

CPOA chapter 1 questions and answers

When a patient first walks into the office for an appointment, the paraoptometric should - acknowledge the patient with a courteous greeting

WHICH OF THE FOLLOWING WOULD BE CONSIDERED APPROPRIATE BEHAVIOR IN FRONT OF A PATIENT? - USING SOFT TONES WHILE SPEAKING TO OTHER STAFF

which of the following would NOT be considered an appropriate telephone technique? - letting the phone ring several times to give the impression that the office is busy

If a phone call is for a staff member who is busy with a patient, the paraoptometric should - ask to take a message

If a patient calls requesting information that will take a few minutes to locate, the Paraoptometric should - ask the patient if he or she would like to hold or ask to call the patient back

a phone message should include all the following EXCEPT - length of the call
a caller who insists on a price estimate over the phone should be - told that the prices are just estimates

the AOA set of principles that include the statement, "To keep the visual welfare of the patient uppermost at all times" is called - code of Ethics
the practice of keeping medical records out of view of patients is compliant with - HIPPA

when a patient presents with a complaint, the paraoptometric should - express concern and understanding

when making appointments, the paraoptometric should NOT - rely on memory

If in doubt as to whether a patient requires a emergency appointment, the paraoptometric should - consult with the doctor

which of the following would NOT be considered an emergency situation requiring immediate attention? - loss of contact lens

If the office is extremely behind schedule, the paraoptometric should - indicate your best estimate time of how long it will be before the patient will be seen
when discussing medical record documentation, EMR stands for - electronic medical record

how often should the paraoptometric check supplies? - once a month

the paraoptometric should maintain how much of a reserve of examination room supplies? - 1 months worth

extra care must be exercised when ordering drugs and solutions because most of them will - have an expiration date

a purchasing notebook for frames should indicate all of the following EXCEPT - name of the patients who have purchased the frame

cash paid out can be recorded in - a cash disbursement book

when an employee is added to the staff, what form must be filled out - W-4

which of the following info does not need to be included on a payroll check stub? - number of dependents

when reconciling bank statements, the canceled checks should be arranged by - numerical order

Cpoa Study Guide

Jean Louis Heck

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document contains the training syllabus The training regulations and curricula are published separately The Law Enforcement Vehicle Pursuit Guidelines were developed for use by the policy maker in developing an agency's pursuit policy This document broadly explores the issues the trainer may consider when examining agency policy and developing a course outline to address the many critical considerations encountered during a pursuit To facilitate use of the syllabus it is structured to mirror the layout of the vehicle pursuit guidelines It describes training factors legal considerations learning points and other significant issues It addresses consideration of the possibility of use of deadly force firearms during or immediately following a pursuit It highlights those guidelines that reflect a requirement that an agency's pursuit policy contain certain subject areas public agency immunity issues Vehicle Code Sections 17004 through 17004.7

Military Construction, Veterans Affairs, and Related Agencies Appropriations for 2012 United States. Congress. House. Committee on Appropriations. Subcommittee on Military Construction, Veterans Affairs, and Related Agencies, 2011

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College.Edu Lissa Guernsey, Octameron Associates, 2002-09

African

Disability Rights Yearbook Volume 1 2013 Charles Ngwena, Ilze Grobbelaar-du Plessis, Helene Combrinck, Serges Djouyou Kamga, 2014-01-01 African Disability Rights Yearbook Volume 1 2013 Edited by Charles Ngwena Ilze Grobbelaar du Plessis

Helene Combrinck and Serges Djouyou Kamga 2014 ISSN 2311 8970 Pages 385 Print version Available Electronic version

Free PDF available About the publication The African Disability Rights Yearbook breaks new ground in disability scholarship Coming in the wake of the United Nations Convention on the Rights of Persons with Disabilities it is the first peer reviewed journal to focus exclusively on disability as human rights on the African continent It provides an annual forum for scholarly

analysis on issues pertaining to the human rights of persons with disabilities It is also a source for country based reports as well as commentaries on recent developments in the field of disability rights in the African region Preface This is the first issue of the African Disability Rights Yearbook ADRY Drawing inspiration from the European Yearbook on Disability Law it is the first publication of its kind that focuses on Africa It aims to bring into prominence an area traditionally neglected by both

African governments and academics Following in the wake of the adoption of the United Nations Convention on the Rights of Persons with Disabilities it is the first peer reviewed journal to focus exclusively on disability as human rights on the African continent The Yearbook which is projected to appear annually is set out in three sections Section A contains academic articles Section B consists of country based research charting recent developments on disability rights legislation case law

and policy developments in selected African states and Section C deals with relevant developments in the African Union AU and African sub regional organisations The 2013 Yearbook aims to set out the situation as at 31 December 2012 The publication of the Yearbook in 2013 is a milestone in the engagement on the rights of persons with disabilities by the Centre for Human Rights Faculty of Law University of Pretoria under whose auspices this publication was conceived and is being produced It marks a highlight in the efforts taken by the Centre over the last few years to bring more academic attention to the rights of persons with disabilities in Africa These efforts have only been possible with the support of the Open Society foundations in particular Open Society Initiative for Southern Africa OSISA Over the last years OSISA has collaborated with the Centre for Human Rights University of Pretoria to strengthen the teaching and research in law faculties in the Southern Africa on disability rights The collaboration consists of the following elements a Efforts are made to assist in the building of capacity of law faculties in the region through the attendance of the LLM Human Rights and Democratisation in Africa with a focus on disability rights by staff members from these law faculties The staff members subsequently return to their faculties institute and develop teaching on disability rights and institutionalise faculty based activities and centres around disability rights So far the following faculties have participated Universidade Eduardo Mondlane Mozambique Faculdade de Direito the University of Botswana the University of Malawi Chancellor College Faculty of Law University of Namibia Midlands State University Zimbabwe Faculty of Law University of Zambia and University of Dodoma Tanzania University of Namibia These faculties centres have the responsibility mandate to research on disability rights promote awareness and sensitise key stakeholders in the population about the rights of persons with disabilities and the existing legal framework elaborate position papers and advocate for particular legal reforms keep record of identify and engage in litigation of selected cases pertaining to the violation of the rights of persons with disabilities and provide legal advice to persons with disabilities b The Centre presents a one week intensive short course on disability rights to build capacity and to disseminate information on disability rights more broadly in Africa This course is attended by participants from all over the continent c Together the participating faculties are developing a curriculum for the teaching of an undergraduate course on disability rights at law schools in the region d Academic work on and awareness about disability rights is stimulated in particular through the publication of this Yearbook an academic conference and a first Southern African Disability Rights Moot Court Competition This Yearbook is the accomplishment of many It has been a project long in planning and preparation and time consuming in execution The publication is the endproduct of collaborations between the Centre and numerous partners in particular UWC A very sincere and profound word of thanks goes to the following The four editors the convening editor Prof Charles Ngwena who joined the Centre for Human Rights last year he worked with Dr Ilze Grobbelaar Du Plessis UP Prof Helene Combrinck UWC and Dr Serge Djouyou Kamga UNISA as co editors It is only their dedication and devotion that has made this publication possible Prof Ngwena was not only the convening editor but also the editor in charge of Part A He bore the brunt

of the responsibility to keep the project going and to inspire and lead all involved towards the ever approaching deadline Drs Grobbelaar Du Plessis and Serges Djoyou Kamga took responsibility for Part B and Prof Combrinck for Part C They each sacrificed enormously in terms of time and energy in order to get to this end product Thanks to all contributors and all reviewers of contributions for dedicating themselves to this thankless task Kate Painting acted as a most appreciated editorial assistant She meticulously followed up references guaranteed consistency in style and ensured felicitous language use At the Centre Thuto Moratua Hlalele Yolanda Booyzen and Kevashinee Pillay also provided logistical and other support The Yearbook is published by Pretoria University Law Press PULP based at the Faculty of Law University of Pretoria The patient and professional contribution of Lizette Hermann is much appreciated We also thank the members of the advisory board who agreed to assist with the policy direction review of manuscripts and lending credibility and lustre to this Yearbook by associating themselves with this endeavour The Yearbook is very fortunate to have representation from all corners of the globe including individuals and institutions at the leading edge of disability rights research training and teaching Lastly to the Open Society Foundation and specifically OSISA and its staff Many thanks in particular to Louise Olivier for her confidence inspiration and consistent support which took the Centre and me personally along an exciting and challenging new road and to Louise Ehlers and Patricia Mwanyisa who came on board later Other Open Society staff also inspired and played important roles along the way In line with the right of access to information and knowledge this Yearbook is accessible freely as a free full downloadable document on the Centre s website www.chrup.ac.za On behalf of all those involved and of the Centre I wish to express the hope that this Yearbook will soon come to be regarded as an indispensable tool to understand and chart legislative and policy developments on disability rights in Africa and that it will contribute to bridge the gap between the discourse of rights and its practical application and actual realisation Frans Viljoen Director Centre for Human Rights About the editors Charles Ngwena is Professor Department of Constitutional Law and Legal Philosophy Faculty of Law University of the Free State South Africa Ilze Grobbelaar du Plessis is a senior lecturer and holds the degrees BJuris LLB LLM LLD from the University of Pretoria Helene Combrinck is Associate Professor at the Centre for Disability Law and Policy University of the Western Cape Serges Djoyou Kamgais is Senior Lecturer at TMALI UNISA Table of Contents PREFACE EDITORIAL SECTION A ARTICLES 1 The right to primary education of children with disabilities in Malawi A diagnosis of the conceptual approach and implementation Enoch MacDonnell Chilemba 2 Forgotten or included Disabled children s access to primary education in Cameroon Serges Djoyou Kamga 3 Choice support and inclusion Implementing article 19 of the CRPD in Kenya Elizabeth Kamundia 4 A critical analysis of the legal and institutional frameworks for the realisation of the rights of persons with disabilities in Zimbabwe Esau Mandipa 5 Prospects and practices for CRPD implementation in Africa Janet Lord and Michael Ashley Stein 6 Nothing about CRPD monitoring without us A case study on the involvement of the disability movement in policy making in Zambia Magdalna Birtha 7 Western Cape Forum For

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