

1

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

SECRETARIAL STUDIES-MEDICAL

PROGRAM OF STUDY
5727

SECRETARIAL STUDIES-MEDICAL

**PROGRAM OF STUDY
5727**

© **Gouvernement du Québec**
Ministère de l'Éducation, 2000 – 99-1128

ISBN : 2-550-35631-4

Legal Deposit — Bibliothèque nationale du Québec, 2000

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

SECRETARIAL STUDIES-MEDICAL

PROGRAM OF STUDY 5727

The Secretarial Studies-Medical
program leads to the Attestation of Vocational Specialization
(AVS) and prepares the student to
work as a
MEDICAL SECRETARY

Direction générale de la formation professionnelle et technique

DEVELOPMENT TEAM

Coordination

Louise Charlebois

Coordinator of the Administration, Commerce and Computer
Technology Sector

Design and Development

Guylaine Germain

Teacher, Secretarial Studies-Medical
Centre de formation professionnelle Pierre-Dupuy
Commission scolaire Marie-Victorin

Technical Revision

Mireille Lehoux

Program Development Consultant

English Version

Direction des programmes

of the Direction générale de la formation professionnelle et
technique

Services à la communauté anglophone

Direction de la production en langue anglaise

ACKNOWLEDGMENTS

The production of this program was made possible through the generous cooperation of the health care and educational communities.

The Ministère de l'Éducation wishes to thank the representatives of the health care community who participated in the job situation analysis workshop and in the development of this program:

Representatives from the health care community

Suzanne Adam

Clinique médicale Saint-Basile-Le-Grand

Nathalie Blain

Centre hospitalier Jacques-Viger

Marie-Claude Boivin

Clinique médicale du Jardin

Louise Caron

Fédération des secrétaires professionnelles du Québec

Élise Gareau

Clinique 30 Saint-Joseph

Gisèle Gariépy

Clinique médicale Chemin Chambly

Sylvie Julien

Clinique médicale Hauteville

Rolande Lambert

Lambert médico factures inc.

Marielle Larivière

Centre hospitalier de Gatineau

Pierrette M. Laurier

Centre hospitalier Le Gardeur

Andrée Lavigneur

CHSLD Drapeau et Deschambault

Suzanne Ledoux

Institut de cardiologie de Montréal

Marie Légaré

Hôpital Cité de la santé de Laval

Mona Léger

CLSC Bordeaux-Cartierville

Joanne Marceau Leclair

Clinique médicale des Forces canadiennes

Claire Léonard

Hôtel-Dieu de Saint-Jérôme

Representatives from the educational community

Jean-Denis Careau

Commission scolaire de la Région-de-Sherbrooke

Madeleine Gourgues

Commission scolaire des Découvreurs

Sharon Harris

Lester B. Pearson School Board

Lynda Langlois

Commission scolaire Marie-Victorin

Charlotte Lévesque

Commission scolaire des Rives-du-Saguenay

Francine Martin-Tardif

Commission scolaire de Montréal

Jacynthe Michaud

Commission scolaire des Samarres

Ghislaine Sévigny

Commission scolaire de Trois-Rivières

Anne-Marie Villeneuve

Commission scolaire de Laval

**Representatives from
the health care community**

Michèle Paduano Todaro
Pavillon Saint-Luc du CHUM

Hélène Perreault
Centre hospitalier de Granby

Cécile Proulx
Hôpital Sainte-Croix

Louissette Samson
Hôpital Louis-H.-Lafontaine

This program of study, *Secretarial Studies-Medical*, is issued in accordance with section 461 of the *Education Act* (R.S.Q., c. I-13.3).

It has been approved by the confessional committees of the Conseil supérieur de l'éducation in conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60), as replaced by section 569 of the *Education Act* (1988, chapter 84).

François Legault
Minister of Education

TABLE OF CONTENTS

| | Page |
|--------------------|-------------|
| INTRODUCTION | 1 |
| GLOSSARY | 3 |

PART I

| | |
|--|----|
| 1. SYNOPTIC TABLE | 7 |
| 2. PROGRAM TRAINING GOALS | 9 |
| 3. COMPETENCIES | 11 |
| Grid of Learning Focuses | 13 |
| 4. GENERAL OBJECTIVES | 15 |
| 5. OPERATIONAL OBJECTIVES | 17 |
| 5.1 Definition | 17 |
| 5.2 How to Read Operational Objectives | 18 |

PART II

| | |
|---|----|
| MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS | 23 |
| MODULE 2: HUMAN BIOLOGY | 27 |
| MODULE 3: GENERAL AND CELLULAR TERMINOLOGY | 29 |
| MODULE 4: INTERPERSONAL RELATIONS | 31 |
| MODULE 5: PATIENT VISITS | 35 |
| MODULE 6: FUNCTIONS OF THE HUMAN BODY | 39 |
| MODULE 7: MOVEMENT AND THE NERVOUS SYSTEM | 41 |
| MODULE 8: MEDICAL DOCUMENTS | 43 |
| MODULE 9: MEDICAL SUPPLIES | 45 |
| MODULE 10: ACCOUNTING TASKS | 47 |
| MODULE 11: ENTERING THE WORK FORCE | 49 |

INTRODUCTION

The *Secretarial Studies-Medical* program was designed on the basis of a framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives and divided into modules. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for an Attestation of Vocational Specialization (AVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 450 hours, which includes 225 hours spent on the specific competencies required to practise the occupation and 225 hours on general competencies. The program of study is divided into 11 modules, which vary in length from 15 to 75 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 11
Duration in hours: 450
Credits: 30

Secretarial Studies-Medical
CODE: 5727

| CODE | TITLE OF THE MODULE | HOURS | CREDITS* |
|---------|--|-------|----------|
| 949 211 | 1. The Occupation and the Training Process | 15 | 1 |
| 949 222 | 2. Human Biology | 30 | 2 |
| 949 233 | 3. General and Cellular Terminology | 45 | 3 |
| 949 242 | 4. Interpersonal Relations | 30 | 2 |
| 949 252 | 5. Patient Visits | 30 | 2 |
| 949 265 | 6. Functions of the Human Body | 75 | 5 |
| 949 272 | 7. Movement and the Nervous System | 30 | 2 |
| 949 285 | 8. Medical Documents | 75 | 5 |
| 949 291 | 9. Medical Supplies | 15 | 1 |
| 949 302 | 10. Accounting Tasks | 30 | 2 |
| 949 315 | 11. Entering the Work Force | 75 | 5 |

* 15 hours = 1 credit

This program leads to an AVS in Secretarial Studies-Medical.

2. PROGRAM TRAINING GOALS

The training goals of the AVS program, *Secretarial Studies-Medical*, are based on the general goals of vocational education and take into account the work situation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform medical secretary tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To prepare students to progress satisfactorily on the job by fostering:
 - the intellectual skills needed to make sound decisions on the job;
 - the ability to analyze and exercise judgment on the job;
 - a concern for communicating effectively with superiors, clients, colleagues and other professional resource persons;
 - attention and precision in carrying out various tasks of a medical secretary;
 - a constant concern for professional ethics.

To ensure integration into the working world.

- To familiarize students with various opportunities offered by the occupation.
- To familiarize students with the particular job market for the occupation of medical secretary.
- To familiarize students with the occupation by introducing them to the work force through a practicum.

To foster the development of occupational knowledge.

- To foster independence, a sense of responsibility and an ability to manage stress.
- To foster capacities for memorization and concentration.
- To foster the habit of evaluating the quality of their own work.
- To help students acquire effective work methods and a sense of organization.

To ensure job mobility.

- To help students develop a positive attitude toward change and new situations.
- To help students develop the ability to pursue further learning, do research and keep up to date.

3. COMPETENCIES

The AVS program, *Secretarial Studies-Medical*, is designed to train students to exercise the occupation of medical secretary. The principal functions of a medical secretary are to transcribe medical reports, and to prepare and update client files. Depending on the particular working situation, the medical secretary may take appointments, greet clients, look after correspondence and perform tasks related to the billing of medical services and treatment. They are also called upon to carry out general secretarial tasks which are covered in the program leading to a DVS (Diploma of Vocational Studies) in *Secretarial Studies*.

Medical secretaries work in various public and private health care facilities, including hospitals, residential and extended care centres, medical clinics and private medical practices. They also work, although in fewer numbers, in CLSCs and in private agencies that offer the services of medical secretaries.

The job of a medical secretary can be stressful as those in this field must deal with large numbers of patients during the course of a day, many of whom are in pain and are frightened. At the same time their actions are bound by the decisions, schedules and working pace of doctors. In medical clinics and private doctors' offices, medical secretaries must demonstrate a marked ability to communicate and to establish relations of trust with clients. On clients' arrival, medical secretaries may transmit information to them or direct them to another medical service. They must have a sense of professional ethics, especially concerning confidentiality and politeness to clients.

The AVS program, *Secretarial Studies-Medical*, helps students develop the skills required to exercise the occupation and to master the competencies needed in the workplace in a

medical environment. This training takes into account all the competencies included in the DVS in *Secretarial Studies*. In the interest of continuity and harmonization, the *Secretarial Studies-Medical* program favors the acquisition of competencies specific to the tasks of a medical secretary.

Before introducing the competencies targeted by the *Secretarial Studies-Medical* program, it should be mentioned that competencies related to the topics below are covered in *Secretarial Studies 5712* and therefore not included in *Secretarial Studies-Medical*:

- correspondence
- use of common software
- common accounting tasks
- telecommunication tools
- preparation of meetings
- communication in an office context
- management of communications in English and in French

The competencies to be developed in the *Secretarial Studies-Medical* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency.

The symbols (\blacktriangle) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The grid of learning focuses has been designed to take into account the orientations and training goals of the program, based on tasks and operations defined during the job situation analysis. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

| GRID OF LEARNING FOCUSES IN SECRETARIAL STUDIES-MEDICAL | | OPERATIONAL OBJECTIVES | DURATION (IN HOURS) | WORK PROCESS (major steps) | | | | | | | GENERAL COMPETENCIES | | | | | | TOTALS | |
|---|--|------------------------|---------------------|--------------------------------|----------------------|--------------------|-------------------------------|-------------------------|-------------------------|---|---|---|--|---------------------------|--|--|----------------------|---------------------|
| | | | | Become aware of the job market | Establish priorities | Carry out the work | Check the quality of the work | Have documents approved | Record and compile data | File documents in the client's medical record | Determine their suitability for the occupation and the training process | Transcribe texts containing general human biology terms | Transcribe texts containing general medical terminology and the terminology of cellular activity | Interact in the workplace | Transcribe texts containing terminology related to the functions of the human body | Transcribe texts containing terminology related to movement and the nervous system | NUMBER OF OBJECTIVES | DURATION (IN HOURS) |
| SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation) | | | | | | | | | | | | | | | | | | |
| MODULES | MODULES | | | | | | | | | | 1 | 2 | 3 | 4 | 6 | 7 | | |
| | OPERATIONAL OBJECTIVES | | | | | | | | | | S | B | B | S | B | B | 6 | |
| | DURATION (IN HOURS) | | | | | | | | | | 15 | 30 | 45 | 30 | 75 | 30 | | 225 |
| 5 | Perform tasks related to patient visits | B | 30 | ▲ | ▲ | ▲ | ▲ | △ | ▲ | ▲ | ● | ● | ● | ● | ○ | ○ | | |
| 8 | Produce documents of a medical nature | B | 75 | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ● | ● | ● | ● | ● | ● | | |
| 9 | Carry out activities related to the management of medical supplies | B | 15 | △ | ▲ | ▲ | △ | △ | ▲ | | ○ | ● | ● | ● | ● | ● | | |
| 10 | Carry out accounting tasks related to medical services | B | 30 | △ | △ | ▲ | ▲ | △ | ▲ | | ● | ● | ● | ● | ● | ● | | |
| 11 | Enter the work force | S | 75 | ▲ | ▲ | ▲ | ▲ | ▲ | △ | △ | ● | ● | ● | ● | ● | ● | | |
| NUMBER OF OBJECTIVES | | 5 | | | | | | | | | | | | | | | 11 | |
| DURATION (IN HOURS) | | | 225 | | | | | | | | | | | | | | | 450 |

S: Situational objective

△ Correlation between a step and a specific competency

B: Behavioural objective

▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Secretarial Studies-Medical* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments.

- Determine their suitability for the occupation and the training process.
- Enter the work force.

To develop in the students the competencies required to transcribe and produce medical documents.

- Transcribe texts containing general human biology terms.
- Transcribe texts containing general medical terminology and the terminology of cellular activity.
- Transcribe texts containing terminology related to the functions of the human body.
- Transcribe texts containing terminology related to movement and to the nervous system.
- Produce documents of a medical nature.

To develop in the students the competencies required to communicate in the workplace.

- Interact in the workplace.

To develop in the students the competencies required to greet clients and to prepare and update their files.

- Perform tasks related to patient visits.

To develop in the students the competencies required to carry out administrative tasks specific to a medical environment.

- Carry out activities related to the management of medical supplies.
- Carry out accounting tasks related to medical services.

5. OPERATIONAL OBJECTIVES

5.1 DEFINITION

An operational objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

Operational objectives are the main compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.
- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for the specifications or phases of objectives
- general learning activities for objectives

5.2 HOW TO READ OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

CODE: 949 211

Duration: 15 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to determine their suitability for the occupation and the training process.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the education plan.
- Understand the structure of the health care system and related organizations.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the nature of the job market for medical secretaries (i.e. sectors of employment, remuneration, job prospects, hiring requirements and opportunities for promotion).
- Learning about the requirements of the occupation (skills, aptitudes, attitudes and knowledge) and learning about the nature, conditions and organization of the work (tasks, teamwork, atmosphere of the workplace).
- Learning about the importance of knowing medical terms and using them correctly in verbal and written communication.
- Presenting the information gathered and discussing their views on the occupation (advantages, disadvantages, requirements).

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Information on and Participation in the Training Process**

- Becoming familiar with the education plan (program of study, training process, methods of evaluation, certification of studies).
- Discussing the content of the program in relation to the occupation and its requirements.

PHASE 3: **Information on the Structure of the Health Care System**

- Becoming familiar with the components of the health care system and social services.
- Becoming familiar with the laws that regulate the health care system.
- Participating in discussions on the components of the health care system.

PHASE 4: **Evaluation and Confirmation of Career Choice**

- Relating the various requirements of the occupation to their own preferences, aptitudes, interests and personal qualities.
- Writing a report to justify their choice of occupation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Organize meetings with one or more medical secretaries from different working environments.
- Make available all pertinent reference materials: information on the occupation, the training, the Ministère de la Santé et des Services sociaux, etc.
- Supply examples of written or recorded texts of a medical nature.
- Create a climate that favours trust, openness and mutual respect and value each person's contribution during group discussions.
- Allow students the time necessary for serious reflection before presenting their reports or participating in discussions.
- Motivate the students to take part in the suggested activities.
- Encourage all students to engage in discussions and express their opinions.
- Encourage students to assess their career choice honestly and objectively, and direct them to the appropriate resources, as required.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Express their views on the occupation, based on the information they have gathered.

PHASE 2:

- Express their views on the training program and how it relates to the occupation.
- Express clearly their reactions to the requirements of the occupation.
- Participate actively in discussions.

PHASE 3:

- Gather information on the structure of the health care system and the laws that regulate it.
- Bring up examples of real or hypothetical situations during discussions.

PHASE 4:

- Present a report stating their strengths and where they need to make improvements in order to meet the requirements of the occupation.
- Explain why they chose to continue training to become a medical secretary.

MODULE 2: HUMAN BIOLOGY

CODE: 949 222

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **transcribe texts containing general human biology terms** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on a manuscript of about three pages, containing approximately 50 different general biology terms, including usage and spelling difficulties in terms related to anatomy, pharmacology and diagnostic methods
- Without class notes
- Using a dictionary of medical terms, a CPS (Centrale des professionnelles et professionnels de la santé) atlas of anatomy, an English dictionary and an English grammar
- Using a personal computer and wordprocessing software

GENERAL PERFORMANCE CRITERIA

- Error-free text
- Accurate transcription reflecting the logic of the text
- Observance of time allotted

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Do a preliminary reading.
- B. Revise spelling and usage for terms related to anatomy, pharmacology and diagnostic methods.
- C. Revise spelling, grammar, punctuation and capitalization.
- D. Enter the text.

SPECIFIC PERFORMANCE CRITERIA

- Correct understanding of the message
- Identification of illogical and illegible words
- Correct use of terms
- Correct spelling of terms
- Correct spelling of common words
- Appropriate agreement of verbs
- Observance of punctuation rules
- Appropriate use of capital letters
- Complete transcription of revised text
- Neat, precise work

MODULE 3: GENERAL AND CELLULAR TERMINOLOGY

CODE: 949 233

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **transcribe texts containing general medical terminology and the terminology of cellular activity**

in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on a recorded dictation of about two typed, double-spaced pages and containing about 50 different medical terms
- Using a personal computer
- Using dictation/transcription software
- Using wordprocessing software
- Using a CPS dictionary of medical terms, an English dictionary and an English grammar
- Without class notes

GENERAL PERFORMANCE CRITERIA

- Error-free texts
- Transcription of the complete text as dictated
- Accurate transcription reflecting the logic of the text
- Observance of time allotted
- Neatness of document

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Prepare the work.
- B. Enter the text.
- C. Revise the spelling and usage of medical terms, especially general medical terms and terms related to cellular activity.
- D. Revise usage, grammar, punctuation and capitalization.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the instructions
- Assembly of all documents and information necessary for the job
- Correct use of prefixes, suffixes, roots and abbreviations
- Correct use of terms and eponyms
- Clarity of finished work
- Correct spelling of terms
- Correct spelling of common words
- Appropriate agreement of verbs
- Observance of punctuation rules
- Appropriate use of capital letters

FIELDS OF APPLICATION: hematology, oncology, microbiology, immunology, dermatology.

MODULE 4: INTERPERSONAL RELATIONS

CODE: 949 242

Duration: 30 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **interact in the workplace.**

SPECIFICATIONS

During this module, the students will:

- Become aware of the importance of professional ethics and the quality of interpersonal relations.
- Apply interpersonal-relationship and stress-management techniques appropriate to the workplace.
- Become aware of their strengths and limitations in their ways of interacting in the workplace.

LEARNING CONTEXT

PHASE 1: **Awareness of Aspects of Communication in the Workplace**

- Learning about how stress factors affect their own behaviour and that of people consulting health professionals.
- Learning about aspects of communication that help to establish good interpersonal relations and learning to recognize patients with specific needs.
- Learning about the rules of professional ethics in a medical context.
- Learning about the limitations of the occupation in terms of legal responsibilities, as compared to the areas of expertise of other health professionals.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Application of Interpersonal-Relationship and Stress-Management Techniques**

- Exploring:
 - stress management techniques;
 - creative means of developing attitudes conducive to establishing helping relationships.
- Reflecting on how inadequate stress management may affect the quality of interpersonal-relationship and stress-management techniques.

PHASE 3: **Evaluation of Their Ability to Interact in the Workplace**

- Drawing up a list of their strengths, limitations and ways in which they can improve their interaction with colleagues, professionals and patients.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make available the required sources of information.
- Design learning situations that reflect the medical environment.
- Create a climate of trust, openness and mutual respect among participants to encourage reflection.
- Value the contributions of each person during group discussions.
- Encourage students to experiment with new approaches.
- Encourage and support students with communication difficulties.
- Motivate the students in their progress through the activities.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Find examples to illustrate different aspects of communication in interpersonal relations and helping relationships.
- Illustrate situations involving professional ethics.
- Illustrate situations involving the limits of the legal responsibilities of medical secretaries.

PHASE 2:

- Participate in the suggested activities, following instructions.
- Identify the consequences of inadequate stress management on techniques for approaching people and the quality of interpersonal relations.

PHASE 3:

- Present a summary including two strengths, two limitations and two ways of improving their interpersonal relationships.

MODULE 5: PATIENT VISITS

CODE: 949 252

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform tasks related to patient visits** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on written case studies covering the greeting and follow-up of patients with various types of health problems
- Using a personal computer
- Using a software program designed for managing medical records and making appointments
- Using legal texts related to the medical field
- Using various documents and forms related to medical records
- Using a dictionary of medical terms and a CPS dictionary
- Without class notes

GENERAL PERFORMANCE CRITERIA

- Proper use of the following software:
 - medical records manager
 - appointment manager
- Accuracy of data entered into medical records and into electronic files
- Observance of the time allotted
- Observance of laws related to the medical field
- Clarity and neatness of documents

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Establish priorities.

B. Verify the identity of the patient.

C. Prepare a medical record and transfer it to the appropriate professional.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the patient's request
- Observance of the doctor's instructions
- Correct determination of the order in which patients will be seen

- Agreement of the health insurance card number and the expiry date of the card with computer data
- Correct telephone number, address and birthdate
- Names of the father and mother if the patient is under 14

- Inclusion of:
 - identity sheet
 - history sheet
 - fee claim form
- Inclusion of forms from the following organizations, as applicable:
 - CSST
 - SAAQ
 - Income security
- Accurate label on the medical record
- Inclusion of the medical record number in the right place
- Referral of the medical record to the appropriate person

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Complete forms and other documents after the patient's visit.

E. Set the dates for future examinations and appointments.

F. File documents in the patient's medical record.

SPECIFIC PERFORMANCE CRITERIA

- Correct use of medical terms
- Proper spelling of medical terms
- Correct placement of data in the documents
- Inclusion of all necessary information in the documents

- Accurate appointment dates transmitted to the patient
- Correct explanation, when necessary, of the instructions to be followed before an examination

- Accurate understanding of the purpose of each document
- Correct order for filing documents in the medical record

FIELDS OF APPLICATION: medical clinic, private doctor's office, hospital, CLSC.

MODULE 6: FUNCTIONS OF THE HUMAN BODY

CODE: 949 265

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **transcribe texts containing terminology related to the functions of the human body** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on two medical documents, each one approximately two typed, double-spaced pages, tape-recorded, and containing a total of about 75 different terms related to the functions of the human body
- Based on recordings containing background noises and dictated in a variable tone and pace
- Using a personal computer
- Using dictation/transcription software
- Using wordprocessing software
- Using a CPS dictionary of medical terms, an English dictionary and an English grammar
- Without class notes

GENERAL PERFORMANCE CRITERIA

- Error-free texts
- Transcription of the complete texts as dictated
- Accurate transcription reflecting the logic of the text
- Observance of the time allotment
- Neatness of document

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Prepare the work.

B. Enter the text.

C. Revise the spelling and usage of medical terms, especially terms related to the functions of the human body.

D. Revise usage, grammar, punctuation and capitalization.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the instructions
- Assembly of all documents and information necessary for the job
- Correct use of prefixes, suffixes, roots and abbreviations
- Correct use of terms and eponyms
- Clarity of finished work
- Correct spelling of terms
- Correct spelling of common words
- Appropriate agreement of verbs
- Observance of punctuation rules
- Appropriate use of capital letters

FIELDS OF APPLICATION: ORL, ophthalmology, pneumology, cardiology, gastroenterology, nephrology, urology, gynecology, obstetrics, endocrinology

MODULE 7: MOVEMENT AND THE NERVOUS SYSTEM

CODE: 949 272

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **transcribe texts containing terminology related to movement and the nervous system** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on two medical documents, each one approximately two typed, double-spaced pages, tape-recorded, and containing a total of about 50 different terms related to movement and the nervous system
- Based on recordings containing background noises and dictated by doctors in the work environment of a health care institution
- Using dictation/transcription software
- Using a personal computer
- Using a CPS dictionary and a dictionary of medical terms
- Without class notes

GENERAL PERFORMANCE CRITERIA

- Error-free texts
- Transcription of the complete text as dictated
- Accurate transcription reflecting the logic of the text
- Observance of the time allotment
- Neatness of document

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Prepare the work.

- B. Enter the text.

- C. Revise the spelling and usage of medical terms, especially terms related to the functions of the human body.

- D. Revise usage, grammar, punctuation and capitalization.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the instructions
- Assembly of all documents and information necessary for the job

- Correct use of prefixes, suffixes, roots and abbreviations
- Correct use of terms and eponyms
- Clarity of finished work

- Correct spelling of terms

- Correct spelling of common words
- Appropriate agreement of verbs
- Observance of punctuation rules
- Appropriate use of capital letters

FIELD OF APPLICATION: neurology, psychiatry, orthopedics, physiatrics

MODULE 8: MEDICAL DOCUMENTS

CODE: 949 285

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **produce documents of a medical nature** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on recorded texts of three different medical documents
- Based on recordings containing background noises and dictated by doctors in the work environment of a health care facility
- Using a personal computer
- Using dictation/transcription software
- Using wordprocessing software
- Using a CPS dictionary and a dictionary of medical terms, an English dictionary and an English grammar
- Using law texts related to the medical field
- Without class notes

GENERAL PERFORMANCE CRITERIA

- Proper use of the transcription software
- Error-free texts
- Observance of the laws related to the medical field
- Observance of rules of confidentiality
- Clarity and neatness of documents
- Observance of the time allotted
- Accurate transcription reflecting the logic of the text

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Organize the work.
- B. Enter the text.
- C. Forward the documents.
- D. Compile and transmit data related to reports produced for statistical purposes.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of the instructions
- Proper sequencing of tasks
- Assembly of all documents and information necessary for the job
- Appropriate choice of template
- Accurate transcription of the recorded text
- Presence of doctor's signature on documents produced
- Presence of all documents required, according to the request
- Precise notation of the destination of the documents
- Inclusion of all data
- Observance of the timetable for the transmission of data

FIELDS OF APPLICATION: hospitalization reports, operation protocols, examination results, consultation reports, medical-legal reports, psychiatric histories, pathology reports, requests for consultation, medical record summaries, radiology reports, requisitions, forms for doctor's fee claims, etc.

MODULE 9: MEDICAL SUPPLIES

CODE: 949 291

Duration: 15 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out activities related to the management of medical supplies** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on:
 - an inventory context and the handling of medical supplies
 - a simulated situation for handling hazardous materials
 - a simulation of the danger of contamination by biomedical waste
- Using:
 - order forms
 - medical supplies
 - empty container of hazardous materials

GENERAL PERFORMANCE CRITERIA

- Careful selection of companies to be contacted
- Accuracy of information transmitted
- Precautions in handling medical supplies and biomedical waste materials

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Establish priorities.
- B. Handle and store biomedical waste.
- C. Handle and store hazardous materials.
- D. Keep an inventory of medical supplies and handle them properly.

SPECIFIC PERFORMANCE CRITERIA

- Careful choice of the work activity
- Proper identification of contaminated material
- Application of standard precautions
- Observance of the policies of the health care facility
- Accurate interpretation of pictograms
- Observance of WHMIS standards
- Appropriate use of terms for medical supplies
- Accurate completion of order forms
- Application of the rules of asepsis and sterilization
- Careful inspection of the condition of medical equipment

FIELD OF APPLICATION: all types of health care facilities

MODULE 10: ACCOUNTING TASKS

CODE: 949 302

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out accounting tasks related to medical services** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Preparation of paper and electronic billing forms for medical services
- Based on various records of the medical services performed by different doctors
- Using a software program for billing medical services
- Using a personal computer
- Using:
 - a general practitioner's manual
 - a specialist's manual
 - a directory of diagnoses
 - a CPS dictionary and a dictionary of medical terms

GENERAL PERFORMANCE CRITERIA

- Clarity and neatness of work
- Accuracy of information recorded
- Observance of the time allotted
- Terminology free of errors
- Proper use of the billing software

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Assemble information.
- B. Make out bills on paper and electronically.
- C. Carry out account reconciliation upon receipt of payments.

SPECIFIC PERFORMANCE CRITERIA

- Inclusion of all information related to the fees of each doctor
- Choice of appropriate claim form
- Inclusion of the following information:
 - health insurance number
 - expiry date of health insurance card
 - identity of patient
 - date of birth
 - name of doctor
 - doctor's identification number
 - name and identification number of doctor who referred patient to the facility, if applicable
 - diagnosis and diagnosis code
 - code of the health care facility
 - information about the service provided
 - information related to the visit
- Accurate placement of information on the form
- Observance of the procedure for transmitting information on billed services
- Accuracy of information entered in the practice profile, according to the doctor's request
- Agreement between the information reported and information in the statement

FIELDS OF APPLICATION: medical clinic, private doctor's office, hospital, CLSC

MODULE 11: ENTERING THE WORK FORCE

CODE: 949 315

Duration: 75 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **enter the work force.**

SPECIFICATIONS

During this module, the students will:

- Become familiar with the tasks performed in a health care facility.
- Carry out activities related to the occupation of medical secretary.
- Review their training in relation to the requirements of the occupation.

LEARNING CONTEXT

PHASE 1: **Preparation for the Practicum in the Workplace**

- Becoming familiar with available information as well as the terms and conditions of the practicum.
- Learning about the organizational structure of the health care facility.
- Understanding their tasks and roles within the health care facility.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Observation and Performance of Occupational Activities**

- Observing the work situation.
- Participating in and carrying out various tasks.
- Keeping a daily journal that lists observations about the workplace and the tasks carried out in the facility.

PHASE 3: **Comparison of Their Initial Views with the Actual Work Environment**

- Comparing their views of the occupation before and after the practicum.
- Discussing their experiences in the practicum.
- Evaluating how their experience will affect their career choice.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Arrange with the personnel at the worksite to make it possible for the student-trainees to observe and carry out tasks.
- Ensure close cooperation between the school and the facility.
- Ensure that the practicum supervisor is satisfied with the activities carried out.
- Ensure periodic support and supervision of student-trainees.
- Intervene in the event of problems or difficulties.
- Create a climate that encourages students to engage in discussions and express their opinions, in particular when they compare their initial views with their experience in the workplace.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Collect information on the practicum and on the organizational structure of the facility.
- Describe the tasks expected of a student-trainee.

PHASE 2:

- Observe the facility's policies regarding the activities to be carried out by student-trainees, working hours and professional ethics.
- Keep a personal log containing their observations on aspects of the workplace and tasks carried out during the practicum.

PHASE 3:

- Sum up their experience in the workplace by indicating how this experience affects their career choice.

Éducation

Québec 

17-0124-01A