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Revised 4/16/2018
Welcome to the Pine Technical & Community College (PTCC) Medical Assistant Program! We are excited that you have chosen to pursue your health career with us. I want to introduce you to our program and its history. This program was created through funding Department of Labor Trade Adjustment Assistance Community College & Career Training Grants (TAACCCT) Health Professions Pathways (H2P) Consortium. This grant was awarded in October of 2011 with the Program being approved through the Minnesota State Colleges and Universities (MnSCU) system in Spring of 2012. The first class began Fall of 2012. The Pine Technical & Community College Medical Assistant A.A.S. degree program is accredited by the Commission on Accreditation of Health Sciences Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Educators Review Board (MAERB).

Commission on Accreditation of Health Sciences Programs
1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350

The Pine Technical & Community College Medical Assistant Student Handbook has been prepared to help you learn about the structure and expectations of the program. It also provides the framework for the academic and clinical laboratory policies and requirements in order to maintain an effective and efficient medical assistant program.
The Pine Technical & Community College Student Handbook addresses the policies for all students enrolled in the College, including medical assistant students. Medical Assistant students are to refer to the Pine Technical & Community College Student Handbook for all information that is not specific to the medical assistant program. This handbook can be found on our website at www.pinetech.edu.

Please take the time to read and familiarize yourself with the Medical Assistant Program Student Handbook. It is your responsibility to know the content of the Pine Technical & Community College Medical Assistant Program Student Handbook and Pine Technical & Community College Student Handbook PLEASE BE SURE TO SAVE BOTH HANDBOOKS so that you may refer to them in the future.

Again, I want to say welcome to Pine Technical & Community College Medical Assistant Program. We look forward to the coming year in partnership with you.

Sincerely,

Kathleen Daniels, CMA (AAMA)
Program Director/Medical Assistant Faculty
320-629-4518
danielsk@pine.edu
Disclaimer:

Every effort has been made to assure the accuracy of the material in this handbook. All policies, procedures, clinical information, documentation, program information are formulated on the most recent regulations, laws, information and dates available. All handbook and documents are subject to revision by state and federal agencies, which are beyond the control of Pine Technical & Community College, such alterations may supersede the information in this handbook. Any additions or changes to this handbook will be provided to the students in writing.
Pine Technical & Community College Mission, Vision & Values

Mission

Known for innovation and contributions to strengthen communities, we make college possible for those starting out or starting over. Whether a student seeks a career program, new skills or general education transferable to another college or university, Pine Technical & Community College is an excellent choice.

Vision

In 2027, the people of East Central Minnesota will first turn to Pine Technical & Community College when they want career education, new skills or general education. More than 1200 FYE will be enrolled in programs: more than 4000 will benefit from training experiences; and the region will enjoy a dynamic, vibrant, cultural resource. The heart of the college will be in up-to-date, technology-driven facilities, complemented by satellite sites and online capabilities.

Values

- Student-focused
- Innovative
- Inclusive
- Transparent
- Respectful
- Passionate

Customer Groups

Our customers are learners, employers and partners in education.

Services/Products

Pine Technical & Community College provides opportunities and resources for learning and offers services that enhance individuals' abilities.
Pine Technical & Community College’s Medical Assistant Mission and Philosophy

Mission of the Medical Assistant Program

Pine Technical & Community College Medical Assistant Program is committed to providing an opportunity for higher education in an affordable student-focused environment. The Medical Assistant Program offers comprehensive educational opportunities, including general and transfer education, technical program education and lifelong learning.

The Medical Assistant Program is committed to the advancement of teaching methodologies and technology, student development, and community service. The Medical Assistant Department believes in the practical value of higher education as a means of economic and personal advancement in society. The Medical Assistant Program respects and cares for students as individuals and as members of diverse groups, supporting their aspirations for a better life.

Philosophy of Medical Assistant Education

The PTCC Medical Assistant faculty supports the mission and vision statements of the college as well as a commitment to life-long learning and a belief in educational mobility and accessibility. Pine Technical & Community College Medical Assistant Program believes in establishing a collaborative and supportive learning environment through developing student-faculty relationships which are based on trust and mutual respect. Medical Assistant faculty believes that learning is an active process that is facilitated by role-modeling and encompassing the students in a variety of clinical, classroom and simulated settings.

Learning is further enhanced by the use of a variety of teaching methods to accommodate different learning styles and actively engage the student in the teaching/learning process. Medical Assistant Program believes that students and faculty are responsible for the outcomes of learning. Medical Assistant education and the practice of medical assisting are based upon an understanding of the human person which is learned in general education courses. The student medical assistant builds upon this knowledge in medical assisting theory and utilizes problem solving to apply concepts and facts to medical assistant practice in varied clinical and laboratory settings. PTC Medical Assistant Program believes in providing planned medical assistant experiences to enable the students to achieve learning outcomes and develop clinical competence.
Pine Technical & Community College Student Learner Outcomes

Each student that graduates from Pine Technical & Community College must meet each of the student learner outcomes through pre-requisite and program course work. The following are Pine Technical & Community College’s (PTCC) Student Learner outcomes:

1. **Computer, Informational and Technical Literacy**
   - a. Use of program specific technical or computer knowledge to accomplish practical and job related tasks
   - b. Determine when there is a need for information, and identify, locate, evaluate, and effectively use that information for the issue or problem at hand
   - c. Develop adequate library and information skills to assist in realizing the other student learner outcomes and in achieving a foundation for life-long learning

2. **Communication**
   - a. Demonstrate appropriate ability to interact collaboratively to complete technical or job tasks
   - b. Describe how human diversity affects communication
   - c. Deliver a clear, well-organized verbal presentation
   - d. Compose a clear, well-organized document that is professional in appearance and content

3. **Critical Thinking**
   - a. Explore possible assumptions, interpretations or perspectives related to solving problem or technical challenge
   - b. Gather pertinent factual information and apply it to a given problem
   - c. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to the situation
   - d. Articulate the values affecting decisions, interpretations, and analysis made by ourselves and others

4. **Self-development**
   - a. Set professional goals and develop strategies to reach them
   - b. Set goals for personal well-being (physical, emotional, and intellectual) and develop strategies to reach them
   - c. Identify the role of lifelong learning in sub-outcomes “a” and “b”

5. **Global Issues**
   - a. Demonstrate an understanding of global issues and an ability to develop an informed opinion and response to these issues
   - b. Demonstrate an understanding of our local and regional communities, and the way they both affect and are affected by global issues
Medical Assistant Program Outcomes

The Medical Assisting Program has set outcomes in which objective data is collected from students after completion of the Medical Assistant Program.

- Competently perform as entry level medical assistants in the cognitive (learning), psychomotor (skills), and affective (behavior) learning domains
- Demonstrate professional behaviors and attitudes consistent with the delivery of safe, ethical, legal and compassionate care.
- Integrate strong oral, verbal and interpersonal communication skills in the health care environment
- Utilize technology literacy skills required to perform medical assistant duties
- Perform entry level medical assisting skills within a medical assistant scope of practice

1. Performance on CMA(AAMA) Certification Exam
   a. Pine Technical & Community College Medical Assistant graduates will achieve pass rate for the CMA(AAMA) exam which will be equal to or greater than the national average for first time takers.

2. Job Placement Rate:
   a. Graduates who successfully pass the CMA(AAMA) exam and seek employment in medical assisting as an CMA will obtain positions within one year of graduation.

3. Program Satisfaction:
   a. Graduates who respond to a Graduate Follow-up survey will state that the PTCC Medical Assisting Program prepared them adequately for an entry level position as a CMA.
   b. Clinical hosting sites who respond to a Clinical Host Survey will state satisfaction in hosting clinical faculty and students.
   c. Employers who respond to an Employer Survey will state satisfaction with over-all performance of graduates of the PTCC Medical Assisting Program.

4. Graduation Rate:
   a. Students admitted to the Practical Medical Assistant program will complete the program within four (4) consecutive semesters of admission if part-time student or within two (2) semesters as a full-time student.
Pine Technical & Community College Medical Assistant Program Plan

The Pine Technical & Community College Medical Assisting Program prepares students to take the CMA (AAMA) certification exam upon successful completion of classroom and clinical coursework. Curriculum is based on a two-year planner (four semesters) for full-time students. Part time students have up to three years to successfully complete all required program coursework.

Clinical experiences are offered in a variety of health care and community settings which offer students experiences with patients across the life-span.

Copies of the Program Plans and Course Descriptions are available on the PTCC website (www.pine.edu).

Accreditation

The Pine Technical & Community College Medical Assistant A.A.S. degree program is accredited by the Commission on Accreditation of Health Sciences Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Educators Review Board (MAERB).

Commission on Accreditation of Health Sciences Programs
1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350

Revised 4/16/2018
SECTION II
GENERAL POLICIES AND PROCEDURES
Clinical Sites

An integral part of a medical assistant program is student participation in a practicum experience. In these experiences, students care for patients at a variety of health care facilities within an approximately 100 mile radius from the campus site. Pine Technical & Community College contracts with local and regional health care facilities to provide these experiences. Students are responsible for arranging their own transportation to and from the clinical site.

Pine Technical & Community College Medical Assistant Program reserves the right to assign students clinical sites based on site availability, geographical location, and demonstration of competency in class and lab. However, clinical sites reserve the right to not accept a student. Clinical sites may be difficult to secure during certain semesters. Students may be required to wait one additional semester for their clinical site. Clinical seats are limited and there is no guarantee that a student may change to an alternative clinical site. In order to revise a clinical site, the student must submit a written request to the Program Director outlining the specific reasons for the revision. Written requests must be reviewed at least two weeks prior to the start of the clinical course.

Data Practices and Informed Consent

Health information collected is private data. Facilities may impose additional requirements regarding the health of persons working in their facilities and may require that health information about students in clinical courses be made available to them. PTCC may ask students to provide this health information to determine whether the student meets a clinical site’s health requirements for care providers.

Students are not legally required to provide this information to the college. However, refusal to provide the information requested could mean that a clinical site may refuse to accept the student at its facility. The Medical Assistant Program does not guarantee an alternative facility placement. If no alternative clinical placement is available, the student cannot fulfill the clinical requirements of the program and, therefore, is unable to progress in the PTCC Medical Assistant Program.
Clinical Requirements

In order to participate in practicum experiences, students are required to submit the following items:

1. Background Study (MN, Federal and for certain groups WI)
2. Immunization Records
3. Tuberculin testing
4. Medical Authorization form
5. Name and Date of Birth
6. Liability Insurance (provided by the college)
7. Authorization of Release of Information
8. CPR for the Health Care Provider or CPR for the Professional Rescuer
9. Health Insurance (strongly recommended)

**Health care facilities’ regulations require the above information. Individual clinical sites may require additional information.

Medical assistant students are required to have their Medical Exam Form and Immunization Verification forms completed and signed by a licensed health care provider. In addition, a copy of the student’s current CPR for Healthcare Providers or Professional Rescuer card must also be on file. These documents must be submitted to the Practicum Coordinator prior to the start of the second semester. Students who fail to provide the required documentation are not eligible to participate in the practicum experience. The Mantoux will be completed within 30 days prior to the start of the practicum.

Criminal Background Studies

Minnesota and Wisconsin State laws require that any person who has direct contact with patients and residents at health care facilities licensed by the State Department of Health must have a state criminal background check completed. Results of the study are to be on file in the Medical Assistant department before students begin their clinical experiences. Any student who does not pass (cleared with no disqualifications set aside) the criminal background check will not be permitted to participate in clinical experiences, thereby rendering the individual ineligible to progress in the Medical Assistant program. Criminal background studies are completed yearly.

If the student refuses to cooperate with the either of the criminal background checks, the clinical facility will refuse to allow clinical experience participation. The Medical Assistant Program does not guarantee an alternative facility placement. If no alternative clinical placement is available, the student cannot fulfill the clinical requirements of the program and, therefore, is unable to progress in either PTCC Medical Assistant Programs.
Students having questions about the process or results should direct questions and appeals to the following state agencies.

**Minnesota Department of Human Services Licensing Division**  
444 Lafayette Boulevard  
St. Paul, MN 55155-3842.  
Phone (651)296-3971.  
Web address: [www.dhs.state.mn.us](http://www.dhs.state.mn.us)

**Wisconsin Department of Health services Office of Legal Council**  
One West Wilson Street, Rm 651  
PO BOX 7850  
Madison, WI, 53707-7850.  
Web address: [http://www.dhs.wisconsin.gov/caregiver/BkgdFormsINDEX.HTM](http://www.dhs.wisconsin.gov/caregiver/BkgdFormsINDEX.HTM)

PTCC reserves the right to run criminal background checks at any time during the course of the Medical Assistant program should information be brought forward indicating that the student’s background study would no longer be cleared. The Dean of Nursing and Health Sciences or the clinical instructor will contact the student to complete another background study.

Students must remain in good legal standing before, during, and after completing the clinical portions of the Medical Assistant program. If there is an incident that could potentially deem any student inappropriate for clinical practicum, it is the legal and ethical responsibility of the student to report potential issues to the clinical instructor or Dean of Nursing and Health Sciences immediately.

If, at any time during the Medical Assistant program, a student is determined to be in violation of the law, and a recheck of the criminal background study finds the student to be ineligible to provide direct patient contact, the student will be exited from the program. In addition, administration reserves the right to evaluate any current charges and/or convictions. If administration deems that further action is necessary, it will be handled on an individual basis.

**Immunization Records/Student Health Records**

A completed immunization form must be on file prior to beginning any clinical experience. These forms will be provided to students accepted into the programs. The immunizations required are standards set by the Minnesota Department of Health and Human Services and Centers for Disease Control and Prevention and are detailed in the Appendix. If a student fails to provide the required immunization data, the practicum site will refuse to accept the student at its facility. This includes students who are conscientious objectors to immunizations. Pine Technical & Community College Medical Assistant Programs do not guarantee an alternative facility placement. If no alternative practicum site is available, the student cannot fulfill the practicum requirements of the program and, therefore is unable to graduate. Students are responsible for keeping a copy of the immunizations for their personal records.
**Recommendation for Hepatitis B vaccinations**

In December of 1991, the Federal Rule on OSHA for blood borne pathogens passed. This put into law employer and employee responsibilities for the education and management of all potential individuals who may have occupational exposure to blood borne pathogens. Although your role as a student in medical assisting does not fall under this legislation, PTCC feels it is in the best interest of our students to complete the Hepatitis B vaccine series.

Students may be exposed to the blood or body fluids of persons with acute or chronic Hepatitis B virus (HBV) infection while performing your clinical assignment. The primary vaccination series consists of three doses of vaccine, with the second and third doses given one and five months after the initial dose. Hepatitis B vaccination does not replace the need for following Standard Precautions.

Students are required to acknowledge and document that they have been advised of the recommendation for Hepatitis B vaccination. Please complete EITHER the Hepatitis B Vaccination Verification form OR the Hepatitis B Immunization Waiver form, which can be obtained from the Medical Assistant Faculty. Completed forms are to be returned to the Faculty.

**Tuberculin Test**

Tuberculin testing is completed through three different types of approved tests; Mantoux, blood test or chest x-ray.

**Mantoux tuberculin skin (PPD) test**

The TB skin test (Mantoux tuberculin skin test) is performed by injecting a small amount of fluid (called tuberculin) into the skin in the lower part of the arm. A person given the tuberculin skin test must return within 48 to 72 hours to have a trained health care worker look for a reaction on the arm.

**TB blood tests**

TB blood tests (also called interferon-gamma release assays or IGRA) measure how the immune system reacts to the bacteria that cause TB. If your health care provider or local health department offers TB blood tests, only one visit is required to draw blood for the test. The QuantiFERON®-TB Gold test (QFT-G), QuantiFERON®-TB Gold In-Tube test (GFT-GIT) and T-SPOT®.TB test are three Food and Drug Administration approved TB blood tests. Test results are generally available in 24-48 hours.

**Chest X-Ray**

If the test is positive, the individual must have one of the following:

- negative chest x-ray within six months prior to beginning clinical experience. This test may be required more frequently by clinical site requirements.
- or a negative blood test as is listed above
**Documentation Requirements**

Date and result of two step test, (2\textsuperscript{nd} Mantoux must be given 2 weeks apart from the first) if it is the student’s first Mantoux screening.

For students that have had at least 1 tuberculin PPD (skin) test in the past, this must be updated with a single Mantoux between July 1st and the beginning of the first clinical experience and every 12 months while enrolled PTCC Medical Assistant Programs. This information may change depending on current practices and requirements of the healthcare clinical sites in which a student is completing clinical rotations.

Information taken from Center for Disease Control (retrieved 8/18/2012) from [http://www.cdc.gov/tb/topic/testing/bloodtest.htm](http://www.cdc.gov/tb/topic/testing/bloodtest.htm)

**Name and Date of Birth**

Clinical facilities may request the name and date of birth of students who have been admitted into the medical assistant program. Clinical agencies may review this information to assign identification for computer access at their facilities.

**Liability Insurance**

Medical Assistant liability insurance is required. The cost of this insurance is covered by course tuition. Liability insurance does not cover in the case of personal injury or illness.

**Medical Authorization (Physical, Cognitive, and Psychosocial Requirements)**

In order to provide safe and competent care for ill and vulnerable patients and meet the psychomotor and cognitive objectives of a clinical course, students participating in clinical experiences must meet the physical, cognitive, and psychosocial requirements as guided by the MnSCU Performance Standards for pre-Medical Assistant students and of individual clinical facilities. (See Appendix)

All students are required to have a medical form completed by a licensed medical provider. A completed physical exam form must be on file prior to beginning of any clinical experience. This form will be provided to students during the mandatory orientation session for practical Medical Assistant students.

The information contained in student health records is considered confidential. A written release of information to Pine Technical & Community College is included as a part of the health form, which is included in the acceptance letter. Some facilities may impose certain requirements regarding the health of persons working in their facilities and may require that health information about students in clinical site programs be made available to them. The college may ask students to provide health information which will be used to determine whether a student meets a clinical site’s health requirements for care providers. Failure to have the required physical exam completed, a clinical site may refuse to accept the
student at its facility. Pine Technical & Community College Medical Assistant Programs do not guarantee an alternative facility placement. If no alternative clinical placement is available, the student cannot fulfill the clinical requirements of the program and therefore is unable to progress in the designated PTCC Medical Assistant Program. Physical Health status documentation is submitted yearly. Upon graduation from one of the programs all immunization and other medical information on the student is destroyed. Students are responsible for keeping a copy for their personal records.

Students with psychomotor and/or cognitive limitations that prevent them from independently performing the psychomotor and/or cognitive skills required should contact the college disability counselor prior to the start of the academic school year to explore services available to them. Please see the section on reasonable accommodations. The student may not be able to progress in the program until the limitations have been resolved.

**Authorization for the Release of Student Information**

Students are required to sign an authorization for the release of information to clinical agencies. Copies of the above information is kept in the students medical assistant file and available for agencies to review, if requested.

**CPR Certification**

Students in the medical assistant program must successfully complete a CPR course prior to beginning the MEDA courses and must maintain certification while enrolled in the program. The student may choose to renew the CPR in either CPR for Healthcare Provider offered through the American Heart Association or CPR for the Professional Rescuer offered through the Red Cross. A copy of the student’s current CPR card must be on file in the medical assistant office prior to beginning clinical courses.

**Health Insurance**

Though this is not a requirement for clinical or program participation, it is recommended that students have basic health insurance. College fees do not cover this fee or premium. Independent student health insurance is available. See Student Affairs for more information.

**Drug and Alcohol Policy**

The Pine Technical & Community College Medical Assistant Program is committed to maintaining an environment that is free from the influence of alcohol, misuse of prescription medications, over the counter (OTC) medications and illegal drugs. In order to ensure student, employee, faculty, and patient safety in the classroom, lab, and clinical setting, PTCC upholds the drug-free campus policy in the PTCC Student Handbook and extends this policy to clinical sites off campus.
Due to the nature of the medical assistant profession, should concerns arise in this area, faculty and/or administration reserve the right to address situations on an individual basis. See http://pine.edu/about/campus-policies/ for full policy.

**Email and Technology**

In order to prevent viruses and other malicious software from attacking computers, Pine Technical & Community College (PTCC) email will be used as the form of official communication. The medical assistant program faculty receives and read emails sent to their PTCC accounts on a regular basis. Due to the potential for viruses and other malicious software, faculty will delete emails originating from other accounts without review.

Student must check their email frequently for official communications, potential course updates, assignments, etc., from college staff and/or Medical Assistant faculty. Students are responsible for information sent to them via their PTCC email account. Please be reminded that email is considered to be part of professional and appropriate communication between faculty, administration and fellow peers. Unprofessional or inappropriate use of this is in violation of the Pine Technical & Community College Student Handbook.

Students will be required to use computer technology in the medical assistant program. Many medical assisting courses use some component of Desire 2 Learn (D2L), a web-based instruction management system. Medical assistant courses may be web-enhanced. It is the students’ responsibility to check the D2L site on a regular basis for course communication.

It is strongly recommended that students have access to a computer, printer, and the internet in order to meet the academic demands of the medical assistant program. At a minimum, computers should be equipped with Word, Adobe Acrobat Reader and Microsoft Office. Computers and printers are available for student use at the Learning Resources and Technology Center (LRTC). Students requiring assistance with computer-related concerns should contact a staff member of the LRTC. See http://pine.edu/technology/ for information.

**Name Tags**

Pine Technical & Community College ID tags are a required piece of uniform to be worn during all clinical experiences. Please see staff in the LRTC for name badge/ID cards.

**Personal Health Risks**

Medical assistant students have learning experiences in health care facilities and provide Medical Assistant care for clients who are ill. It is likely that clinical experiences will include caring for clients with infectious diseases. It is the responsibility of the student medical assistant to meet the health requirements and to practice standard precautions to minimize the risks to one’s personal health. By enrolling in the medical assistant program, the student acknowledges these risks.
Program Advising and Planning

Students are encouraged to attend group advising sessions offered throughout the year to review course schedules and obtain updated or necessary program information. If the student is not taking classes in the medical assistant department during a semester, it is the responsibility of the student to maintain contact with an advisor so as to receive critical information prior to the following semester. Students unable to meet during the group advising sessions may contact their advisor for a makeup session.

If a student elects to complete the program on a part-time basis, it is important that each student meet with his/her advisor and review:

- a schedule that meets the individual needs of the student;
- a schedule which allows the student to complete the program courses of the Medical Assistant Program within 6 semesters;
- necessary program requirements to ensure they are current.

Because of the timing and sequencing of courses, it may not be possible for a student progressing on a part-time basis to carry the exact number of credits he/she desires.

If a student elects to add, drop or withdraw from a course(s) during the semester, it is essential the advisor be consulted. This will change the sequence and progression through the program. Conferring with one’s advisor allows for a smoother progression. Clinical preference is given to the continuing student.

Reasonable Accommodations

There are conditions for which reasonable accommodations may be appropriate under the Americans with Disabilities Act. The Medical Assistant Program will make all reasonable accommodations required by law for qualified individuals. All students are, however, required to perform at a safe level in all areas required for completion of the medical assistant program. Individuals who have any disability, either permanent or temporary, which may affect their ability to perform as a Medical Assistant, must contact the Pine Technical & Community College disabilities office at the start of the program. See http://pine.edu/student-services/ for further information.

Responsibility for Health Care Costs

Any health care costs incurred during the time period in which the student is in the Medical Assistant Program will be the student's responsibility. Health insurance information is available in the Student Affairs Office.
Additional Costs

At times in the program, additional costs will occur for which the students will need to plan. These may include:

- costs of supplies for presentations, small projects or other group projects;
- costs associated with travel to and from clinical and school (gas and associated car maintenance and repairs);
- uniforms and shoes;
- and other minimal costs associated with coursework.

If financial hardship prevents students from being able to incur these costs the students should meet with Student Affairs to seek assistance.

Food and Beverages

The general consumption of food and beverage is prohibited in lab settings. Syllabi for each course will include specific food and beverage consumption guidelines.

Workers’ Compensation

For purposes of Workers’ Compensation insurance, the position of the clinical facilities and Pine Technical & Community College is that, as a medical assistant student, one is not an employee of either the clinical facilities to which the student is assigned or the College.

Transfer of Credits Policy

Student transferring credits must follow the Pine Technical & Community College transfer policy (See Student Handbook). Courses taken at an educational institution other than Pine Technical & Community College and are not a part of Minnesota Transfer Curriculum (MnTC) will be evaluated by the Admissions and/or the Medical Assistant Program in order to determine whether or not the courses are equivalent to required prerequisite courses.

Each medical assistant program uses a unique standard to evaluate student competency, therefore any medical assistant courses (in which such standards are used will not be accepted for transfer from other institutions.

Transfer courses will be evaluated by the Dean of Nursing and Health Sciences or designated medical assistant faculty for the following:

- Comparable to PTCC prerequisite course in content and credits
- Completed within the past 3 years (exception is General Education courses)
- Completed credits at time of application

Revised 4/16/2018
**Academic Progression/Graduation Requirements**

To ensure medical assistant students maintain satisfactory progress in the program and to meet college responsibilities, the medical assistant faculty has established academic progression/graduation requirements.

- It is the college’s responsibility to graduate safe entry level Medical Assistant practitioners.
- It is the college’s responsibility to provide evidence when students are failing.
- It is the college’s responsibility to use resources wisely.
- It is the college’s responsibility to monitor student progress to ensure admittance to waiting students.

**Statement of Integrity**

Integrity is crucial to the practice of medical assisting. Therefore, behavior of medical assistant students shall demonstrate moral, ethical and legal values as is stated in the Medical Assistant Code of Ethics (See Appendix) and adhere to the Pine Technical & Community College Student Conduct Code found in the PTCC Student Handbook and Medical Assistant Program Handbook. Student handbook can be accessed online at [http://pine.edu/current-students/student-handbook.html](http://pine.edu/current-students/student-handbook.html).

**Progression in the Program**

A student must earn a minimum grade of “C” (80%) in each medical assisting course and maintain a 2.0 GPA in order to progress in the medical assistant program sequence. Each student is expected to track his/her own academic progress throughout each semester. Academic counseling is available. The medical assistant faculty will work with students and/or provide referral if needed to Student Affairs for academic counseling. Please see the PTCC Student Handbook for grade appeal procedures.

Students must satisfactorily complete all required program and course objectives in order to progress in the program and graduate. Students are apprised of progress throughout coursework. Refer to individual instructor course syllabus and schedule for details.

Courses in the medical assistant curriculum are sequential, i.e. successful completion of first semester medical assistant courses is required before a student can progress to second semester courses. Additionally, even though a Medical Assistant course that a student has failed may be offered the next semester and appear to have spaces available, the spaces in each course each semester are allotted for students in a specific cohort. Therefore, students who have not successfully passed (below a “C”), failed or withdrawn from a Medical Assistant course(s) may not register for Medical Assistant course(s) the following semester(s) without permission and/or meeting with the Program Director or Dean of Nursing and Health Sciences. Options for progression in the designated Medical Assistant Program as a result of course failure or withdrawal will be provided to the student by the Program Director or the Dean of Nursing and Health Sciences after all final grades have been calculated at the end of each semester. Please also see the procedure on repeating of coursework.
If a student has been unsuccessful in a medical assistant course(s) or has withdrawn from a course(s) because of academic, personal or medical issues, the student must meet with the Dean of Nursing and Health Sciences and/or the Medical Assistant Program Director. All progression appeal forms may be obtained from the Medical Assistant Program.

Students may repeat medical assistant courses on a space-available basis. Students who have failed or withdrawn from a course(s) must repeat the entire course (lab / lecture courses are considered one course) and complete all required assignments in the course. If there are more medical assistant students who must repeat the same course during the same semester than space available, students will be ranked according to prerequisite residency and medical assistant courses GPA.


Clinical/Classroom Probation

It is the process of the medical assistant program that a student may be placed on probation if certain violations occur in the clinical setting (on or off campus). These violations include, but are not limited to

- Breach of confidentiality (HIPAA)
- Disrespectful behavior to staff, faculty, patient(s), or students
- Inappropriate or unprofessional behavior
- Pattern of tardiness and/or lack of preparation for clinical
- Compromised patient safety
- Demonstration of lack of integrity
- Incomplete or erroneous documentation

Any and all violations will be documented and will be managed on an individual basis. If a student incurs a violation, the student will meet with faculty and/or administration to discuss the situation. Following the discussion, it will be determined if a corrective action plan or dismissal from the program is warranted.

Students have a right to appeal disciplinary action regarding student conduct violations. See the PTCC Student Handbook for grievance policies and procedures.

Graduation Requirement

- Complete required program plan credits in the Medical Assistant Program with a minimum “C” (80%) grade in each course.
- Evidence of satisfactorily completing student clinical activities in clinical settings with clients across the lifespan.
- Evidence of satisfactory completing all the student learner outcomes
• Medical Assistant students must pass 100% of the cognitive, 100% of the psychomotor and 100% of the affective competencies in this course in order to pass the course. Medical Assistant students must pass 100% of the program’s competencies in order to graduate.

Procedures for Repeating (Unsuccessful Grade), Failed or Withdrawn Courses

It is the college’s responsibility;

• to graduate safe entry level medical assistant practitioners;
• to provide evidence when students are failing;
• to use resources wisely; and
• to monitor student progress to ensure admittance to waiting students.

The following policy has been developed based on the above responsibilities. Students earn an academic exit from medical assistant courses for the following reasons:

• Earned unsatisfactory grades in the same medical assistant course two times (MEDA courses only)**see below for explanation of unsatisfactory grades
• Earned unsatisfactory grades for a total of two or more Medical Assistant courses (MEDA courses only) *Forced withdrawal due to not meeting co-requisites is not counted.

**Unsatisfactory grades are defined as “D,” “F,” “NC,” or “W.”

Students also may not progress to the next semester if the GPA for the semesters Medical Assistant courses falls below 2.0 (MEDA coursework only) without repeating coursework.

MEDA courses:

It is possible for Medical Assistant students to drop any Medical Assistant course within the first five days of the semester and not receive a “W” (see the Pine Technical & Community College Handbook regarding the Add, Drop and Withdrawal policy time lines). Withdrawals after the drop date are recorded as a “W” and will be considered an unsatisfactory attempt.

Students whose progression has been postponed due to academic failure, poor clinical skills, or personal reasons may continue where they left off within 1 year of withdrawing. The usual application paperwork, fees, and admitting process will apply.

Students whose progression has been postponed due to academic failure, poor clinical skills, or personal reasons for a time greater than 1 year must meet with the Medical Assistant Program Director of the Dean of Nursing and Health Sciences and start from the beginning, repeating all the requirements for graduation.

Any student interested in readmission must meet with the Dean of Nursing and Health Sciences to discuss the readmission process. To be eligible for readmission, the student must submit written documentation to the Dean of Nursing and Health Sciences including evidence to support readmission.
The documentation should include a plan of action that identifies mechanisms that have been put in place or life circumstances that have changed to enhance the probability of success in the Medical Assistant Program. This written plan of action must be received four (4) weeks prior to the first day of class for the semester in which readmission would occur. The student will be notified in writing of readmission status.

The following outlines the readmission criteria:

- Students who have withdrawn, stopped or stepped-out of the Medical Assistant Program may opt to reapply for readmission one (1) time within one (1) year of their last semester attended and begin the program again with a new cohort of students. Continuing evaluation of the Medical Assistant Program curriculum results in yearly revision, and classes and/or clinical courses are updated in order to include current content or material or be re-sequenced. Therefore, courses that have been taken greater than two years from the re-entering semester are not considered valid for program completion and must be retaken.

- Students seeking readmission must complete a new application. Applications for readmission will be placed with the pool of new applicants, and the student will be admitted using the same criteria as all applicants to the designated Medical Assistant Program. If all Medical Assistant courses and cohorts are full for the academic year and there is no space available, the student(s) applying for readmission will be placed on the waiting list in the order it was received.

- In order to ensure that a student who has been out of the Medical Assistant Program for a period of times has the prerequisite skill and knowledge to safely and competently care for patients, remediation of skill and theory may be required as a condition of readmission at the discretion of the Medical Assistant faculty and Dean of Nursing and Health Sciences.

- If the student fails to meet progression requirements after readmission, the student will be dismissed from the program and not be eligible for subsequent readmission to the PTCC Medical Assistant Programs.

**Evaluation Criteria**

**Course Evaluation Criteria**

The following is the grading scale that is used for all courses in the medical assistant program which are awarded a letter grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0% to 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>87.0% to 93.9%</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>80.0% to 86.9%</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>73.0% to 79.9%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>72.0% and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>
A grade of “C” (80%) is required for successful completion of each core course and MEDA major course; any grade less than 80% is not acceptable. Grades will not be rounded up. Medical Assistant students must pass 100% of the cognitive, 100% of the psychomotor and 100% of the affective competencies in this course in order to pass the course. Medical Assistant students must pass 100% of the program’s competencies in order to graduate.

All assignments must be written and presented according to professional writing standards using APA (American Psychological Association) format. Please consult the Publication Manual of the American Psychological Association, 6th edition, second printing available in the library. Course syllabi may detail greater guidelines for assignments and evaluations. In general, the following is expected:

A. Free of spelling errors, grammatical and punctuation errors
B. Double spaced, typed and stapled
C. No frayed edges
D. Documents sent electronically must be in compliance with the Technology Agreement

Simulation in Health Care Education

Simulation will be utilized within medical assistant theory/lab courses and clinical courses to evaluate and maintain skills and theories taught. Refer to Section V for additional information.

Moral and Ethical Responsibilities

Integral to the profession of medical assisting is a concern for the welfare of the sick, injured and vulnerable and for social justice. Therefore, the students enrolled in medical assistant courses at Pine Technical & Community College accept the moral and ethical responsibilities that have been credited to the profession of medical assisting and are obligated to uphold and adhere to the profession's Code of Ethics.

AAMA Medical Assistant Code of Ethics

The Code of Ethics of the American Association of Medical Assistants shall set forth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting.

Members of AAMA dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to:

A. render service with full respect for the dignity of humanity;
B. respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information;
C. uphold the honor and high principles of the profession and accept its disciplines;
D. seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues;
E. participate in additional service activities aimed toward improving the health and well-being of the community.

The Medical Assistant Faculty at Pine Technical & Community College has an obligation to teach, uphold and enforce professional, moral and ethical principles of the profession of medical assisting. These behaviors are adhered to in each medical assistant course. Students who engage in behavior that violate moral and/or ethical standards described in the Pine Technical & Community Colleges Student Handbook, the PTCC Medical Assistant Program Handbook, and/or the 2009 Minnesota Statue 148, have failed to meet behavioral progression requirements; the consequences of which may range from course failure to program dismissal. Students who have been dismissed from the program for these reasons are not eligible to apply for readmission to the medical assistant program at PTCC.

Behaviors that violate professional, moral, and ethical standards include, but are not limited to

- Academic dishonesty (cheating, plagiarism)
- Knowingly furnishing false information
- Falsifying written information or documentation
- Theft
- Behaviors that violate Student Code of Conduct (see examples outlined in college handbook)
- Transgression of professional boundaries
- Breaching of confidentiality
- Unsafe behavior in a clinical setting

Students in a clinical setting may be placed on probation or dismissed from the medical assistant program related to his/her behavior and actual/potential harm to others.

**Written Evaluation (Exams, Tests or Quizzes) Criteria**

Students are expected to take examinations, tests, and quizzes when scheduled. Exams, tests, and quizzes are not given early. If the student does not have an excused absence, deduction of twenty percent of the achieved score will be assessed on all late evaluations. Students who arrive late for an exam are expected to finish within the time allotted for the test. If a student is unable to take their exam at the scheduled time, they must notify the instructor of the absence as soon as they are able.

Excused absences are defined as the following:
• MD note (on facility letterhead) indicating appointment, emergency or hospitalization. Hospital discharge papers will also be accepted.
• Scheduled Court appearances (must bring court papers as documentation to instructor). Dropping off paperwork at the courthouse/lawyer for a future court date does not qualify as an excused absence.
• Funeral (funeral/obituary noticed required) – must be an immediate family member or arranged with the instructor.

Please always have a backup plan for daycare, transportation, and work. Documentation of excused absences must be provided within 72 hours of absence. Exam, tests, or quizzes must be made up with in seven calendar days. If the makeup cannot be completed in seven (7) days the grade will be recorded as a zero (0). It is the student’s responsibility to arrange the makeup of an exam, test, or quiz.

In extreme circumstances a student may be unable to complete the required exam, test, or quiz within the seven calendar days. The student then may complete an academic petition from Student Affairs requesting an exception due to the extreme circumstances. Each petition will be considered and responded to in accordance with the Pine Technical & Community College Student Handbook.

Project and Assignments Evaluation Criteria

Information regarding evaluation criteria for projects and assignments will be detailed on course syllabi, schedules or individual assignments/projects.

Note: Processes related to late assignments and examinations were written to protect the student who is consistently on time with assignments and for examinations. Exceptions to the policies above may be granted at the discretion of faculty.

Competency Laboratory Evaluation Criteria

Laboratory and clinical competencies are practiced on campus. Competencies that require successful demonstration will be identified in course syllabus. Competency evaluation tools will be made available for students prior to the evaluation for competency.

Students will have available open lab times/scheduled lab times to practice competencies. Please see the instructor’s syllabus or the calendar posted outside the lab. Hours may change from week to week based on student need, room availability and staffing.

All competencies learned and evaluated in coursework are expected to be maintained throughout the program even after the course has already been successfully completed. Periodic assessment of these skills will occur throughout the program. Continued skill competency is necessary to ensure safety of the patients.

Revised 4/16/2018
Skill competency testing may include:

- Medication Math examination (80% minimum)
- Medical Assistant Skill Competency testing (technical skills)
- Medical Assistant written competency (Medical Assistant notes, care plans, etc.)
- Electronic Health/Medical Record usage (computer competency)
  - Students must remediate any/all evaluated skills in which they fail to demonstrate competency.
  - Students who complete remediation and are still unable to demonstrate continued competency will NOT be allowed to continue in coursework (Lab, Theory and Clinical).

Clinical Laboratory Evaluation Criteria

Clinical courses are graded in accordance to specific course syllabi.

Documentation of Clinical and Classroom Performance

Each medical assistant course identifies the grading method used to evaluate progression through the course. Grading methods may vary with each course and will be outlined in course syllabi.

To objectively and clearly identify student behavior that may hinder maximum professional growth and competency, documentation of unsatisfactory behavior will occur. Documentation will be reviewed by instructor and student; a copy will be placed in the student file. Faculty believes students benefit from feedback related to performance and/or behavior.

Revised 4/16/2018
Behaviors deemed as unsatisfactory for students in the medical assistant program include but are not limited to:

- Unprofessional behavior (texting, sleeping, talking, etc.) during guest presentations from outside industry partners; these may be on campus or at the clinical facilities
- Failure to prepare for specified clinical or coursework assignment
- Any breach of integrity, honesty, or confidentiality
- Discussion of patient information in a public area
- Failure to provide for patient physical safety
- Failure to follow medication procedure
- Failure to provide psychological safety
- Failure to be responsible for all assigned care
- Failure to maintain medical and surgical asepsis
- Failure to obtain supervision from instructor when necessary
- Failure to maintain therapeutic communication techniques
- Pattern of using language and mannerisms that are offensive to others in the clinical or classroom
- Failure to notify instructors in case of illness or anticipated tardiness
- Failure to assess and make adjustments based on their own mental, physical and emotional ability in the clinical and classroom area such as fatigue or illness
- Situations which require review and which may cause the student to fail the course or be dismissed from the program include, but are not limited to:
  - When two unsatisfactory incidents occur in the same academic semester
  - When the same type of unsatisfactory behavior is documented more than once in the same or previous semester
  - When clinical partner staff has expressed grave concern to the instructor regarding a student’s clinical performance
    - When the affiliating agency refuses to allow a student to be present in their facility
    - When an unusual incident occurs or when a single unsatisfactory behavior is of such magnitude that dismissal from the program is considered

**Attendance Policy**

Regular attendance in the classroom, lab and clinical settings is essential to ensure that the students have acquired the necessary knowledge and skills to be successful in practice. Students are held to the same professional standards as those expected within the work environment. Therefore, students are expected to arrive on time to all classes (theory, lab sessions, and clinical). If a student anticipates that he/she will miss a classroom or clinical experience, the student must notify the instructor in advance. If the student is ill, the student must notify the instructor as soon as possible. Recurring absences and tardiness will be reviewed by faculty and may result in the courses objectives not being achieved. If the course objectives are not achieved, the student cannot be successful in the course. Specific course requirements and consequences related to attendance are outlined in course syllabi.
Excused absences are defined as the following:

- MD note (on facility letterhead) indicating appointment, emergency or hospitalization. Hospital discharge papers will also be accepted.
- Scheduled Court appearances (must bring court papers as documentation to instructor). Dropping off paperwork at the courthouse/lawyer for a future court date does not qualify as an **excused** absence.
- Funeral (funeral/obituary notice required) – must be an immediate family member or arranged with the instructor.

**Please always have a backup plan for daycare, transportation, and work**

**Documentation of excused absences must be provided within 72 hours.**

If a student will be gone for an extended time due to a medical condition, surgery or other medical reason, the following is required when the student returns:

Written “Return to Work/School” note from the physician on facility letterhead including the following:

- May return to Classroom and Clinical (if clinical is not written the student will not be able to attend)
- May return with restrictions – lifting, standing, walking, stairs, etc.
- MUST also include an end date to the restrictions.
- May return with no restrictions – must state “no restrictions”.

Students must meet all course objectives to pass the course. Please note that there may be restrictions that prevent course continuation. This will be addressed on an individual basis.

**Classroom and Lab Attendance:** On-time presence, preparedness and meeting deadlines are key factors in career success. The student knowing in advance that he/she will not be in class when a test is being administered or when an assignment is due is encouraged to discuss options with the course instructor. If the student must be absent, he/she will be responsible for notifying the medical assistant instructor and leaving a message prior to class/lab time.

**Lab Attendance:** Re-scheduling of lab reviews is the responsibility of the student in case of absence. Determining factors of make-up work include lab and/or instructor availability. See course syllabus for specific details. It is the student’s responsibility to bring the required course work, tools (pens, kits, papers, etc.) to the lab setting.

**Practicum Attendance:** Regular attendance and dependability are evaluated as part of the medical assistant education program. Students are being prepared for employment in clinics and other ambulatory health care agencies in which absenteeism and/or tardiness is not acceptable. All hours missed during Practicum must be made up in order to successfully complete the externship. There are 320 attendance points available at the beginning of the student’s practicum. This equals 40 attendance points for each week of practicum.

**Practicum Absences:**

Revised 4/16/2018
• The student will be allowed one excused absence during the Practicum period.
  o All missed hours will be made up with a 1:1 ratio (one hour missed equals one hour make up).
  o Make up times will be at the convenience of the clinic. However, the clinic often does not have the availability to schedule make up times.
  o All absences require documentation. You must have a doctor’s note, a funeral notice, etc. All students must have backup daycare arrangements. If there is no documentation the absence will be considered unexcused. The student will lose 40(forty) weekly attendance points.

• If it is necessary to miss time from your Practicum, the practicum coordinator must be notified before the clinic manager.
  o The practicum coordinator must be notified between 6:00 and 6:30 am, unless the absence has been prearranged. The clinic manager must also be notified.
  o Failure to follow this notification procedure could result in termination of the practicum.

• If there is a second absence, the student will meet with the practicum coordinator and the clinic manager and the student will be put on an attendance contract. Subsequent absences will result in termination of the Practicum. The Practicum will need to be repeated in its entirety in an upcoming semester and the student will pay for 8 Credits.

• Tardiness is not accepted. Plan for the unexpected, traffic and bad weather are situations that need to be considered and planned for. A student should be at the clinical site 15 minutes before the start of the day. If the student is scheduled for 8:00Am then the student needs to arrive at 7:45AM to be prepared for the first patient of the day who will be scheduled for 8:00AM. The student will lose 15(fifteen) of the 40(forty) weekly attendance points for each time tardy. E.g. two times tardy in a week will result in the loss of 30 points. Forty points is the maximum but will require a meeting with the student, the practicum coordinator and the clinic manager.

• Absenteeism may result in the course objectives not being met. In order for successful completion of practicum, 90% or 288 hours of the total hours must be completed. All cases will be evaluated on an individual basis.

• Graduation will be delayed until the Practicum has been successfully completed.

**Clinical Experience, Responsibilities and Uniform**

Attendance at each clinical orientation and pre-clinical preparation is required. Exceptions may be made for excused absences (see criteria) at the Instructors and facilities discretion. Some facilities may not allow the student to attend clinical or make up the orientation. Failure to attend clinical orientation may result in course failure.

Practicum experiences occur in a variety of settings in and outside the Pine City area. Practicum is unpaid. A reliable means of transportation is required. Gas, car repairs, car insurance, etc. are the responsibility of the student. If the student is having financial concerns, they may contact Student Affairs for resources which may be available.
Clinical experiences may be scheduled according to clinical site availability. A flexible schedule is necessary. Adequate time is offered to students to arrange schedules as needed.

Uniforms and school identification are required in multiple school related settings. This includes, but is not limited to: clinical sites, on-campus lab setting, volunteer settings, etc. When outside the campus the embroidered uniform top with the complete uniform must be worn.

Clinical partners prohibit body art such as tattoos, piercings, etc. Piercings must be removed, with the exception of one small earring in each ear. Tattoos must be completely covered.

Facilities are non-smoking, including the parking lot. Clients, patients, cohorts, staff, etc., may be sensitive to odors, especially that of tobacco. No smoking is allowed at any time during clinical.

Many of our clinical partners (and our Medical Assistant labs) are “Scent Free” facilities. This means that no odor is to be present on the student or faculty. Scents include: clothing or hair that smells of smoke (tobacco or wood smoke), perfumes, colognes, scented body lotions, scented powders, body odor, breath odor (tobacco or halitosis), or scented hair products. Students may be asked to leave the clinical site/lab if odor is present.

Use of electronic devices will be addressed in course syllabus, orientation, and/or clinical coursework.

**Examples of appropriate appearance:**

- Designated style, color and make for uniform tops and bottoms required
- Clean, white or black shoes (standard Medical Assistant or solid white or black vinyl/leather tennis shoes)
- Solid white socks
- Make-up with discretion
- Neat, short fingernails; clear nail polish is acceptable
- Clean hair, pulled off neck: pinned, braided, or in a bun. Ponytails should not come into contact with clients or equipment
- Mustaches, beards and sideburns must be kept neatly trimmed
- Body piercings removed
- Tattoos covered completely – tattoos under clothing are acceptable as long as movement does not reveal the tattoo

**Other necessary items for uniform:**

- PTCC photo ID badge with appropriate title
- Watch with sweep second hand
- Bandage scissors (may be recommended)
- Stethoscope
- Black ink pen
- Individual facilities may have additional requirements
Examples of appropriate behavior:
• Use of quiet tone of voice throughout health care facility
• Use designated areas for charting and discussions
• Display respectful, considerate behavior
• Place coats, purses in designated area
• Bring text books/references to clinical area
• Prepared with adequate sleep and nutrition prior to arriving to clinical site
• Abide by HIPAA regulations
• Any behavior or appearance which may impact professionalism, patient safety, or the educational experience (such as lack of sleep, social stress, illness, etc.) as determined by the instructor will be addressed. Consequences will be determined on an individual basis.

Clinical Laboratory Performance
Students are expected to comply with all Pine Technical & Community College clinical laboratory performance policies (further details are provided in the clinical coursework) as well as all policies of the agencies where clinical laboratory experiences are held.

It is the medical assistant’s responsibility to provide for patients’ safety during all Medical Assistant care. Students are legally responsible for their acts of commission or omission. Any act of unsatisfactory behavior requires an evaluation conference with the student and the Medical Assistant Instructor. Additional parties (administration) may be consulted.

Unsatisfactory Behavior is defined as any behavior that the instructor identifies as unsafe, ineffective, inconsistent, or non-compliant as related to: program or hospital policies, course requirements, and/or clinical competencies. Further details are provided in clinical coursework.
SECTION V
MEDICAL ASSISTANT LAB
POLICIES
Utilization of Medical Assistant Skill and Simulation Labs in Healthcare Education

Purpose of Medical Assistant Labs
The policies and guidelines established for the Pine Technical & Community College Medical Assistant Program have been developed for the following purposes:

• to create a realistic environment for clinical and educational practice
• to provide a safe, clean and well-maintained environment and equipment
• to protect and maintain costly equipment
• to foster and reinforce learning using simulation technology and related resources
• to provide hands-on learning experiences specific to course objectives as guided by medical assistant curriculum
• to accommodate unique learning needs of students with diverse backgrounds, abilities, and educational experiences
• to assist with the development of critical thinking skills necessary for health care related fields

Mission of Medical Assistant Skill Labs
We stand firm on the commitment and dedication to our rural communities in which we live and serve. In collaboration with our industry partners, our goal is to educate and prepare medical assistant students to provide high-quality, safe, accessible and cost efficient medical care to individuals across the lifespan. It is with the aid of technology and simulation (in theory courses, campus laboratories and clinical experiences) that this can be achieved. Simulation encourages learning with the incorporation of different learning styles, use of critical thinking skills and the application of leadership opportunities, and through collaboration with peers.

Goals of Medical Assistant Lab
The use of medical assistant skill simulation along with case scenarios, are intended to mimic the clinical setting and complement other teaching and learning approaches in preparing medical assistants for their role in practice. Their use is designed to help students develop technical, problem-solving, and critical thinking skills. Simulated experiences include environmental factors that make students’
learning realistic and assist in helping students transition from lab setting to clinical setting to post-graduation work environments.

Simulation used within medical assistant education offers:

- Realistic client situations that can be reproduced and varied
- No threat to patient safety with ethical concerns minimized
- Improved health outcomes for patient safety
- Enhanced clinical learning and performance utilizing established remediation practices
- Active learning using simple to complex scenarios
- Immediate correction of errors that can be discussed immediately
- Consistent and comparable experiences for all students
- Promotion of self-evaluation and feedback from peers
- Fostering of decision making and critical thinking skills

Strategies within the lab setting that may be employed to assure the highest level of skill performance and readiness include practice and return demonstration, clinical simulations and case scenarios, consistent use of proper medical terminology, application, and documentation, computer-assisted instruction, electronic medical records, and individualized and additional instruction.

General Policies of the Medical Assistant Skill Labs

It is the intent of the medical assistant faculty and administration at Pine Technical & Community College (PTCC) to provide a safe learning experience for all students, faculty, and staff. The following guidelines maintain safety while using the medical assistant skill labs and clinical manikins. It is expected that all involved in classroom and clinical laboratory will adhere to these guidelines. The Simulation Lab Coordinator or designee will update the contents of this manual as needed. All learners, staff and faculty will be advised of revisions.

- The term “student” refers to anyone that is utilizing the Medical Assistant labs or mobile simulation manikin as a learner or participant in a simulation/lab activity.
- The term “faculty” refers to anyone that is serving in the instructor role.

Revised 4/16/2018
• No food or drinks are allowed in any campus laboratory, Simulation Control Center.
• Pine Technical & Community College is a smoke-free building. Smoking is only allowed in designated areas away from the building and its entrances.
• ALL electronic devices, including cell phones, PDA’s, cameras, camera phones, and video recorders are to be turned off during simulation unless approved by faculty. These items must be kept in your backpack, coat or purse and switched off or to silent.
• Learners shall report any physical limitations to faculty/instructor as soon as possible so that necessary precautions may be taken. A medical clearance is required before learners with physical injuries, illness, surgery, pregnancy or communicable disease will be allowed to practice or return demonstration in the Medical Assistant Skill and Simulation Lab. It is the responsibility of the faculty to determine whether a learner with physical limitations is capable of safely performing the necessary skills.
• Individual lab stations must be reviewed with Faculty or Lab Assistant before dismissal from lab.

Access to Lab
No students are to be in the Medical Assistant Lab without a staff member present. Unsupervised or unauthorized learners are not allowed contact with lab items or the manikins. All learners (students, faculty, and staff) will log in upon arrival to the Medical Assistant Lab.

Attire
Learners will adhere to the following dress code policies:
• Full PTCC clinical uniform attire is required for all scheduled activities in the Medical Assistant Skill courses. Students not dressed in uniform may be asked to leave. The faculty/instructor will give details on expectations of attire for their labs. Exceptions or specifics will be at the discretion of faculty/instructor.
• Students participating in Open Lab must wear school uniforms.

Conduct and Behavior
All users of the medical assistant lab will be expected to display professional conduct at all times. This includes no use of foul language and/or remarks or behavior that could be considered offensive or unsafe. Students may be dismissed from the medical assistant program as a result of conduct that is unsafe, unethical, inappropriate or unprofessional.

All users of labs must attend an orientation to the lab setting prior to active learning. This will occur with each course that utilizes the lab settings. Learners should be knowledgeable in the care, handling and proper use of the equipment.
Laboratory Hours

Open lab hours are posted. All students are invited and encouraged to attend open lab for skill practice. Staff members may also recommend or send students to open lab for remediation of skills.

This schedule will change each semester due to course schedules. While every effort will be made to adhere to the lab hours, please refer to this schedule often as it may be altered to accommodate unforeseen utilization.

Inventory and Supplies

The Medical Assistant Faculty or Lab Assistant is to be notified in writing when supplies are running low. Return all supplies to their designated place within the lab where found. Many supplies can be reused for practice.

NO items are to be removed from drawers, shelves or storage unless instructed to do so or permission from the Lab Assistant or Faculty is granted.

Lab and Clinical Requirement Policy

Students must successfully pass course, lab and clinical competencies to pass a course. Students must demonstrate consistently safe and professional performance throughout medical assistant courses.

Lab Equipment and Computers

No equipment, computers or supplies may be removed from the Lab. Any damage to equipment or supplies should be reported immediately to the Lab Assistant or Faculty. Students or learners may be held responsible for damaged equipment so handle it carefully! Any malfunction of laboratory computers should be reported immediately to the Lab Assistant or Faculty. Students must abide by all PTCC Computer Use policies.

Lab Preparedness

All students are expected to come to lab prepared by having read the scheduled lab competencies and assignments prior to the start of the lab periods. They are to have all supplies necessary for the lab in their possession (ex. stethoscope, text(s), watch with second hand, writing utensil, lab kit...) If a student is referred to the open lab for additional skill practice, students must read and come prepared to practice skills. If unprepared, students may be asked to leave the lab setting.

Medical Assistant Clinic and Lab Absences/Tardiness

Students are expected to arrive on time for clinic and lab classes. All scheduled labs will begin at scheduled start time. In case of an emergency that will require a student being late or absent from the
lab experience, the student must contact the medical assistant faculty prior to the scheduled class. Calling a classmate to relay a message regarding absence or being late is not acceptable.

Students will have two opportunities to successfully complete competencies. Students absent will be required to make-up the clinic and lab experience. Rescheduling make-up lab time will be done at the discretion of the faculty and open lab availability. Failure to complete competencies and show proficiency in skill sets may result in course failure. If a student is tardy or absent from a scheduled competency, it is considered an attempt and the student will only have one opportunity to successfully complete the competency unless the student is able to provide the required attendance documentation. Any missed or failed attempt at a competency must schedule a make-up for the competency by the start of class the following week after missed or failed competency. It is the student’s responsibility to schedule make-up or failed competencies at a time that works with the Instructor’s availability. It is the belief of the PTCC Medical Assistant faculty that notification of absence or tardiness is a major part of professional accountability. See Medical Assistant Competency Grading Policy for further information.

Medical Assistant Lab Scenarios

The lab experience is a learning environment. Situations simulated in the lab are to be used as a learning tool and no discussion of the action(s) of fellow students or components of the scenario should take place outside of the lab. Refer to the Confidentiality agreement in the Forms section.

The minimum expectations for all lab experiences include, but are not limited to:

- Introduction of self to your “patient”
- Use of standard patient identification procedures
- Use of standard precautions before, during and after all simulation experiences
- Demonstration of initial primary observation/assessment and data collection skills
- Active participation in case scenarios/simulation debriefing per course syllabi
- Effective communication with interdisciplinary members, family, peers
- Use of the seven rights of medication administration

Personal Belongings

It is recommended that all users bring only the necessary and/or required resources into the lab rooms. Space is limited.

Scent Free

To provide a safe, healthy environment for all learners, the lab is scent free. You are asked to refrain from using any scented products while in the lab for any reason. This includes, though is not limited to: hairspray, colognes, perfumes, smoke, body odor or heavily scented medications. If your clothing is heavily scented with odors, you may be asked to leave lab to change. This may result in an unsatisfactory grade for the lab experience.
Students may not smoke while in Program uniform (including street clothes while in facilities) or lab coat. The smell of smoke on a student uniform will be considered unprofessional in the practicum and classroom setting. The student will be removed from the practicum or classroom setting until they are able to return without the odor as determined by the instructor.

Safety in Laboratory Settings

Physical Safety

- Learners will be instructed in safe patient handling techniques prior to practice and demonstration.
- Learners are not to sit on the beds unless practicing a particular skill under supervision.
- Safely use step stools for items out of reach.
- A First Aid Kit is located in the skills labs. If you cannot locate a First Aid kit and are in need of one, seek faculty/staff assistance immediately.
- Fire extinguishers and emergency exits are mapped out in the hallways.
- If an eye injury occurs, there is an eye wash station located in the lab with first aid instructions.
- All accidents and injuries should be reported immediately to faculty or Lab Assistant. Any student or faculty must complete a First Report of Injury form and submit it. (Form available in Form Section)

Hazardous Waste Disposal

- All sharps used at Pine Technical & Community College labs are to be disposed of in the approved receptacles (SHARPS containers) which are located in several areas in each lab and NEVER into the trash.
- If a SHARPS container is full, please notify faculty or the Lab Assistant.
- A contracted transporter will dispose of the full SHARPS containers.
- NO trash will be disposed of in the SHARPS containers.

Infection Control

Students will be briefed of Standard Precautions and Transmission specific precautions (droplet, airborne, contact). All equipment, utensils, dressings, etc. that come into contact with a client’s body fluid are considered contaminated and need to be handled accordingly. The following are basic guidelines to follow.

- Wash hands before and after “client” care.
- Use barrier protection (eyewear, masks, gloves, gowns) when indicated.
- Dispose of equipment and other materials appropriately (for example, SHARPS containers).
• Report presence of open lesions or infections to the instructor.
• Universal precautions are to be utilized in medical assistant lab procedures at all times.

*Latex Warning*

Pine Technical & Community College attempts to maintain a Latex Free environment; however it is imperative that anyone with a latex allergy or severe sensitivities notify the Lab Assistant or Faculty prior to any activities with the simulation manikins. It should be noted that the laboratory environments are NOT latex free. Students/faculty must consult with their own Health Care Provider about allergy risks and treatments. Latex-free gloves are provided for use within the laboratory setting.

*Training*

All students will be trained on lab safety during orientation to the program.
SECTION VI
FORMS
Authorization for the Release of
Student Background Study Information

An integral part of the Medical Assistant Program is the care of patients/clients in clinical settings. To provide this experience, the College contracts with local clinical facilities. All facilities licensed by the Minnesota Department of Health and/or Wisconsin Department of Health require criminal background checks for anyone working at their facilities, including students.

By signing below I have read and agree to the terms outlined in the Background Study portion of the Pine Technical & Community College Medical Assistant Program Student Handbook. The information gathered will be shared, as requested or required, by all clinical hosting sites.

Student Signature: __________________________ Date: ________________

Date of Birth __________________

Previous Name(s)
__________________________________________________________________________
Confidentiality Agreement

Please print legibly. Students must turn in this form each semester that simulation is utilized in a course they have enrolled in.

I have read and understand the Policies, Procedures and Guidelines included in this manual. I agree to comply with all of the detailed guidelines. Failure to comply may result in disciplinary action, dismissal from program or loss of privileges in use of simulation labs or equipment.

I understand that I must uphold the integrity of the simulation experience. This includes, but is not limited to:

- Upholding the requirements of HIPPA.
- The performance of fellow learners in the scenario cannot be discussed at any time outside of the lab experience.
- The content of scenarios will be kept confidential to maintain the integrity of the learning experience. This will be considered academic dishonesty and will result in disciplinary action.
- Reporting all breaches of confidentiality to the Lab Assistant and/or Faculty member.
- Comprehension of the Confidentiality Policies and Procedures and agreement to adhere to them.

I have read and understand the (check all that apply):

☐ Use and Understanding Agreement ☐ Confidentiality Agreement

Print Name: ____________________________________________
Date: ___________________________________________________
Signature: _______________________________________________
Course(s) enrolled:________________________________________

_______________________________________
_______________________________________
CONSENT FOR USE OF PHOTO/VIDEO/AUDIO RECORDING

Educational Purposes

Simulation activities may be recorded and stored for debriefing and educational purposes, for up to five years.

I understand that I will be recorded while participating in a simulation activity. This information will be shared with fellow learners and faculty for educational purposes.

All recordings will be destroyed after five years unless further consent is granted.

Name: (printed) ___________________________ Date: __________________
Signature: _________________________________

Promotional Purposes

Activities may be photographed and used for website or promotional purposes. These documents will be stored for up to five years.

I understand that I may be photographed while participating in a simulation activity. I give permission to utilize my image for website or promotional purposes. I will not be compensated for the use of my image.

All photos/images will be destroyed after five years unless further consent is granted.

Name: (printed) ___________________________ Date: __________________
Signature: _________________________________
MEDICAL ASSISTANT PROGRAM
COMPETENCY GRADING POLICY

THE AAMA REQUIRES STUDENTS TO PROVE COMPETENCE IN SPECIFIC SKILLS BEFORE THEY CAN PASS EACH COURSE

- All students will be allowed 2 attempts to pass each competency.
- If you pass a competency the first time, you cannot take the same competency again to try to improve your score. Only students who fail will be allowed a second attempt. The retest will be scheduled. An absence for a scheduled retest for any reason is counted as an attempt.
- An absence or tardy for any reason on a competency first or second attempt, it will count as an attempt and result in a 0.
- If the competency is not passed on the second attempt, it will result in an (F) fail for the course, and the course will need to be repeated.
- On the second attempt the highest score that can be achieved is 80%.
- Special circumstances may be evaluated on a case by case basis.
- Medical Assistant students must pass 100% of the cognitive, 100% of the psychomotor and 100% of the affective competencies in this course in order to pass the course. Medical Assistant students must pass 100% of the program’s competencies in order to graduate.

I understand and agree to the above stated policy.

Name ___________________________________________ Date ________________

Print name ______________________________________________

Course name and number ____________________________________

Revised 4/16/2018
HAZARDOUS BODY FLUID EXPOSURE

Student Name___________________________________________Date____________________

I understand that it is my right to refuse to see a physician. It has been explained to me that because I have been exposed to possible hazardous body fluids, or have exposed someone to my body fluid, it would be in my best interest to see a physician.

I will in no way hold Pine Technical & Community College, any instructor, hospital, clinical site, liaison, patient or student responsible for any complications that I may develop from the exposure to body fluid.

Student Signature___________________________________________Date_________________

Instructor
Signature_____________________________________________________Date_________________

Course name and number___________________________________________

Revised 4/16/2018
HUMAN SUBJECTS DOCUMENT
ASSUMPTION OF RISK AND CONSENT TO PROCEDURES

General Information:
During this course you will be participating in laboratory activities in which learning by students requires the use of human subjects as part of the training. As a part of these learning activities you will be asked to perform specific skills as well as be the subject of specific skills practiced by students. These learning activities will be conducted under the supervision of the course instructor.

Benefits:
The activities listed have been selected because they are skills essential to the learning process and the faculty believe that realistic practice is essential for optimum learning.

Bloodborne Pathogen Exposure
It is important that you be aware that blood and other body fluids have been implicated in the transmission of certain pathogens, particularly Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV), the virus responsible for Acquired Immune Deficiency Syndrome (AIDS). In order to minimize risk of exposure to bloodborne pathogens, the student must agree to follow Standard Precautions guidelines as well as comply with regulations outlined in the OSHA Bloodborne Pathogen Standard.

Risks/Discomforts
Participation may create some anxiety or embarrassment for you. Some procedures may create minor physical or psychological discomfort. Specific risks are listed below.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Specific Benefit</th>
<th>Risks/Discomfort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venipuncture using both evacuated tube system (ETS) and syringe system</td>
<td>Student gains experience needed prior to performing procedures on actual patients</td>
<td>Possibility of hematoma or bruising; slight, temporary pain with procedure; slight risk of temporary nerve inflammation</td>
</tr>
<tr>
<td>Finger puncture</td>
<td>Same as above</td>
<td>Slight, temporary pain upon puncture; minimal possibility of infection (provided area is kept clean)</td>
</tr>
<tr>
<td>Injections</td>
<td>Student gains experience needed prior to performing procedures on actual patients.</td>
<td>Possibility of hematoma or bruising; slight, temporary pain with procedure; slight risk of temporary nerve inflammation</td>
</tr>
</tbody>
</table>

I have read the above Human Subjects Document. I acknowledge my understanding of the risks and benefits described. My questions have been answered. I agree to participate as a subject in the learning activities listed above.

__________________________________________________________          _________________
Signature of student (or parent/guardian if student is under 18 years of age)   Date
MEDICAL ASSISTANT ATTENDANCE POLICY

**Purpose:** In order to prepare the Medical Assistant student to be successful in industry, the following attendance policy will be enforced in all MEDA courses. This policy is based on recommendations from representative from industry serving on the Medical Assistant Advisory Committee.

**Policy:** Absences and tardiness will not be tolerated in the Medical Assistant Program. Attendance will be taken in all MEDA courses. The attendance policy is as follows:

1) The student will be allowed **two absences** per semester. At the time of the **second absence**, the student will be put on a **Plan of Assistance**. The **third absence** may result in suspension from class.

2) **Three** times tardy will count as **one absence**. The class will start according to the classroom clock. The student will be considered late any time after the start of class.

3) Written verification of physician appointments will be necessary before the student will be excused from class.

4) Leaving class early will count as a time tardy. The student will be charged with one absence for each three times they leave early. Leaving early is defined as leaving at any time prior to class dismissal by the instructor.

5) All missed classes due to student or family illness will require written verification of a doctor visit from the physician’s office.

6) Other absences such as funerals, jury duty, etc., will be evaluated by the instructor on an individual basis.

The above information has been explained to me and I understand the consequences of being absent or tardy from Medical Assistant classes.
I UNDERSTAND AND AGREE TO THE ABOVE STATED ATTENDANCE POLICY

Name:_________________________________________ Date:__________

Instructor signature: ____________________________________________

Course name and number_____________________________________________
Use of Supplies

I ________________________________ agree to abide by the understanding that all items purchased in kits for Clinical Procedures I, Clinical Procedures II, Laboratory Procedures I, Laboratory Procedures II and EKG are for educational use only and are not to be used outside of the classroom setting.

Signature ______________________________________________________

Date____________________________________________________________
SECTION VII
APPENDIX
Immunization Information

The immunizations required are standards set by the Minnesota Department of Health and Human Services and Centers for Disease Control and Prevention. See http://www.cdc.gov/vaccines/ for more information on immunizations.

Measles (Red Measles, Rubeola)

*If born before 1957:*
- Date of one measles or MMR vaccine or
- Physician diagnosis of disease or
- Report of immune titer proving immunity

*If born in or after 1957:*
- Physician diagnosis of disease or
- Dates of two doses of measles or MMR vaccine after one year of age or
- Report of immune titer proving immunity

Mumps

- Date of two mumps or MMR vaccine or
- History of disease

Rubella (German Measles)

- Date of one rubella or MMR vaccine or
- Report of immune titer proving immunity
  
  **Note: History of disease is not accepted.**

Tetanus/Diphtheria

- Date of booster vaccination, REGARDLESS OF DATE OF BIRTH. This must have been received within the last 10 years.

Hepatitis B

- Date(s) of vaccination(s). The Hepatitis B vaccine is given in a series of three doses. The first two are given one month apart followed by the third dose five months after the second. or
- Signed declination letter or
- Report of positive antibody (if secondary to disease, a signed declination letter is required)
Tuberculin Test

- Types of approved tests
  - Mantoux tuberculin skin (PPD) test
    - The TB skin test (Mantoux tuberculin skin test) is performed by injecting a small amount of fluid (called tuberculin) into the skin in the lower part of the arm. A person given the tuberculin skin test must return within 48 to 72 hours to have a trained health care worker look for a reaction on the arm.
  - TB blood tests
    - TB blood tests (also called interferon-gamma release assays or IGRAs) measure how the immune system reacts to the bacteria that cause TB. If your health care provider or local health department offers TB blood tests, only one visit is required to draw blood for the test. The QuantiFERON®-TB Gold test (QFT-G), QuantiFERON®-TB Gold In-Tube test (GFT-GIT) and T-SPOT®.TB test are three Food and Drug Administration approved TB blood tests. Test results are generally available in 24-48 hours.

- Documentation Requirements
  - Date and result of two step test, (2nd Mantoux must be given 2 weeks apart from the first) if it is the student’s first Mantoux screening.
  - For students that have had at least 1 tuberculin PPD (skin) test in the past, this must be updated with a single Mantoux between July 1st and the beginning of the first clinical experience and every 12 months while enrolled PTCC Medical Assistant Program.
  - If the test is positive, the individual must have one of the following:
    - a negative chest x-ray within six months prior to beginning clinical experience. This test may be required more frequently by clinical site requirements.
    - or a negative blood test as is listed above


Chicken Pox (Varicella)

- History of positive titer or
- Documented date of disease by a licensed healthcare provider or
- Date of vaccination

Cost Issues for Vaccinations

- County Public Health Departments offer low cost vaccination if a student is concerned about the cost of vaccinations.

If documentation of chicken pox, measles, mumps, and rubella or Hepatitis B vaccination/disease is unavailable, a titer may be drawn to verify immunity at your doctor’s office. Check with your clinic to verify exact costs.
Medical Assistant Code of Ethics

AAMA Medical Assistant Code of Ethics
The Code of Ethics of the American Association of Medical Assistants shall set forth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting. See http://www.aama-ntl.org/resources/library/aama_bylaws.pdf for more information.

Members of AAMA dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to:

A. render service with full respect for the dignity of humanity;
B. respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information;
C. uphold the honor and high principles of the profession and accept its disciplines;
D. seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues;
E. participate in additional service activities aimed toward improving the health and well-being of the community.

AAMA Medical Assistant Creed

I believe in the principles and purposes of the profession of medical assisting.

I endeavor to be more effective.

I aspire to render greater service.

I protect the confidence entrusted to me.

I am dedicated to the care and well-being of all people.

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by compassion, courage and faith.
Glossary of Terms

Accreditation.........................process whereby recognition is granted to an educational program for maintaining standards that qualify its graduates for professional practice.

AAMA.................................American Association of Medical Assistants (AAMA) professional organization dedicated to serving the interests of certified medical assistants.

ADA.................................Americans with Disabilities Act (ADA) a law designed to meet the needs of people with physical and mental challenges.

Attitude.................................a state of mind; how a person feels about a given subject or a given time.

Beliefs.................................ideas that are held to be true.

CAAHEP.................................Commission on Accreditation of Allied Health Education Programs (CAAHEP) entity accrediting over 2000 educational programs in 20 health sciences professions.

CDC.................................Centers for Disease Control and Prevention (CDC) U.S. federal agency under the Department of Health and Human Services that work to protect the public health and safety. CDC provides information to enhance health decisions.

Certification.................................voluntary process that involves a testing procedure to prove an individual’s baseline competency in a particular area.

Clinical.................................pertaining to direct patient care.

CLIA.................................Clinical and Laboratory Improvement Amendments (CLIA) guidelines established by Congress in 1988 to standardize and improve laboratory testing.

CLSI.................................Clinical and Laboratory Standards Institute (CLSI) a committee appointed to establish rules to ensure the safety, standards, and integrity of all testing performed on human specimens.

COLA.................................Commission on Office Laboratory Accreditation (COLA) works to support the health care industry by providing knowledge and resources for maintaining quality laboratory operations.
HHS ........................................Department of Health and Human Services (HHS) U.S. governments’ agency for protecting the health of all Americans and providing essential human services.

HER .......................................Electronic health Record is information about patients that is recorded and stored on a computer.

Ethics .....................................guidelines for moral behavior that are enforced by peer groups.

Evaluation ..............................the process of indicating how well the patient or person is progressing toward a particular goal; to appraise; to determine the worth or quality of something or someone.

FDA ........................................Food and Drug Administration (FDA) responsible for protecting and promoting public health through the regulation and supervision of blood transfusions, medical devices, and other medically and non-medically related problems.

HIPAA .................................Health Insurance Portability and Accountability Act (HIPAA) government rules, regulations and procedures resulting from legislation to protect the confidentiality of patient information.

Hippocratic Oath ......................a code of ethics written by Hippocrates.

Internet .................................global system used to connect one computer to another.

Joint Commission .....................a voluntary organization that sets and evaluates the standards of care for health care instructors.

Laboratory ..............................a place where research, investigation, or scientific testing takes place.

MSDS .................................Material Safety Data Sheet (MSDS) a detailed record of all characteristics and protection required from a hazardous substance.

Medical Assistant .....................a multi-skilled health care professional who performs a variety of clinical and administrative tasks in a medical setting.

OSHA .................................Occupational Safety and Health Administration (OSHA) the federal agency that oversees working conditions, with the mission to protect employees from work related hazards.

Procedure Manual .....................hand book that contains test methods and other information needed to perform testing is suggested by the United States Department of Health and Human Services (HHS) and Centers for Disease Control and Prevention (CCD) as a valuable resource for Certificate of Waiver Sites.
Protected Health Information (PHI) is individually identifiable personal health information as defined by the Health Insurance Portability and Accountability Act. Information that can be linked to a particular individual by name, code, or number.

Provider: a health care worker who delivers medical care.

Scope of Practice: the procedures, actions, and process that are permitted for a particular health care profession.
<table>
<thead>
<tr>
<th>Psychomotor &amp; Affective Competencies</th>
<th>Grade</th>
<th>Pass</th>
<th>Date</th>
<th>Int.</th>
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</thead>
<tbody>
<tr>
<td><strong>I Anatomy &amp; Physiology</strong></td>
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<tr>
<td>I.P.1. Measure and record:</td>
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<tr>
<td>a. blood pressure</td>
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<tr>
<td>b. temperature</td>
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<tr>
<td>c. pulse</td>
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<tr>
<td>d. respirations</td>
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<tr>
<td>e. height</td>
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<tr>
<td>f. weight</td>
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<tr>
<td>g. length (infant)</td>
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<td>h. head circumference (infant)</td>
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<tr>
<td>i. pulse oximetry</td>
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<td>I.P.2. Perform:</td>
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<tr>
<td>a. electrocardiography</td>
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<tr>
<td>b. venipuncture</td>
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<tr>
<td>c. capillary puncture</td>
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<td>d. pulmonary function testing</td>
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<td>I.P.3. Perform patient screening using established protocols</td>
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<td>I.P.4. Verify the rules of medication administration:</td>
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<tr>
<td>a. right patient</td>
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<tr>
<td>b. right medication</td>
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<td>c. right dose</td>
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<td>d. right route</td>
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<td>e. right time</td>
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<tr>
<td>f. right documentation</td>
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<tr>
<td>I.P.5. Select proper sites for administering parenteral medication</td>
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<td>I.P.6. Administer oral medications</td>
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<td>I.P.7. Administer parenteral (excluding IV) medications</td>
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<td>I.P.8. Instruct and prepare a patient for a procedure or a treatment</td>
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<td>I.P.9. Assist provider with a patient exam</td>
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<td>I.P.10. Perform a quality control measure</td>
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<td>I.P.11. Obtain specimens and perform:</td>
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<tr>
<td>a. CLIA waived hematology test</td>
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<tr>
<td>b. CLIA waived chemistry test</td>
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<tr>
<td>c. CLIA waived urinalysis</td>
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<tr>
<td>d. CLIA waived immunology test</td>
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<tr>
<td>e. CLIA waived microbiology test</td>
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<td>I.P.12. Produce up-to-date documentation of provider/professional level CPR</td>
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<tr>
<td>I.P.13. Perform first aid procedures for:</td>
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<tr>
<td>a. bleeding</td>
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<tr>
<td>b. diabetic coma or insulin shock</td>
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<tr>
<td>c. fractures</td>
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<tr>
<td>d. seizures</td>
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<tr>
<td>e. shock</td>
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<tr>
<td>f. syncope</td>
<td></td>
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<tr>
<td>I.A.1. Incorporate critical thinking skills when performing patient assessment</td>
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<td>I.A.2. Incorporate critical thinking skills when performing patient care</td>
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<tr>
<td>I.A.3. Show awareness of a patient’s concerns related to the procedure being performed</td>
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</tbody>
</table>

**II Applied Mathematics**

| II.P.1. Calculate proper dosages of medication for administration |
| II.P.2. Differentiate between normal and abnormal test results |
| II.P.3. Maintain lab test results using flow sheets |
| II.P.4. Document on a growth chart |
| II.A.1. Reassure a patient of the accuracy of the test results |

**III Infection Control**

| III.P.1. Participate in bloodborne pathogen training |
| III.P.2. Select appropriate barrier/personal protective equipment (PPE) |
| III.P.3. Perform handwashing |
| III.P.4. Prepare items for autoclaving |
| III.P.5. Perform sterilization procedures |
| III.P.6. Prepare a sterile field |
| III.P.7. Perform within a sterile field |
| III.P.8. Perform wound care |
| III.P.9. Perform dressing change |
### III.P.10. Demonstrate proper disposal of biohazardous material

- a. sharps
- b. regulated wastes

### III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

### IV Nutrition

**IV.P.1. Instruct a patient according to patient’s special dietary needs**

**IV.A.1. Show awareness of patient’s concerns regarding a dietary change**

### V Concepts of Effective Communication

**V.P.1. Use feedback techniques to obtain patient information including:**

- a. reflection
- b. restatement
- c. clarification

**V.P.2. Respond to nonverbal communication**

**V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients**

**V.P.4. Coach patients regarding:**

- a. office policies
- b. health maintenance
- c. disease prevention
- d. treatment plan

**V.P.5. Coach patients appropriately considering:**

- a. cultural diversity
- b. developmental life stage
- c. communication barriers

**V.P.6. Demonstrate professional telephone techniques**

**V.P.7. Document telephone messages accurately**

**V.P.8. Compose professional correspondence utilizing electronic technology**

**V.P.9. Develop a current list of community resources related to patients’ healthcare needs**

**V.P.10. Facilitate referrals to community resources in the role of a patient navigator**

**V.P.11. Report relevant information concisely and accurately**

**V.A.1. Demonstrate:**
| a. empathy  |
| b. active listening  |
| c. nonverbal communication  |

**V.A.2.** Demonstrate the principles of self-boundaries

**V.A.3.** Demonstrate respect for individual diversity including:

| a. gender  |
| b. race  |
| c. religion  |
| d. age  |
| e. economic status  |
| f. appearance  |

**V.A.4.** Explain to a patient the rationale for performance of a procedure

### VI Administrative Functions

| VI.P.1. Manage appointment schedule using established priorities |
| VI.P.2. Schedule a patient procedure |
| VI.P.3. Create a patient’s medical record |
| VI.P.4. Organize a patient’s medical record |
| VI.P.5. File patient medical records |
| VI.P.6. Utilize an EMR |
| VI.P.7. Input patient data utilizing a practice management system |
| VI.P.8. Perform routine maintenance of administrative or clinical equipment |
| VI.P.9. Perform an inventory with documentation |

**VI.A.1.** Display sensitivity when managing appointments

### VII Basic Practice Finances

| VII.P.1. Perform accounts receivable procedures to patient accounts including posting:  |
| a. charges  |
| b. payments  |
| c. adjustments  |
| VII.P.2. Prepare a bank deposit |
| VII.P.3. Obtain accurate patient billing information |
| VII.P.4. Inform a patient of financial obligations for services rendered |
| VII.A.1. Demonstrate professionalism when discussing patient’s billing record |
| VII.A.2. Display sensitivity when requesting payment for services rendered |
## VIII Third Party Reimbursement

VIII.P.1. Interpret information on an insurance card

VIII.P.2. Verify eligibility for services including documentation

VIII.P.3. Obtain precertification or preauthorization including documentation

VIII.P.4. Complete an insurance claim form

VIII.A.1. Interact professionally with third party representatives

VIII.A.2. Display tactful behavior when communicating with medical providers regarding third party requirements

VIII.A.3. Show sensitivity when communicating with patients regarding third party requirements

## IX Procedural and Diagnostic Coding

IX.P.1. Perform procedural coding

IX.P.2. Perform diagnostic coding

IX.P.3. Utilize medical necessity guidelines

IX.A.1. Utilize tactful communication skills with medical providers to ensure accurate code selection

## X Legal Implications

X.P.1. Locate a state’s legal scope of practice for medical assistants

X.P.2. Apply HIPAA rules in regard to:
   a. privacy
   b. release of information

X.P.3. Document patient care accurately in the medical record

X.P.4. Apply the Patient’s Bill of Rights as it relates to:
   a. choice of treatment
   b. consent for treatment
   c. refusal of treatment

X.P.5. Perform compliance reporting based on public health statutes

X.P.6. Report an illegal activity in the healthcare setting following proper protocol

X.P.7. Complete an incident report related to an error in patient care

X.A.1. Demonstrate sensitivity to patient rights

X.A.2. Protect the integrity of the medical record

## XI Ethical Considerations
<table>
<thead>
<tr>
<th>XI.P.1.</th>
<th>Develop a plan for separation of personal and professional ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI.P.2.</td>
<td>Demonstrate appropriate response(s) to ethical issues</td>
</tr>
<tr>
<td>XI.A.1.</td>
<td>Recognize the impact personal ethics and morals have on the delivery of healthcare</td>
</tr>
</tbody>
</table>

**XII Protective Practices**

<table>
<thead>
<tr>
<th>XII.P.1.</th>
<th>Comply with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>safety signs</td>
</tr>
<tr>
<td>b.</td>
<td>symbols</td>
</tr>
<tr>
<td>c.</td>
<td>labels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>XII.P.2.</th>
<th>Demonstrate proper use of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>eyewash equipment</td>
</tr>
<tr>
<td>b.</td>
<td>fire extinguishers</td>
</tr>
<tr>
<td>c.</td>
<td>sharps disposal containers</td>
</tr>
</tbody>
</table>

| XII.P.3. | Use proper body mechanics |

| XII.P.4. | Participate in a mock exposure event with documentation of specific steps |

| XII.P.5. | Evaluate the work environment to identify unsafe working conditions |

| XII.A.1. | Recognize the physical and emotional effects on persons involved in an emergency situation |
| XII.A.2. | Demonstrate self-awareness in responding to an emergency situation |
# MAERB Core Curriculum Map for Medical Assisting Courses

## Foundations for Clinical Practice

### I. Anatomy & Physiology

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.C.1</strong></td>
<td>Describe structural organization of the human body</td>
</tr>
<tr>
<td><strong>I.C.2</strong></td>
<td>Identify body systems</td>
</tr>
</tbody>
</table>
| **I.C.3**          | Describe  
  a. body planes  
  b. directional terms  
  c. quadrants  
  d. cavities |
| **I.C.4**          | List major organs in each body system |
| **I.C.5**          | Identify the anatomical location of major organs in each body system |
| **I.C.6**          | Compare structure and function of the human body across the life span |
| **I.C.7**          | Describe the normal function of each body system |
| **I.C.8**          | Identify common pathology related to each body system including:  
  a. signs  
  b. symptoms  
  c. etiology |
| **I.C.9**          | Analyze pathology for each body system including:  
  a. diagnostic measures  
  b. treatment modalities |
| **I.C.10**         | Identify CLIA waived tests associated with common diseases |
| **I.C.11**         | Identify the classifications of medications, including  
  a. indications for use  
  b. desired effects  
  c. side effects  
  d. adverse reactions |
| **I.C.12**         | Identify quality assurance practices in healthcare |
| **I.C.13**         | List principles and steps of professional/provider CPR |
| **I.C.14**         | Describe basic principles of first aid as they pertain to the ambulatory healthcare setting |

### Psychomotor

<table>
<thead>
<tr>
<th>Psychomotor</th>
<th>Course</th>
</tr>
</thead>
</table>
| **I.P.1**           | Measure and record:  
  a. blood pressure  
  b. temperature  
  c. pulse  
  d. respirations  
  e. height  
  f. weight  
  g. length (infant)  
  h. head circumference (infant)  
  i. pulse oximetry |
| **I.P.2**           | Perform:  
  a. electrocardiography  
  b. venipuncture |
<table>
<thead>
<tr>
<th>I.P.3</th>
<th>Perform patient screening using established protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.P.4</td>
<td>Verify the rules of medication administration:</td>
</tr>
<tr>
<td></td>
<td>a. right patient</td>
</tr>
<tr>
<td></td>
<td>b. right medication</td>
</tr>
<tr>
<td></td>
<td>c. right dose</td>
</tr>
<tr>
<td></td>
<td>d. right route</td>
</tr>
<tr>
<td></td>
<td>e. right time</td>
</tr>
<tr>
<td></td>
<td>f. right documentation</td>
</tr>
<tr>
<td>I.P.5</td>
<td>Select proper sites for administering parenteral medication</td>
</tr>
<tr>
<td>I.P.6</td>
<td>Administer oral medications</td>
</tr>
<tr>
<td>I.P.7</td>
<td>Administer parenteral (excluding IV) medications</td>
</tr>
<tr>
<td>I.P.8</td>
<td>Instruct and prepare a patient for a procedure or treatment</td>
</tr>
<tr>
<td>I.P.9</td>
<td>Assist provider with a patient exam</td>
</tr>
<tr>
<td>I.P.10</td>
<td>Perform a quality control measure</td>
</tr>
<tr>
<td>I.P.11</td>
<td>Obtain specimens and perform:</td>
</tr>
<tr>
<td></td>
<td>a. CLIA waived hematology test</td>
</tr>
<tr>
<td></td>
<td>b. CLIA waived chemistry test</td>
</tr>
<tr>
<td></td>
<td>c. CLIA waived urinalysis</td>
</tr>
<tr>
<td></td>
<td>d. CLIA waived immunology test</td>
</tr>
<tr>
<td></td>
<td>e. CLIA waived microbiology test</td>
</tr>
<tr>
<td>I.P.12</td>
<td>Produce up-to-date documentation of provider/professional level CPR</td>
</tr>
<tr>
<td>I.P.13</td>
<td>Perform first aid procedures for:</td>
</tr>
<tr>
<td></td>
<td>a. bleeding</td>
</tr>
<tr>
<td></td>
<td>b. diabetic coma or insulin shock</td>
</tr>
<tr>
<td></td>
<td>c. fractures</td>
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<tr>
<td></td>
<td>d. seizures</td>
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<tr>
<td></td>
<td>e. shock</td>
</tr>
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<td></td>
<td>f. syncope</td>
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</tbody>
</table>

**Affective**

<table>
<thead>
<tr>
<th>I.A.1</th>
<th>incorporate critical thinking skills when performing patient assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.2</td>
<td>incorporate critical thinking skills when performing patient care</td>
</tr>
<tr>
<td>I.A.3</td>
<td>Show awareness of a patient’s concerns related to the procedure being performed</td>
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</table>

**II. Applied Mathematics**

**Cognitive**

<table>
<thead>
<tr>
<th>II.C.1</th>
<th>Demonstrate knowledge of basic math computations</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.C.2</td>
<td>Apply mathematical computations to solve equations</td>
</tr>
<tr>
<td>II.C.3</td>
<td>Define basic units of measurement:</td>
</tr>
<tr>
<td></td>
<td>a. the metric system</td>
</tr>
<tr>
<td></td>
<td>b. the household system</td>
</tr>
<tr>
<td>II.C.4</td>
<td>Convert among measurement systems</td>
</tr>
<tr>
<td>II.C.5</td>
<td>Identify abbreviations and symbols used in calculating medication dosages</td>
</tr>
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</table>
**II.C.6**  Analyze healthcare results as reported in:
- graphs
- tables

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<th><strong>Psychomotor</strong></th>
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<tbody>
<tr>
<td><strong>II.P.1</strong></td>
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<td><strong>II.P.2</strong></td>
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<td><strong>II.P.3</strong></td>
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<td><strong>II.P.4</strong></td>
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<tbody>
<tr>
<td><strong>II.A.1</strong></td>
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**III Infection Control**

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<tbody>
<tr>
<td><strong>III.C.1</strong></td>
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</tbody>
</table>
| **III.C.2**    | Describe the infection cycle, including:
|                 | a. the infectious agent
|                 | b. reservoir
|                 | c. susceptible host
|                 | d. means of transmission
|                 | e. portals of entry
|                 | f. portal of exit |
| **III.C.3**    | Define the following as practiced within an ambulatory care setting:
|                 | a. medical asepsis
|                 | b. surgical asepsis |
| **III.C.4**    | Identify methods of controlling the growth of microorganisms |
| **III.C.5**    | Define the principles of standard precautions |
| **III.C.6**    | Define personal protective equipment (PPE) for:
|                 | a. all body fluids, secretions, excretions
|                 | b. blood
|                 | c. non-intact skin
|                 | d. mucous membranes |
| **III.C.7**    | Identify Center for Disease Control (CDC) regulations that impact healthcare practices |

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<td><strong>III.P.1</strong></td>
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<td><strong>III.P.2</strong></td>
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<td><strong>III.P.3</strong></td>
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<td><strong>III.P.4</strong></td>
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<td><strong>III.P.8</strong></td>
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<tr>
<td><strong>III.P.9</strong></td>
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</table>
| III.P.10 | Demonstrate proper disposal of biohazardous material  
a. sharps  
b. regulated waste |
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<tr>
<td><strong>Affective</strong></td>
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<tr>
<td>III.A.1</td>
<td>Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings</td>
</tr>
<tr>
<td><strong>IV. Nutrition</strong></td>
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<tr>
<td><strong>Cognitive</strong></td>
<td></td>
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</tbody>
</table>
| IV.C.1 | Describe dietary nutrients including:  
a. carbohydrates  
b. fat  
c. protein  
d. minerals  
e. electrolytes  
f. vitamins  
g. fiber  
h. water |
| IV.C.2 | Define the function of dietary supplements |
| IV.C.3 | Identify the special dietary needs for:  
a. weight control  
b. diabetes  
c. cardiovascular disease  
d. hypertension  
e. cancer  
f. lactose sensitivity  
g. gluten-free  
h. food allergies |
| **Psychomotor** |  |
| IV.P.1 | Instruct a patient according to patient’s special dietary needs |
| **Affective** |  |
| IV.A.1 | Show awareness of patient’s concerns regarding a dietary change |
| **Applied Communications** |  |
| **V. Applied Communications** |  |
| **Cognitive** |  |
| V.C.1 | Identify styles and types of verbal communication |
| V.C.2 | Identify types of nonverbal communication |
| V.C.3 | Recognize barriers to communication |
| V.C.4 | Identify techniques for overcoming communication barriers |
| V.C.5 | Recognize the elements of oral communication using a sender-receiver process |
| V.C.6     | Define coaching a patient as it relates to:  
|          | a. health maintenance  
|          | b. disease prevention  
|          | c. compliance with treatment plan  
|          | d. community resources  
|          | e. adaptations relevant to individual patient needs |
| V.C.7    | Recognize elements of fundamental writing skills |
| V.C.8    | Discuss applications of electronic technology in professional communications |
| V.C.9    | Identify medical terms labeling the word parts |
| V.C.10   | Define both medical terms and abbreviations related to all body systems |
| V.C.11   | Define the principles of self-boundaries |
| V.C.12   | Define patient navigator |
| V.C.13   | Describe the role of the medical assistant as patient navigator |
| V.C.14   | Relate the following behaviors to professional communication  
|          | a. assertive  
|          | b. aggressive  
|          | c. passive |
| V.C.15   | Differentiate between adaptive and on-adaptive coping mechanisms |
| V.C.16   | Differentiate between subjective and objective information |
| V.C.17   | Discuss the theories of  
|          | a. Maslow  
|          | b. Erikson  
|          | c. Kubler-Ross |
| V.C.18   | Discuss examples of diversity  
|          | a. cultural  
|          | b. social  
|          | c. ethnic |

**Psychomotor**

| V.P.1    | Use feedback techniques to obtain patient information including:  
|          | a. reflection  
|          | b. restatement  
|          | c. clarification |
| V.P.2    | Respond to nonverbal communication |
| V.P.3    | Use medical terminology correctly and pronounced accurately to communicate information to providers and patients |
| V.P.4    | Coach patients regarding:  
|          | a. office policies  
|          | b. health maintenance  
|          | c. disease prevention  
|          | d. treatment plan |
| V.P.5    | Coach patient appropriately considering:  
|          | a. cultural diversity  
|          | b. developmental life stage  
<p>|          | c. communication barriers |
| V.P.6    | Demonstrate professional telephone techniques |</p>
<table>
<thead>
<tr>
<th>V.P.7</th>
<th>Document telephone messages accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.P.8</td>
<td>Compose professional correspondence utilizing electronic technology</td>
</tr>
<tr>
<td>V.P.9</td>
<td>Develop a current list of community resources related to patients' healthcare needs</td>
</tr>
<tr>
<td>V.P.10</td>
<td>Facilitate referrals to community resources in the roles of a patient navigator</td>
</tr>
<tr>
<td>V.P.11</td>
<td>Report relevant information concisely and accurately</td>
</tr>
</tbody>
</table>

**Affective**

<table>
<thead>
<tr>
<th>V.A.1</th>
<th>Demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. empathy</td>
</tr>
<tr>
<td></td>
<td>b. active listening</td>
</tr>
<tr>
<td></td>
<td>c. nonverbal communication</td>
</tr>
</tbody>
</table>

| V.A.2 | Demonstrate the principles of self-boundaries |

<table>
<thead>
<tr>
<th>V.A.3</th>
<th>Demonstrate respect for individual diversity including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. gender</td>
</tr>
<tr>
<td></td>
<td>b. race</td>
</tr>
<tr>
<td></td>
<td>c. religion</td>
</tr>
<tr>
<td></td>
<td>d. age</td>
</tr>
<tr>
<td></td>
<td>e. economic status</td>
</tr>
<tr>
<td></td>
<td>f. appearance</td>
</tr>
</tbody>
</table>

| V.A.4 | Explain to a patient the rationale for performance of a procedure |

**Medical Business Practices**

**VI. Administrative Functions**

**Cognitive**

<table>
<thead>
<tr>
<th>VI.C.1</th>
<th>Identify different types of appointment scheduling methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.C.2</td>
<td>Identify advantages and disadvantages of the following appointment systems</td>
</tr>
<tr>
<td></td>
<td>a. manual</td>
</tr>
<tr>
<td></td>
<td>b. electronic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI.C.3</th>
<th>Identify critical information required for scheduling patient procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.C.4</td>
<td>Define types of information contained in the patient's medical record</td>
</tr>
<tr>
<td>VI.C.5</td>
<td>Identify methods of organizing the patient's medical record based on:</td>
</tr>
<tr>
<td></td>
<td>a. problem-oriented medical record (POMR)</td>
</tr>
<tr>
<td></td>
<td>b. source-oriented medical record (SOMR)</td>
</tr>
<tr>
<td>VI.C.6</td>
<td>Identify equipment and supplies needed for medical records in order to:</td>
</tr>
<tr>
<td></td>
<td>a. Create</td>
</tr>
<tr>
<td></td>
<td>b. Maintain</td>
</tr>
<tr>
<td></td>
<td>c. Store</td>
</tr>
<tr>
<td>VI.C.7</td>
<td>Describe filing indexing rules</td>
</tr>
<tr>
<td>VI.C.8</td>
<td>Differentiate between electronic medical records (EMR) and a practice management system</td>
</tr>
<tr>
<td>VI.C.9</td>
<td>Explain the purpose of routine maintenance of administrative and clinical equipment</td>
</tr>
<tr>
<td>VI.C.10</td>
<td>List steps involved in completing an inventory</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>VI.C.11</td>
<td>Explain the importance of data back-up</td>
</tr>
<tr>
<td>VI.C.12</td>
<td>Explain meaningful use as it applies to EMR</td>
</tr>
</tbody>
</table>

**Psychomotor**

<table>
<thead>
<tr>
<th>VI.P.1</th>
<th>Manage appointment schedule, using established priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.P.2</td>
<td>Schedule a patient procedure</td>
</tr>
<tr>
<td>VI.P.3</td>
<td>Create a patient's medical record</td>
</tr>
<tr>
<td>VI.P.4</td>
<td>Organize a patient's medical record</td>
</tr>
<tr>
<td>VI.P.5</td>
<td>File patient medical records</td>
</tr>
<tr>
<td>VI.P.6</td>
<td>Utilize an EMR</td>
</tr>
<tr>
<td>VI.P.7</td>
<td>Input patient data utilizing a practice management system</td>
</tr>
<tr>
<td>VI.P.8</td>
<td>Perform routine maintenance of administrative or clinical equipment</td>
</tr>
<tr>
<td>VI.P.9</td>
<td>Perform an inventory with documentation</td>
</tr>
</tbody>
</table>

**Affective**

| VI.A.1  | Display sensitivity when managing appointments            |

**VII. Basic Practice Finances**

**Cognitive**

| VII.C.1 | Define the following bookkeeping terms:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. charges</td>
</tr>
<tr>
<td></td>
<td>b. payments</td>
</tr>
<tr>
<td></td>
<td>c. accounts receivable</td>
</tr>
<tr>
<td></td>
<td>d. accounts payable</td>
</tr>
<tr>
<td></td>
<td>e. adjustments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII.C.2</th>
<th>Describe banking procedures as related to the ambulatory care setting</th>
</tr>
</thead>
</table>

| VII.C.3 | Identify precautions for accepting the following types of payments:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. cash</td>
</tr>
<tr>
<td></td>
<td>b. check</td>
</tr>
<tr>
<td></td>
<td>c. credit card</td>
</tr>
<tr>
<td></td>
<td>d. debit card</td>
</tr>
</tbody>
</table>

| VII.C.4 | Describe types of adjustments made to patient accounts including:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. non-sufficient funds (NSF) check</td>
</tr>
<tr>
<td></td>
<td>b. collections agency transaction</td>
</tr>
<tr>
<td></td>
<td>c. credit balance</td>
</tr>
<tr>
<td></td>
<td>d. third party</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII.C.5</th>
<th>Identify types of information contained in the patient’s billing record</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.C.6</td>
<td>Explain patient financial obligations for services rendered</td>
</tr>
</tbody>
</table>

**Psychomotor**

| VII.P.1 | Perform accounts receivable procedures to patient accounts including posting:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. charges</td>
</tr>
<tr>
<td></td>
<td>b. payments</td>
</tr>
<tr>
<td></td>
<td>c. adjustments</td>
</tr>
<tr>
<td>VII.P.2</td>
<td>Prepare a bank deposit</td>
</tr>
<tr>
<td>VII.P.3</td>
<td>Obtain accurate patient billing information</td>
</tr>
<tr>
<td>VII.P.4</td>
<td>Inform a patient of financial obligations for services rendered</td>
</tr>
</tbody>
</table>

**Affective**

| VII.A.1 | Demonstrate professionalism when discussing patient's billing record |
| VII.A.2 | Display sensitivity when requesting payment for services rendered |

**VIII. Third Party Reimbursement**

**Cognitive**

| VIII.C.1 | Identify:  
| | a. types of third party plans  
| | b. information required to file a third party claim  
| | c. the steps for filing a third party claim |
| VIII.C.2 | Outline managed care requirements for patient referral |
| VIII.C.3 | Describe processes for:  
| | a. verification of eligibility for services  
| | b. precertification  
| | c. preauthorization |
| VIII.C.4 | Define a patient-centered medical home (PCMH) |
| VIII.C.5 | Differentiate between fraud and abuse |

**Psychomotor**

| VIII.P.1 | Interpret information on an insurance card |
| VIII.P.2 | Verify eligibility for services including documentation |
| VIII.P.3 | Obtain precertification or preauthorization including documentation |
| VIII.P.4 | Complete an insurance claim form |

**Affective**

| VIII.A.1 | Interact professionally with third party representatives |
| VIII.A.2 | Display tactful behavior when communicating with medical providers regarding third party requirements |
| VIII.A.3 | Show sensitivity when communicating with patients regarding third party requirements |

**IX. Procedural and Diagnostic Coding**

**Cognitive**

| IX.C.1 | Describe how to use the most current procedural coding system |
| IX.C.2 | Describe how to use the most current diagnostic coding classification system |
| IX.C.3 | Describe how to use the most current HCPCS Level II coding system |
| IX.C.4 | Discuss the effects of:  
| | a. upcoding  
| | b. downcoding |
| IX.C.5 | Define medical necessity as it applies to procedural and diagnostic coding |

**Psychomotor**

<p>| IX.P.1 | Perform procedural coding |
| IX.P.2 | Perform diagnostic coding |</p>
<table>
<thead>
<tr>
<th>IX.P.3</th>
<th>Utilize medical necessity guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affective</strong></td>
<td></td>
</tr>
<tr>
<td>IX.A.1</td>
<td>Utilize tactful communication skills with medical providers to ensure accurate code selection</td>
</tr>
<tr>
<td><strong>Medical Law and Ethics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>X. Legal Implications</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>X.C.1</td>
<td>Differentiate between scope of practice and standards of care for medical assistants</td>
</tr>
<tr>
<td>X.C.2</td>
<td>Compare and contrast provider and medical assistant roles in terms of standard of care</td>
</tr>
<tr>
<td>X.C.3</td>
<td>Describe components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</td>
</tr>
<tr>
<td>X.C.4</td>
<td>Summarize the Patient Bill of Rights</td>
</tr>
<tr>
<td>X.C.5</td>
<td>Discuss licensure and certification as they apply to healthcare providers</td>
</tr>
<tr>
<td>X.C.6</td>
<td>Compare criminal and civil law as it applies to the practicing medical assistant</td>
</tr>
</tbody>
</table>
| X.C.7 | Define:  
| | a. negligence  
| | b. malpractice  
| | c. statute of Limitations  
| | d. Good Samaritan Act(s)  
| | e. Uniform Anatomical Gift Act  
| | f. living will/Advanced directives  
| | g. medical durable power of attorney  
| | h. Patient Self Determination Act (PSDA)  
| | i. risk management |
| X.C.8 | Describe the following types of insurance:  
| | a. liability  
| | b. professional (malpractice)  
| | c. personal injury |
| X.C.9 | List and discuss legal and illegal interview questions |
| X.C.10 | Identify:  
| | a. Health Information Technology for Economic and Clinical Health (HITECH) Act  
| | b. Genetic Information Nondiscrimination Act of 2008 (GINA)  
| | c. Americans with Disabilities Act Amendments Act (ADAAA) |
| X.C.11 | Describe the process in compliance reporting:  
| | a. unsafe activities  
| | b. errors in patient care  
| | c. conflicts of interest  
| | d. incident reports |

Revised 4/16/2018
| X.C.12 | Describe compliance with public health statutes:  
|        | a. communicable diseases  
|        | b. abuse, neglect, and exploitation  
|        | c. wounds of violence  
| X.C.13 | Define the following medical legal terms:  
|        | a. informed consent  
|        | b. implied consent  
|        | c. expressed consent  
|        | d. patient incompetence  
|        | e. emancipated minor  
|        | f. mature minor  
|        | g. subpoena duces tecum  
|        | h. respondent superior  
|        | i. res ipsa loquitor  
|        | j. locums tenens  
|        | k. defendant-plaintiff  
|        | l. deposition  
|        | m. arbitration-mediation  
|        | n. Good Samaritan laws  

**Psychomotor**

| X.P.1  | Locate a state’s legal scope of practice for medical assistants  
| X.P.2  | Apply HIPAA rules in regard to:  
|        | a. privacy  
|        | b. release of information  
| X.P.3  | Document patient care accurately in the medical record  
| X.P.4  | Apply the Patient’s Bill of Rights as it relates to:  
|        | a. choice of treatment  
|        | b. consent for treatment  
|        | c. refusal of treatment  
| X.P.5  | Perform compliance reporting based on public health statutes  
| X.P.6  | Report an illegal activity in the healthcare setting following proper protocol  
| X.P.7  | Complete an incident report related to an error in patient care  

**Affective**

| X.A.1 | Demonstrate sensitivity to patient rights  
| X.A.2 | Protect the integrity of the medical record  

**XI. Ethical Considerations**

**Cognitive**

| XI.C.1 | Define:  
|        | a. ethics  
|        | b. morals  
| XI.C.2 | Differentiate between personal and professional ethics  
| XI.C.3 | Identify the effect of personal morals on professional performance  

**Psychomotor**

| XI.P.1 | Develop a plan for separation of personal and professional ethics  
| XI.P.2 | Demonstrate appropriate response(s) to ethical issues  

**Affective**
<table>
<thead>
<tr>
<th>XI.A.1</th>
<th>Recognize the impact personal ethics and morals may have on the delivery of healthcare</th>
</tr>
</thead>
</table>

### Safety and Emergency Practices

#### XII. Protective Practices

**Cognitive**

| XII.C.1 | Identify:  
| a. safety signs  
| b. safety symbols  
| c. labels |

| XII.C.2 | Identify safety techniques that can be used in responding to accidental exposure to:  
| a. blood  
| b. other body fluids  
| c. needle sticks  
| d. chemicals |

| XII.C.3 | Discuss fire safety issues in a healthcare environment |
| XII.C.4 | Describe fundamental principles for evacuation of a healthcare setting |
| XII.C.5 | Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting |
| XII.C.6 | Discuss protocols for disposal of biological chemical materials |
| XII.C.7 | Identify principles of:  
| a. body mechanics  
| b. ergonomics |
| XII.C.8 | Discuss critical elements of an emergency plan for response to a natural disaster or other emergency |

**Psychomotor**

| XII.P.1 | Comply with  
| a. safety signs  
| b. symbols  
| c. labels |

| XII.P.2 | Demonstrate proper use of:  
| a. eyewash  
| b. fire extinguishers  
| c. sharps disposal containers |

| XII.P.3 | Use proper body mechanics |
| XII.P.4 | Participate in a mock environmental exposure event with documentation of specific steps taken |
| XII.P.5 | Evaluate the work environment to identify unsafe working conditions |

**Affective**

| XII.A.1 | Recognize the physical and emotional effects of on persons involved in emergency situation |
| XII.A.2 | Demonstrate self awareness in responding to emergency situations |

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**Cognitive Objectives**  
**Psychomotor Competencies**

Revised 4/16/2018