



What If Boxes

Presents a variety of real-life scenarios that students must be prepared to handle in the medical office. Each situation is clearly defined and explained.



Legal Tip Boxes

Contains important legal information to help the aspiring medical assistant understand the legal implications associated with the profession.

LEGAL TIP

DOCUMENT, DOCUMENT, DOCUMENT!

When a patient does not show up for his appointment, you must make an entry in the chart. Because your physician has a legal contract with the patient, he has an obligation to treat him as long and as often as necessary. If the patient does not report for his scheduled appointments, the patient is breaking the contract. This would be an important factor in a court cases involving a physician being sued for abandonment. The chart is the physician's defense. Being diligent with documentation is not optional.

Example:

Special Features (continued)

ETHICAL TIP

Think Before You Speak

As discussed throughout the text, it is illegal and unethical to release patient information without the patient's consent. You may be breaching confidentiality without even realizing it. Consider this: You are a receptionist in a busy OB/GYN practice. A former classmate comes in for a pregnancy test. While you are making her return appointment, she tells you that the test was positive. Later, while having lunch at a nearby restaurant, you see her mother. You congratulate her on her new grandchild and quickly realize that she doesn't know yet. You have just breached the patient's confidentiality.

What if the scenario had been like this: "Hi, Mrs. Roberts. What a coincidence; I just saw Susie this morning." Mrs. Roberts says, "Where did you see her?" You reply, "At work." You have just told Mrs. Roberts that her daughter was at an OB/GYN practice.

Ethical Tip Boxes

Offers guidelines to help the student learn and abide by the ethical standards set forth by the AAMA.

MEDIA MENU

- **Student CD**
 - **Case Study**
Clinical Interactive Case Study 3: Dealing with a Sick Patient, Infection Control, and Medication Administration
 - **Video Procedure**
Procedure 17-1 video clip
 - **CMA/RMA Certification Exam Review**
 - **Premium Online Course**
<http://thePoint.lww.com/Kronenberger3e>
 - **LWW's Medical Assisting Skills DVD**
 - **Procedures 17-1, 17-2**
- **Internet Resources**



Media Menus

Located at the end of every chapter, the Media Menu contains information on video clips, animations, case studies, and Internet resources that are available to the student.

Chapter Closing Elements

Chapter Summary

Reviews key points from the chapter.

Chapter Summary

- Anthropometric measurements include height and weight. Vital signs include:
 - temperature (T)
 - pulse (P)
 - respirations (R)
 - blood pressure (BP)
- When a patient first visits the medical office, these measurements are recorded as a baseline and used as a comparison for data collected at subsequent visits. These measurements, which provide important data for the physician to use in diagnosing and treating illnesses, are very frequently performed by medical assistants.

Warm Ups for Critical Thinking

1. You are asked to teach a patient, Mr. Stone, how to take his blood pressure at home once in the morning and once at night and record these readings for 1 month. Create a patient education brochure that explains the procedure in understandable terms and design a sheet that Mr. Stone can easily use to record these readings.
2. Ms. Black arrived at the office late for her appointment; she was frantic and explained that she had experienced car trouble on the way to the office, could not find a parking place, and just locked her keys inside her car. How would you expect these events to affect her vital signs? Explain why.
3. What size of cuff would you choose for Mrs. Cooper, an elderly female patient who is 5 feet 3 inches tall and weighs 110 pounds? Why?
4. How would you respond to a patient who asks you to give advice on what type of thermometer to buy for use at home? Would the age of the patient be relevant with regard to the type of thermometer you might suggest?
5. An elderly male patient tells you that he is considering stopping the blood pressure medication the physician ordered at the previous visit. He further explains that he has "read all about this drug on the internet," and he informs you that "it has side effects," although he denies experiencing any at this time. Describe how you would handle this situation.

Warm Ups for Critical Thinking

Real-life scenarios that require the student to develop, create, write, or search for more information.

Answers to Checkpoint Questions

Allows students to check their answers to the questions found within each chapter.

Answers to Checkpoint Questions

1. Accurately measuring vital signs assists the physician in diagnosing and treating various disorders.
2. Rectal temperature measurements are usually 1° higher than oral measurements because of the vascularity and tightly closed environment of the rectum.
3. A child's body temperature may be slightly higher than an adult's because of the faster metabolism in a child.
4. The electronic, tympanic, and temporal artery thermometers have digital display screens that show the obtained temperature.
5. Measuring a patient's pulse entails assessing and recording the rate (number of heartbeats in 1 minute), rhythm (regular or irregular), and volume (thready, bounding).
6. Contraction of the diaphragm causes negative pressure in the lungs, which respond by filling with inhaled air.
7. During systole, the heart contracts and forces blood out and through the arteries. In diastole, the heart relaxes and fills with blood.
8. The pulse pressure is the difference between the systolic and diastolic blood pressures, and the auscultatory gap is an abrupt, but temporary, end to the tapping sound heard when auscultating the blood pressure.

Additional Learning Resources

This powerful learning tool also includes:

LiveAdvise

- **LiveAdvise Student Tutoring** is available free to students.
- **LiveAdvise Competency Training** gives students the ability to practice CAAHEP and ABHES competencies with a live tutor.

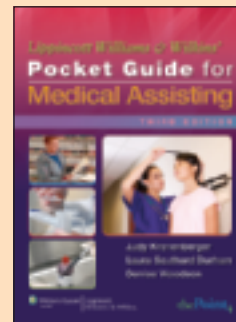
Visit <http://thePoint.lww.com/liveadvise> for more information and to try this free service.

- **LWW's Medical Assisting Skills DVD** covers the most critical medical assisting skills; available for students and for institutional purchase.

- **Student Resource CD** comes with animations, interactive exercises, student quiz bank, competency evaluation forms, and sample video clips from the Medical Assisting Skills Video Series, and more.

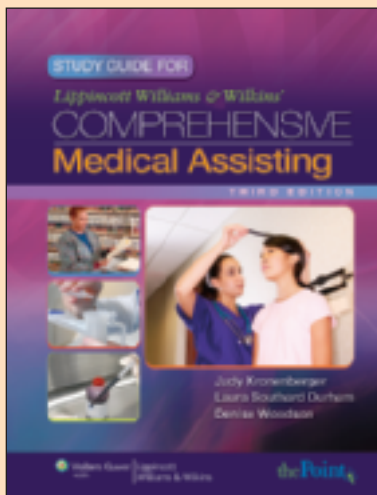


- **thePoint Companion Site** for students comes with a Stedman's English to Spanish audio glossary, student work products, English as a second language resources, interactive math review, and drug administration animations.



- **Pocket Guide** gives step-by-step coverage of medical assisting procedures in both administrative and clinical settings. The small size, spiral binding and new write on/wipe off paper make it perfect for clinical and office use.

- **Interactive Online Course** supports the text and simulates a virtual externship through interactive case studies.



- **Study Guide** comes with competency work products including sample forms for student practice, critical thinking activities, multiple choice, matching exercises, and more.

- **Instructor Resource CD-ROM** includes an image bank, test generator, PowerPoint lecture slides, competency evaluation forms, competency correlation grids, and more.

