

**MEDICAL
ASSISTANT
PROGRAM**

**POLICY AND PROCEDURE HANDBOOK
Lake Superior College
Updated 2019**

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DISCRIPTION OF THE MEDICAL ASSISTING PROFESSION:

Medical assistants are the only allied health professionals specifically trained to work in ambulatory setting such as physicians' offices, clinics, and group practices. Medical assistants are **multi-skilled** personnel who can perform **administrative, laboratory** and **clinical** procedures. Physicians value this unique versatility more and more, as managed care compels them to contain costs and manage human resources efficiently. It is not surprising that the demand for medical assistants is expanding rapidly. Medical assistants' practice under the responsibility and direct supervision of a person licensed to practice medicine.

DUTIES: A medical assistant under the responsibility and direct supervision of a person licensed to practice medicine may perform the following duties:

(Duties vary from office to office depending on location, size and specialty.)

Administrative duties may include using computer applications

- Answering telephones
- Greeting patients
- Updating and filing patient medical records
- Coding and filling out insurance forms
- Scheduling appointments
- Arranging for hospital admissions and laboratory services
- Handling correspondence, billing and bookkeeping

Clinical duties vary by state, but may include:

- Taking medical histories and updating medication lists
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician during the exam
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets
- Preparing and administering medications as directed by a physician
- Authorizing prescription refills as directed
- Drawing blood
- Performing electrocardiograms and peak flow tests
- Removing sutures or staples and changing dressings

Today's CMA (Certified Medical Assistant) is expected not only to master the body of knowledge of the profession, but also to apply this knowledge in the fast-paced world of ambulatory health care. Therefore, critical thinking is a necessary requirement for the medical assistant student and graduate, as it is for all health care professionals. The CMA is uniquely qualified to "speak the patient's language" and serve as a "communication liaison" between the physician and patient.

AAMA MISSION STATEMENT:

The mission of the American Association of Medical Assistants is to provide the medical assistant professional with education, certification, credential acknowledgment, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

CMA (AAMA) Core Values:

- Actively participate in the delivery of quality health care.
- *Promote patient safety and well-being.*
- Contribute to a positive health care experience for patients.

Demonstrate integrity and respect and protect patient confidentiality.

- Advocate the essential value of certification and continuing education. *Embrace change, growth, and learning.*

CODE OF ETHICS – THE AMERICAN ASSOCIATION OF MEDICAL ASSISTANTS:

The Medical Assisting Code of Ethics of the AAMA sets forth principles of ethical and moral conduct as they relate to the medical profession and the 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 public, which they serve, do pledge themselves to strive always to provide:

1. Render service with full respect for the dignity of humanity.
2. Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.
3. Uphold the honor and high principles of the profession and accept its disciplines.
4. Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.
5. 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 will 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.

DUTY TO PATIENT:

Medical Assistant Professionals' primary duty is to the patient, placing the welfare of the patient above their own needs and desires and ensuring that each patient receives the highest quality of care according to current standards of practice. High quality services are safe, effective, efficient, timely, equitable, and patient-centered. Medical Assistant Professionals work with all patients and all patient samples without regard to disease state, ethnicity, race, religion, or sexual orientation. Medical Assistant Professionals prevent and avoid conflicts of interest that undermine the best interests of patients.

Medical Assistant Professionals are accountable for the quality and integrity of the services they provide. This obligation includes maintaining the highest level of individual competence as patient needs change yet practicing within the limits of their level of practice. Medical Assistant Professionals exercise sound judgment in all aspects of the services they provide. Furthermore, Medical Assistant Professionals safeguard patients from others' incompetent or illegal practice through identification and appropriate reporting of instances where the integrity and high quality of laboratory services have been breached. Medical Assistant Professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to patients and other health care professionals. Medical Assistant Professionals respect patients' rights to make decisions regarding their own medical care.

DUTY TO COLLEAGES AND PROFESSION:

Medical Assistant Professionals uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability. Medical Assistant Professionals contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education.

Medical Assistant Professionals accept the responsibility to establish the qualifications for entry to the profession, to implement those qualifications through participation in certification exam after completion of an accredited program.

Medical Assistant Professionals establish cooperative, honest, and respectful working relationships within the clinic and with all members of the healthcare team with the primary objective of ensuring a high standard of care for the patients they serve.

Please Note: The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are essential qualities for a Medical Assistant. MAs must demonstrate ethical and moral principles essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and his/her family. As health care professionals, they must respect each patient and the confidentiality of patient information always.

LAKE SUPERIOR COLLEGE MEDICAL ASSISTANT – DIPLOMA PROGRAM

COLLEGE MISSION:

The Medical Assistant Program at Lake Superior College provides quality education and technical expertise utilizing the most recent advances and technology available. The program is designed to prepare students for entry-level occupation skills, to promote technical competency while enhancing personal and professional development, to increase economic opportunity, and to contribute services to local, regional, and global communities. Students are educated in accordance with the guidelines established by the national certification and professional association, AAMA through the MAERB. Upon completion of the program requirements, graduates will perform as entry-level Medical Assistants as outlined by the professional role delineation.

COLLEGE WIDE OUTCOMES:

The following learning outcomes describe the knowledge, skills, and responsibilities our students should acquire as a result of their studies at Lake Superior College.

1. **Professional and Personal Responsibilities, including**

- Professional demeanor
- Initiative and accountability
- Adherence to organizational expectations
- Self-development and lifelong learning

Demonstrated through appropriate behaviors

2. **Foundational Knowledge of the Intellectual, Social, and Natural World, through study in**

- Career-focused programs
- Liberal arts
- Sciences

Focused by engagement with discipline-specific questions, both contemporary and enduring

3. **Intellectual and Practical Skills, including**

- Critical and creative thinking
- Information literacy
- Inquiry and analysis
- Quantitative literacy
- Synthesis and application
- Teamwork and problem solving
- Written and oral communication

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

4. **Social Responsibilities, including**

- Awareness and practice of sustainability
- Civic involvement
- Ethical reasoning and action
- Intercultural competence

Anchored through active involvement with diverse communities and real-world challenges

Adapted from AAC&U Essential Learning Outcomes

DESCRIPTION AND REQUIREMENTS OF THE MEDICAL ASSISTANT PROGRAM AT LAKE SUPERIOR COLLEGE:

The Medical Assisting programs offered by Lake Superior College can be completed in 1 year (3 semesters) once pre-program and pre-technical requirements have been successfully determined. The program begins a new class of students each Fall Semester. Twenty-eight (28) students are admitted each fall semester. Completion of the pre-program requirements is used as admission criteria.

The program consists of 40 credits of general education and pre-technical courses. The nine (9) pre-technical courses include Microsoft Office, Medical Terminology and Human Body in Health & Disease. The eight (8) credits of general/allied health education courses include: Student Success Seminar (FYE1000 - for students who have completed less than 24 college credits prior to admittance into the program), Medical Ethics and Law, Lifespan Developmental Psychology and a Communication course (COMM1100, COMM1105 or ENGL1106). The twenty-three (23) credits of technical courses include:

Administrative Procedures I & II, Professionalism & Safety in Healthcare, Phlebotomy Skills for Health Care Professionals, Pharmacology & Math for Medical Assistants, Medical Laboratory Procedures, a Medical Assisting Internship and a Certification Exam Review course. Students who complete the program successfully will receive a program diploma and be eligible to sit for a national certification examination.

PROGRAM EDUCATIONAL GOAL:

To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behaviors) learning domains.

To implement the program goal, the following educational objectives have been identified:

1. To coordinate the course of study to provide development and general education opportunities that support entry-level literacy, including the ability to articulate and communicate ideas and problem solve.
2. To provide a supportive learning environment and offer equal opportunities for all people without regard to their race, creed, color, gender, sexual preference, national origin, age, marital status, status with regard to public assistance, religion or disability.
3. To provide responsive student services including advisement and referral services.
4. To develop in students the professional attitudes and ethics required of Medical Assistants.
5. To support life-long learning and self-development, including critical thinking skills.
6. To educate students in the merits of continuing professional education.
7. To collaborate with business organizations, industry, and other higher education institutions for professional opportunities.
8. To commit to an on-going program improvement and development through a system of self-study and assessment.
9. To demonstrate accountability to students and governing agencies.

ADMISSIONS:

The Medical Assisting program accepts up to 28 students into the technical portion of the program each fall semester, based on completion of pre-program requirements and LSC application.

- a. The Medical Assisting Program abides by all Lake Superior College policies and procedures relevant to admission, including but not limited to due process and non-discrimination.
- b. Pre-Program requirements include:

English/Reading:

A score of 78 or higher on the reading comprehension portion of the CPT, OR completion of ENGL0950 or READ0950, which may **not** be taken concurrently with Semester I coursework, OR ENGL0955 or READ0955, which may **not** be taken concurrently with Semester I coursework, OR equivalent transfer course or higher

Mathematics:

A score of 33 or higher on the Elementary Algebra Skills portion of the CPT, OR Completion of MATH0520, which may not be taken concurrently with Semester I coursework, OR its equivalent transfer course or higher with a grade of “C” or better.

- c. Required Pre-technical Courses:
 - ADSC1430 Microsoft Office
 - ALTH1410 Medical Terminology
 - BIOL1000 Human Body in Health and DiseaseThese courses must be completed with a grade of “C” or better.
- d. Students are required to complete an application to Lake Superior College. A ‘File Completion Date’ is determined by the Enrollment Services Center based on completion of the student’s application to the college. This file completion date is used to determine entry to the program if there are more than 28 students who have completed all other criteria. In other words, if more than 28 students have met the pre-technical requirements, entry to the program is based on earliest file completion date. Students are encouraged to apply to the college early.
- e. Students with course substitutions and or petitions will be evaluated on a case by case bases. Please talk to an advisor about the process.

ENROLLMENT PROCEDURE:

- Enrollment Services makes the determination about whether a student is program-ready in terms of completion of LSC application/file, and completion of pre-program courses. Enrollment Services office forwards names of program ready students to the Medical Assisting program director.
- The Program Director notifies all students with completed applications of their acceptance status by July when possible.
- The Program Director may choose to accept more than 28 students per year based on market demand, expected attrition, adequacy of staffing levels, and adequacy of lab space.
- Students accepted into the program will be invited to attend a mandatory orientation session, usually held in June or July. Failure to attend or reschedule this orientation session may result in withdrawal of the student's acceptance to the program or movement to the end of the program waiting list.

Essential Requirements for Medical Assisting Students

- The ability to read, write, and communicate verbally.
- The ability to perform basic mathematical calculations.
- The ability to understand and follow directions from spoken and/or written material.
- The ability to manage time effectively.
- The ability to cooperate.
- The ability to begin and follow through (display initiative).
- The ability to organize.
- The ability to work (and make sound judgments) under stress.
- The ability to think critically.
- The ability to sit, bend, reach, push, pull, and lift to 25 pounds.
- The ability to correlate information.
- The ability to prioritize.
- The ability to interact effectively and sensitively with people.
- The ability to adapt to change.
- The ability to be detail-orientated and accurate.
- The ability to seek help and find information.
- The ability to accept responsibility, limitations, and implications of those actions.
- Manual dexterity.
- The ability to consistently demonstrate professional behaviors.

An acceptable demonstration of these essential behaviors and/or abilities is a requirement for success in the Medical Assisting program. They represent basic entry level competencies for the program. Evaluation or measurement of these competencies will be accomplished by various means including

testing, completion of projects, clinical assessment of practical skills, and instructor observation in the classroom, laboratory, and community activities.

PROGRAM OUTCOMES/COMPETENCIES:

Throughout the Medical Assistant program, students acquire the necessary knowledge base (cognitive), psychomotor skills and affective behaviors. The cognitive knowledge gained enables the student to make informed decisions about skills, procedures, patient situations, and acceptable work practices. Specifically, the graduates of Lake Superior College Medical Assisting

Program will:

1. Adhere to safety and compliance procedures and policies.
2. Demonstrate organized work skills resulting in efficient time and material management and utilization.
3. Employ quality assurance techniques to monitor procedures, equipment, and competency.
4. Demonstrate specimen collection and processing practices.
5. Demonstrate professional behaviors, ethics, and physical appearance.
6. Perform mathematical functions required by medical assistants in medication preparation.
7. Perform information processing functions in the ambulatory care environment including effective use of an electronic medical record.
8. Communicate verbally and in written format with colleagues and patients in a professional manner.
9. Perform administrative and clinical procedures according to standard operating procedures.

Relate basic biologic, ethical, legal, developmental, and sociological principles to clinical facility and patient situations.

COURSE EVALUATIONS AND GRADES:

1. All lecture/lab and clinical experiences (internship) in the Medical Assisting program must be taken in sequence. The clinical internship courses receive a pass or no credit grade (no pass).
2. When a student starts the Medical Assisting technical courses, he/she will follow the program planner in place that year. **NOTE: Technical courses are only offered one time per year. Students who get “out of sequence” because of failure to satisfactorily complete a class at the designated time may have to wait an entire year to take the course over.** The student will verify acceptance of the program planner by signing a form that will be kept in their file.
3. Satisfactory progress will be evaluated according to school policy (see LSC Student Handbook and Medical Assisting Program Policies and Procedures).
4. General Education classes can be completed prior to admittance to the technical program or can be integrated throughout the program as outlined in the program planner. All General

Education courses must be passed with a grade of “C” to be acceptable for the Medical Assisting program.

5. A passing grade of “C” is required in all the technical courses on the Medical Assisting program planner in order to satisfactorily complete the program and graduate. The evaluation process for individual courses will be stated in each course syllabi.
6. Grading scale for MA technical courses is as follows:

A=92-100%

B=84-91%

C=75-83% ***Minimum % necessary to pass any MA course.**

D=65-74%

F=<65%

Evaluations involved in defining a student’s course grade include written tests and quizzes, practical lab tests, skill checkoffs, worksheets, case studies, and projects. The weight assigned to each of these evaluation tools varies based on the individual course as not all courses use the same variety and number of assessment tools. In general, the weight assigned for various evaluation tools is 20-40% for written tests, practical tests, and skills testing; 20- 30% for projects and presentations; 10-40% for laboratory exercises, worksheets and case studies; and 10-20% for performance evaluations. The course syllabus will outline the utilized weighted scale

Prerequisites for each course must be passed successfully before the next course can be taken. **The clinical internships cannot begin if all the prior technical courses have not been satisfactorily completed.**

7. A student who fails a Medical Assisting course (or withdraws with a failing status) will be allowed **one** repeat of the course. The repeated course must be passed with a minimum of 75% rating.
8. A student who fails two Medical Assisting courses (or withdraws due to failing) will be dismissed from the program.
9. Re-entry into the program will be considered individually, based on a student petition, a remedial action plan, availability of clinical placement, faculty recommendation, and any other specified items. **A current physical, MN Background Check, National Background Check and Mantoux will need to be on file prior to reentry.**
10. A student who has not attended for one semester or more prior to the clinical internship may need to retake MEDA1405, MEDA1406, MEDA1410 and/or MLTN1518, and MLTN1572, and any additional courses depending how long they have been out of the program. Based on individual needs, more courses may be recommended.

11. A student who is out of the program for one year or more will follow the current policies and program planner that are in place upon their return.

STUDENT RECORDS AND EXAM COPIES:

The Medical Assisting program maintains files that include advisor record department/student contracts or correspondence, examinations, checklists, and clinical performance evaluations. Background check information is kept separately. All student files are kept in locked file cabinets.

PROGRAM DIRECTOR AND INSTRUCTORS:

The program director is the correct source for specific questions regarding the program. The program director is Sheri Henry, CMA (AAMA), BS. (218)733-7655 sheri.henry@lsc.edu The other faculty members include: Virginia Hayes MT (ASCP), Patrick Dwyer and Krista Barber. The Allied Health Program Interim Dean is Anna Sackette-Urness. The Medical Director is Dr. Kirsten Bich, a family practice physician from Essentia Clinic.

ASSOCIATED PROGRAM COSTS FEES FOR MN RESIDENTS (Approximately):

<input type="checkbox"/> Application fee to LSC:	\$20.00
<input type="checkbox"/> Application fee to MA program	\$0.00
<input type="checkbox"/> Tuition (On ground)	\$151.65/credit
<input type="checkbox"/> Online (Fees are per credit, Resident & Non-Resident)	\$188.46/credit
<input type="checkbox"/> MA program tuition differential	\$46.79/credit
<input type="checkbox"/> Access fee:	\$5.00/credit
<input type="checkbox"/> Student life/Activity fee:	\$7.51/credit
<input type="checkbox"/> Student Association fee:	\$0.35/credit
<input type="checkbox"/> Athletic fee:	\$2.88/credit
<input type="checkbox"/> Technology fee:	\$10.00/credit
<input type="checkbox"/> Textbooks: (approximate cost)	\$1000.00
Access (parking) Fee	\$5.00/credit (+8.375% tax = \$0.43) (\$75 + \$6.45 tax max per term)
Other costs to be aware of for Allied Health and Nursing:	
<input type="checkbox"/> Background Checks:	MN \$20.00, WI \$10, National \$65-\$200.00
<input type="checkbox"/> Physical examination/Immunizations:	Based on your insurance
<input type="checkbox"/> Hepatitis B Immunization:	Based on your insurance
<input type="checkbox"/> Mantoux test/Quantiferon/Tspot	Based on your insurance
<input type="checkbox"/> Personal property fees may also apply	\$10-\$50.00 one-time fee
<input type="checkbox"/> National Certification Exam (after program completion):	CMA (AAMA): \$120.00 RMA (AMT): \$90.00

Program surcharges and personal property fees are attached to the MA technical courses and vary. This is a per credit surcharge and is in addition to tuition. Currently this charge is \$48.20 per credit. Personal property fees vary by course and may cover basic liability insurance during clinical practicum, practice exams and other services or goods that might be provided to the student through LSC. Please check the LSC website for more current information.

<https://www.lsc.edu/current-students/student-payment-office/fees/>

TEXTBOOKS:

The required textbooks are listed on individual course syllabi and through the LSC store. They can be purchased at the college bookstore or online. Many periodicals and reference materials/books are available in the library and through the library online.

HEALTH AND BACKGROUND CHECK FORMS:

All forms and instructions required for health assessment, immunizations, required background checks and instructions for setting up an electronic document tracking account are available on the Allied Health and Nursing Blog <http://blogs.lsc.edu/alliedhealthnursing/>. This information is also covered in orientation.

BACKGROUND CHECKS:

Both Minnesota and Wisconsin laws require that any person who provides services that involve direct contact with patients at a health care facility licensed by the Minnesota Department of Human Services or the Wisconsin Department of Health Services, have a **background check** performed by that state. All students are required to pass a Minnesota/Wisconsin background check, including fingerprinting, in accordance with current state requirements. Students who may complete clinical rotations in Wisconsin *must also* comply with Wisconsin law and complete the Wisconsin background check. Wisconsin background checks may be done be completed online. Minnesota background checks including fingerprinting are applied for, and paid for, by the student. Instructions are provided on the Allied Health and Nursing blog website. There are **fees** associated with the background checks and these fees are **collected by the state**.

For students who may be assigned to, or request, a clinical practicum at any of the Essentia Health clinical sites, a **national criminal background check** is also required before beginning the clinical practicum at their facility. There is a **fee** associated with this background check and it **must be completed through an approved vendor using a code provided by the Allied**

ELECTRONIC DOCUMENTING TRACKING:

All health forms, immunization proof, MN DHS background check with fingerprinting, CPR and first aid requirements must be uploaded into an account established at your own cost for electronic document tracking.

You **MUST** use the data system with which LSC has contracted. This information will be available on the Allied Health and Nursing blog and from your program director. Once given the information for the correct document tracking system, including the log in information, you must create your FY 2019.

You must create your own account following the instructions provided on the Allied Health and Nursing Blog. The deadline for completion background checks is **August 30**. Health requirements forms must be completed by **April 1**. Students who do not complete health requirement before this time and who have not contacted the program director will not be allowed to do externships.

Lake Superior College contracts with professional companies that provide secure storage for documents. These companies allow the program director access to these documents to ensure that students have met the health requirements. LSC maintains legal documents called affiliation agreements (contracts) which require us to provide proof to the clinical sites that students designated for placement at the clinical site meet all the health standards of the clinical site. Not all clinical affiliates require the same documentation. As such, you may be required to pay for accounts with more than one document storage company. Health requirements may change at clinical affiliates for any reason at any time and students will be expected to adhere to the requirements of their assigned facility. Hard copies of some documents are often required.

Specific instructions for creating an electronic storage account(s) is provided to students after acceptance of the program. Even if a student meets health and background requirements, a clinical site may still choose to reject a student for any reason. Work with the program director to address concerns early in the program.

PHYSICAL EXAMS:

All students are required to complete a physical exam at the clinic of their choice. The physical exam form must be completed by the physician or the physician's designee indicating that after **fully examining** the potential student that the health of the potential student allows them to work in a safe manner in the healthcare environment. The physical health form is available for download from the LSC Allied Health and Nursing blog.

IMMUNIZATIONS:

To finalize admission to the program, students must have their physician sign that they are up to date on MMR, Tetanus, diphtheria, pertussis, and all other childhood vaccines and provide proof of the vaccine administration on letterhead paper or website. Students must have had the full hepatitis B series. Alternatively, the student may order a titer to prove immunity to hepatitis B or begin the immunization series upon admission and prove completion of the series before attending the clinical practicum. Students must have proof of chicken pox. This means either a direct diagnosis from a physician at the time of the disease and letter confirming that the patient was diagnosed by a physician at that time or the student must have a titer performed or take the chicken pox vaccine. Students must prove that they have had an annual test for Tuberculosis, either Mantoux, Quantiferon or Tspot. If it has been more than 12 months (even by 1 day) since your last TB test, and you choose the Mantoux, you must complete a Two Step Mantoux process. If the first Mantoux is negative, you must return for a second Mantoux series *1-3 weeks after the first*. Both tests must be negative. Students who test positive should meet with the program director to determine the next course of action. Be aware that many clinical sites also require a flu shot or have other specific requirements or recommendations regarding immunization status. Students who wish to attend clinical practicum must meet the clinical site requirements **BEFORE** assignment of clinical sites during the summer. Students who do not have all requirements completed will not be assigned a clinical slot. Students who fail to sign the health occupations and immunization form or to provide the information requested in the Health Examination and Immunity Requirement forms should

understand that a clinical site may refuse placement at their facility. The Health Occupational Programs do not guarantee an alternative facility placement.

Health and Nursing department. Background checks done through employers (including Essentia Health) or other vendors are not acceptable. Follow the instructions on the Allied Health and Nursing Blog.

If a student is disqualified from having direct patient contact as a result of the state or national background study, and this disqualification is **NOT SET ASIDE** by the Commissioner of Health, he/she will **NOT BE PERMITTED TO CONTINUE** in the Medical Assistant program.

It is the **student's** responsibility to pursue the "set-aside" of any state or federal background check disqualification NOT the program directors', the college's, or the clinical sites' responsibility. Set asides usually take a significant amount of time. Students may be required to step out of the program until the set aside is complete.

HEALTH SERVICES:

Health Services on the LSC campus does not offer healthcare. It is a health resource for students. It provides students with educational information, referrals to healthcare agencies, health insurance information, and health promotion programs. Information is available in Health Services and on their website for many health services options in Duluth for Minnesota State health insurance. Students can also pick up information on other health insurance options through Health Services as well as much educational information.

<https://www.lsc.edu/current-students/health-education-resources/>

NOTE: Health Insurance is strongly recommended for all health care students. Should accidents occur, students may be sent to the hospital for evaluation and/or treatment. Associated expenses would be the student's responsibility. If an accident occurs while on a practicum, emergency care is provided by the facility, at the expense of the students.

BEHAVIORS OF SUCCESSFUL MA STUDENTS AND GRADUATES:

Professional Behaviors:

Students are expected to demonstrate interest in the field of medical assistant and in the skills and level of competence required to be successful in this career. **Professional behavior is always expected.** Specific professional behaviors assessed during classroom, lab, and college or outside community activities include:

- **Commitment to Learning:** The ability to self-assess, self-correct; to identify needs and resources of learning; and to continually seek new knowledge and understanding.
- **Interpersonal Skills:** The ability to interact effectively with patients, families, colleagues, other healthcare professionals, and the community, and to deal effectively with cultural and ethnic diversity issues.
- **Communication Skills:** The ability to communicate effectively (i.e. speaking, use of

body language, reading, writing, and listening) with varied audiences and varied purposes.

- **Effective Use of Time and Resources:** The ability to obtain the maximum benefit from a minimum investment of time and resources.
- **Acceptance and Use of Constructive Feedback:** The ability to identify sources of and seek out feedback and effectively receive, use, and provide on-going feedback for improving skills and personal interaction.
- **Problem-Solving:** The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- **Responsibility:** The ability to fulfill commitments and to be accountable for actions and outcomes.
- **Critical Thinking:** The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts and assumptions; and to distinguish the relevant from the irrelevant.
- **Stress Management:** The ability to identify sources of stress and to develop effective coping behaviors.

Interest and Initiative:

Students are expected to demonstrate initiative and interest in learning and are expected to participate actively in a variety of learning opportunities on and off campus. Doing so helps to build the student's professional portfolio, develop strong references for job interviews, build confidence and skill, and broaden the student's knowledge base. Low levels of motivation, poor focus, and/or inconsistent attendance are likely to result in poor learning of subject matter and difficulty successfully completing courses, developing technical skills, finding employment in the field, and keeping a job after graduation. Students displaying poor soft skills, including lack of empathy for other students or for patients will be asked to leave the program

PROFESSIONAL APPEARANCE (DRESS CODE):

In addition to the professional behaviors listed above, students are expected to follow general hygiene and grooming guidelines, which are in the interest of safety and professionalism while attending laboratory sessions. The MA program appearance guidelines mirror requirements of the clinical sites and is supported by the MA program advisory board. Adherence to these guidelines is expected. Students who do not adhere to the guidelines may be asked to leave the clinic.

- Consistent hand washing and/or use of non-soap and water hand hygiene solutions while in lab.

- Hair: Hair will be clean and tied back while in the lab. No hats, scarves or other headpieces are allowed in the lab. Hair will be of a natural color.
- Fingernails: Fingernails must be clean and neatly trimmed to be no more than the height of the tips of the fingers. Artificial nails are not allowed
- No offensive body odor, strong perfumes, colognes or strongly scented cosmetics or hygiene products. No odors from smoking.
- Use good oral hygiene. You will be in close proximity to patients.
- Neat, clean, modest and appropriate clothing should be worn during class, community, and lab activities. No tank tops or low-cut shirts/blouses, no bare midriff, no low or baggy pants and no T-shirts with slogans. Students should wear scrubs in the student laboratory and must wear scrubs at the clinical sites. Scrubs should not be worn in public places.
- No chewing of gum, eating, drinking, applying cosmetics or lip balm in the lab.
- No sandals or open-toed shoes can be worn in the lab. Closed-toed shoes should not be of mesh or have holes through which sharps (needles) or fluids could easily pass. Solid shoes that cover the top of the foot must be worn and be made of a material that will inhibit penetration by sharp objects such as needles. No high heels. Shoes must have a solid supportive sole. No untied shoes. All shoes must be laced and secure.
- Socks that cover the ankle must be worn in the lab.
- No shorts, capris, crop pants or skirts of any length worn in lab. Long pants that cover the ankle must be worn.
- Beards and mustaches must be closely trimmed and neat.
- No dangling earrings or other jewelry, no facial piercings in the lab (take the jewelry out) or oversized rings in the laboratory. The only piercings allowed are in the ears.
- Tattoos should be covered to the extent possible.
- Additional grooming habits and appearance issues may be addressed in affective evaluations and will be addressed before the clinical practicums.

RESPECT:

Students are expected to show respect for faculty, clinical preceptors and fellow students by refraining from activities that disrupt class and/or lab. Disruptive behaviors may include but are not limited to:

- Arriving late to lecture or lab, thus disruption of the lecture or lab in progress
- Refusing to follow attendance policy
- Refusing to follow the dress code for the program
- Allowing cell phones to ring in lecture or lab
- Using a cell phone during lecture or lab for any reason
- Excessive sidebar conversations during lecture or lab, especially during lectures and class discussions, or student presentations
- Lying to instructors, cheating and not complying with program requirements
- Disrespect may include any behavior including manner of dress that disrupts the learning environment and the educational goals of the program and college.

AFFECTIVE EVALUATIONS:

Faculty will provide oral and or written feedback to students regarding professional behaviors observed. Copies of written feedback will be placed in the student's file. Students not demonstrating an appropriate level of professional behavior will be asked to develop a plan for improvement along with a contract indicating what behaviors need to be addressed and within what time period.

ATTENDANCE:

Students should NOT miss class for personal events such as medical, legal, or academic appointments. Students should make all attempts to schedule medical, dental, and other appointments at times other than scheduled class/lab hours. Students should also not miss class for concerts, conferences, moving, shopping, family events, etc. These are all unexcused absences. Students will not be able to make up any work done during an unexcused absence.

- Acceptable reasons for missing class include illness or death in the family.
- Other extenuating circumstances as agreed to by the program director.

Students who must miss a class, lab, or other educational experience unexpectedly due to illness should call or email the course instructor **PRIOR TO THE START** of class or lab. This is expected on a job and is expected in a professional program. Students who will miss more than three days of classes or more than one exam or two labs in program classes will need to bring a letter from their physician to the program director. Students who miss more than one week per month may be asked to bring a physician's note or be dismissed from the program.

In order to integrate, relate, and understand lecture and lab material, the successful MA student will:

1. Attend all lecture and lab sessions.
2. Utilize lab time effectively. Students who are NOT actively participating in lab activities and/or who are distracting other students may be asked to leave.

3. Study class material BEFORE lecture and lab.
4. Utilize open lab times to practice new skills and review previously learned skills (scheduled with individual instructors).
5. Clarify material and ask questions of the appropriate instructor as needed.
6. Utilize the Learning Centers at the college for study skills information and test-taking strategies.
7. Discuss program-related issues with program director/advisor at the EARLIEST sign of academic difficulty.
8. Seek assistance from a college counselor at the EARLIEST sign of personal problems that interfere with the ability to succeed in school.

ACADEMIC INTREGITY:

MA students must adhere to moral and ethical principles in the classroom and at the clinical sites. This includes BUT IS NOT limited to that of honesty regarding the following:

1. Cheating on a test: Copying from another's test paper or test questions, using unauthorized materials during a test, knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test, substituting for another student or permitting another student to substitute for oneself to take a test, or bribing another person to obtain an un-administered test.
2. Plagiarism: Meaning the appropriation, buying, receiving as a gift, or *obtaining by any means* another person's work and the unacknowledged submission or incorporation of it in one's own work.
3. Collusion: Meaning the unauthorized collaboration with another person in preparing written work offered for credit.
4. Recycling one's previous work to be graded anew for a current course.
5. Students who violate the integrity of their responsibilities in the performance of their role as a MA student will be subject to dismissal from the MA program.

Students should read the LSC policy on academic honesty and read the entire D2L site on academic honesty for more examples. Examples may be given in class, and quizzes or worksheets may be incorporated into classwork. If you suspect another student of engaging in academic dishonesty, the course instructor and/or program director should be notified.

APPEALS PROCESS:

This procedure is to be used when a student wishes to challenge or appeal an MA policy or instructor decision. The steps are to be followed up to the point that a resolution is achieved.

It is the student's responsibility to initiate the procedure in the proper sequence to avoid delay or dismissal of the appeal.

STEP 1:

- a. Appeal of a grade: The student presents the issue verbally and/or in writing to the instructor involved.
- b. The faculty member will attempt to resolve the issue directly with the student.
- c. Appeal of an MA policy: The student presents the issue verbally and/or in writing to their advisor.

STEP 2:

- a. If necessary, the student may ask their advisor/counselor to meet with her/him and the involved instructor in an attempt to resolve the issue.

STEP 3:

If the issue is not resolved after Step 2, the student submits a written appeal to the program director. The appeal is to include:

- A. The issue
- B. The desired outcome
- C. The justification for the desired outcome

This will be presented to the entire program faculty for a decision. Directors or faculty from other related programs may also be asked to review the request. The student may choose to appeal in person. The student may be contacted to clarify or answer questions from the faculty. The program director or advisor will inform the student in writing of the decision.

STEP 4:

If the student chooses to appeal the faculty decision, continue by following the Student Grievance Procedure, found in the LSC Student Handbook.

COMMUNICATIONS:

Students are expected to check their LSC college email a MINIMUM of 3 times a week. Faculty are legally REQUIRED to send student and program information to students by this primary mode of communication.

Failure to check email is NOT A VALID EXCUSE for missing important announcements. The official communication for Lake Superior College is the student LSC email account. Private email accounts are not used due to the potential for FERPA risks.

Communication is vital! Problems cannot be resolved until they are made known. Do not expect your instructors to know you have a problem without having presented it to them in a concise and professional manner. Serious problems require resolution. This means you not only need to communicate the problem but you must have a plan for resolving the issue so you can attend all courses, pass all exams and complete all work in a timely manner.

NAME AND OTHER CHANGES:

It is the student's responsibility to notify the MA Program Director in writing of any changes in personal status. Such changes include name, address, and telephone number.

WITHDRAWALS FROM PROGRAM:

Students considering withdrawing from the MA program should discuss this matter with the program advisor and/or the MA program director. Withdrawal is a formal procedure and needs to be completed by the student in Enrollment Services. Students need to follow LSC policies and procedures regarding program and course withdrawal. If you must withdraw without direct discussions with the program director, please notify the program director as a courtesy.

COLLEGE POLICIES:

College and Program Policies and Procedures:

The MA program abides by Lake Superior College policies, including but not limited to policies of non-discrimination. The most current college policies can be found at <http://www.lsc.edu/policy/>. MA students are expected to have a working knowledge of the location of LSC policies and procedures as found in the LSC student handbook and online.

MA students are expected to have a working knowledge of the content of the MA Program Policy and Procedure Manual which is provided to students on the program website, during orientation, annually at the start of each fall semester and when updates are completed to notify students of important policy changes. The manual may be updated at any time.

SAFETY:

All students and faculty engaged in learning in the MA program must be aware that participation in the program includes the risk of exposure to blood borne pathogens and chemicals. As such, safety policies and procedures are an essential part of the MA program.

Safety will also be incorporated into every course in the program. The safety information covered will be both general review and specific to that course. During the first classes of spring semester, instructors may choose to cover chapters on safety in the textbooks and safety questions may be incorporated into exams and/or quizzes and labs throughout the program at any time. Students should be prepared to answer safety questions or demonstrate safe practices at any time during the program.

Students must always use safe manners. Any student not following safe laboratory practices during student labs puts other students and instructors as well as maintenance workers at risk. Any student who is operating in the lab in an unsafe manner and/or not in compliance with safety training will be tutored on the error. If the safety violation is egregious, in other words, puts others at immediate risk, the student may ask to leave the class and may be removed permanently from the course and the program for safety violations.

Consistent and proper use of barrier and personal protective equipment (PPE) is continually evaluated and reinforced. The dress code is for the safety of the student and is enforced. Students violating the dress code or not using PPE correctly will be asked to leave the class to acquire the correct clothing, or tutored on PPE use, as appropriate. Students who are repeat offenders may be asked to leave the program for repeated safety violations.

Students will follow all safety rules throughout the program and during clinical practicum. Clinical sites may provide additional safety training and expect students to adhere to their policies while in their facility.

Books containing Material Safety Data Sheets (MSDS), now called SDS, the chemical hygiene plan (CHP), Exposure control plan (ECP) and training records are maintained in the lab. These materials should be accessed as required. Students who have questions regarding chemical use, biohazard materials use, waste collection and disposal or other safety questions after training should always ask the instructor before acting. Students are also encouraged to access the MSDS, ECP and CHP at any time.

The student laboratory is subject to OSHA inspections and follows OSHA guidelines as well as CDC guidelines for Blood borne pathogens as they apply to the laboratory. OSHA may come to inspect our laboratory at any time. As of January 2017, the last OSHA inspection was fall 2016. Student will learn to recognize, understand and use the National Fire Protection Agency (NFPA) labeling. We follow all pertinent guidelines for the storage of chemicals, collection of chemical waste and collection and disposal of all biohazardous materials. To prevent the transmission of blood borne pathogens, transfer of pathogens from fomites and person to person transfer through needle sticks and aerosols, students are trained to understand Standard Precautions and are provided the correct personal protective equipment for the work required.

Engineering controls are also provided in the lab. These include a Biosafety cabinet, a fume hood, flammable storage cabinet, acid/base storage, hard sided sharps disposal containers, clean glass disposal box, phlebotomy equipment that includes needle covers or needle retraction devices, bleach or disposable sanitizing wipes, splash shields, goggles, face shields, and equipment to clean up chemical and biohazard spills in the laboratory should they occur. Students are trained to use all safety equipment properly and they expected to use the equipment when needed.

STUDENT TECHNOLOGY CENTER:

Computer access and assistance is available in the Student Technology center, E1001. The center also assists students with online classes, student logins, software, printing, print cards, scanning email, student portal, and blogs. Students can walk in, make an appointment, instant message, or call for assistance (218-733-1016). The helpdesk available for troubleshooting computer access issues.

SOCIAL MEDIA:

At no time is it acceptable to share via social media any information about clinical experiences, fellow students, instructors, lab activities, instructor lectures and demonstrations.

TELEPHONES:

Personal calls should never be made on phones in the classroom, lab or offices. Office, classroom, and lab telephones are NOT to be used by students. The following exceptions apply:

- When an emergency occurs in a classroom, students are specifically to use ONLY the classroom phone to call 9-911. This provides a direct and faster line to multiple first responders, which also clearly indicates location of the call. This provides the fastest possible response and reduces confusion to dispatch when multiple people call on cell phones to the same situation.
- Cell phone use should always be avoided in classroom/laboratory emergencies to allow the fastest possible response.
- The exception is when an emergency such as fire requires immediate evaluation and calls are made from outside the building.
- Student workers may use the lab office phone to call supervisors while they are working, if they have immediate questions and the supervisor is not in the lab.
- Instructors will indicate if other situations dictate that students use the classroom/lab phone, such as during simulation laboratory sessions.
- If a student is expecting a critical phone call on their cell phone, they should notify the course instructor prior to the start of class. They should put their cell phone on vibrate (in their pocket), and when it vibrates, step out of the classroom or lab to answer the call. Students should use their own personal cell phones for such calls and ONLY outside the classroom. This means that students participating in lab must remove their gloves, remove their lab coat and wash their hands before leaving the lab to answer the phone.

DISABILITIES:

Students with documented disabilities may request reasonable accommodation through the campus Disabilities Services Coordinator. Requests should be made early in the term. Disability services is located in S1962. The phone number is (218) 733-7702

<http://www.lsc.edu/current-students/disability-services/>

VETERANS RESOURCE CENTER:

The Veterans Resource Center is located in E1016 (218) 733-7766. The Veteran's Resource Center assists *eligible student veterans, active duty personnel, dependents, reservists, and National Guard members* with G.I. Bill benefits and questions regarding state and federal educational benefits programs. This on-campus office is available to you and your family members if you are a veteran, current military member or dependent. Contact the Veterans Resource Center with your concerns or questions regarding VA benefits, employment, family assistance, and transition issues. <http://www.lsc.edu/current-students/veterans-resource-center/>

Refer to Student Services Website for additional services available through Lake Superior College <http://www.lsc.edu/current-students/student-services/>

ADVISEMENT AND EVALUATIONS:

Course work will be assessed by written tests, worksheets, practical exams, laboratory exercises, reports (oral and/or written), etc., as indicated in the individual course syllabi.

Students will be evaluated at least twice by their instructor/advisor. The evaluation(s) will be discussed with the student and comments and/or suggestions will be documented in the student's file.

- Academic evaluations will be based on course test grades, class assignments, and class participation.
- Technical skills will be evaluated by practical skill tests and/or laboratory exercises.
- Affective behaviors will be evaluated by checklists and shall address honesty, cooperation, responsibility, confidence, confidentiality, respect, communication, reaction to criticism etc.

Clinical evaluations will be performed by the supervising staff from the clinical site. Evaluations will be reviewed and signed by the student and instructor of the rotation. The student may write on or submit an attachment to the evaluation to document a specific disagreement with the evaluation.

CLINICAL PLACEMENT:

Affiliation agreements are arranged/renewed with approved clinical sites. **Unpaid** clinical internship experiences are made available to students who have satisfactorily completed the required program courses. Students are placed at internship sites as soon as possible but availability depends on the sites willingness and capacity to accommodate students. Every effort is made to complete the internship requirements in the recommended sequence, but placement cannot be unconditionally guaranteed for each student within the one-year time frame. **Students will not be allowed to perform their clinical hours at their primary health care clinic or at a site where their immediate family members are patients due to potential conflict of interest.**

The following local clinical affiliates have historically been available as internship sites:

St. Luke's Hospital Clinics:

1. Duluth Internal Medicine 1-2 students
2. Denfeld Clinic 1-2 students
3. Miller Creek Clinic 1 student
4. Hibbing Clinic 1 student
5. Mariner Clinic-Superior 1 student
6. Mount Royal Clinic 1 student
7. Chequamegon Clinic-Ashland 1 student
8. Two Harbors Lakeview Clinic 1 student
9. P.S. Rudie 1 student
10. Specialty Clinic 1 student
11. St. Luke's Internal Medicine 1 student

Essentia Health Systems:

1. Essentia Main Clinic-Internal Medicine 1 student
2. Essentia Main Clinic-Pediatrics 1 student
3. Essentia Main Clinic- OB/Gyn 1 student
4. Essentia Main Clinic-Oncology 1 student
5. Essentia Main Clinic-Orthopedics 1 student
6. Essentia Main Clinic-Nephrology 1 student
7. Essentia Lakeside Clinic 1-2 students
8. Essentia West Duluth Clinic 1-2 students
9. Essentia Hermantown Clinic 1 student
10. Essentia -Superior 1-2 students
11. Essentia Health Proctor 1 student
12. Essentia Health Lakewalk 1 student
13. Essentia Health Main Clinic-Surgery 1-2 students

Other Clinics:

Lake Superior Community Health Center

- a. Duluth/Superior 1 student
1. Raiter Clinic – Cloquet 1 student

Students may go through an application process to obtain an internship position at a particular clinical affiliate. This application procedure as defined by the MA Advisory Committee requires submission of a resume and completion of a potential interview with the clinical site faculty. The clinical faculty will either accept or reject the student (s) based on the interview, which may include a review of academic and attendance records.

If not, enough clinical sites are available for the number students ready for their clinical practicum/internship, those not selected by a clinical site will wait until later in the summer or fall semester to begin their clinical experience. Repeat interviews may or may not be required based on the wishes and availability of clinical staff to participate. **An “Internship Waiting List” will be established contingent on the date when all the admission criteria were originally met, and the student file was placed on the program waiting list.**

Every effort is made to place students at a location convenient for them. If a student desires to seek an internship site outside of the local area, the instructors will help make the arrangements on an individual basis. This will include completing, in advance, a new clinical affiliate form, substantiating the initial acceptability of the clinical site for an internship/practicum.

CLINICAL PRACTICUMS/INTERNSHIP

The **unpaid** clinical internships are a minimum of 180 hours in length, Monday through Friday from 8:00 a.m. until 5:00 p.m. Students begin their internships in the summer upon successful completion of all fall and spring courses. Start dates usually are during the first week in June.

If all goes according to schedule and no extra time is needed at the clinical site and the students attend M-F 8 hours a day (fulltime), they should complete their internship the first week in July. If a student needs to spend additional time in a rotation, he/she will receive an Incomplete for the course until all clinical work and assessment tools have been completed successfully. The internships are graded on a Pass/No credit (no pass) for grade basis.

Clinical affiliates have established policies regarding the use of medications, drugs, and alcohol and these must be followed during the clinical internship. Any concern for the mental stability of a student shall be communicated to the practicum coordinator. Drowsiness, confusion, inability to concentrate, etc. may contribute to unsafe conditions for the student and co-workers.

Clinical evaluations are performed by the unit supervisor midway through the internship and at the end of the internship. Evaluations are reviewed and signed by the student and supervisor. The student may write on or submit an attachment to the evaluation to document a specific disagreement with the evaluation.

Clinical Dress Code: Follow the dress code listed above in the above Professional Appearance section and the requirements of the clinical site policies.

Parking at Clinical Sites: Please be aware there maybe parking fees depending on the clinic you are placed for your clinical practicum. Prices vary depending on the clinic.

ATTENDANCE AT CLINICALS:

These policies are based on standards expected in the health industry.

- Good attendance is expected during clinical internship experiences. Absence should be for serious illness or emergencies only. Outside appointments should be scheduled around the clinical schedule whenever possible. Days missed will be tracked by the clinical facility and reported to the practicum coordinator.
- Students must call the clinical facility at least 30 minutes to one hour before the scheduled starting time. Failure to do so will be tracked and reported to the practicum coordinator.
- In case of a serious illness or accident, a doctor's written release with
- "NO Limitations" is needed in order to continue in the program.
- Promptness (being on time) is an important aspect of professional behavior. Tardiness will be recorded and reported to the practicum coordinator
- Students must follow their facility dress code policies regarding tattoos, Piercings, hair color, uniforms, etc. (ADDENDUM to Policy & Procedure Manual.)

PROGRAM ACCREDITATION:

Lake Superior College's Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

*Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
(727) 210-2350*

LICENSURE/CERTIFICATION:

Graduates of an accredited Medical Assisting program are eligible to sit for either the AMT (RMA) or AAMA (CMA) certification examinations. All students are strongly encouraged to take a national certification examination. Some area employers will hire recent program graduates; however, they require them to become certified within six months of graduation or hiring in order to retain their position with the facility.

Core Curriculum listed below taught in the required courses to meet the MEARB 2015 Standards

MEARB CORE CURRICULUM 2015

2015.I.C. Anatomy & Physiology	
1. Describe structural organization of the human body	
2. Identify body systems	
3. Describe: <ul style="list-style-type: none"> a. Body planes b. Directional terms c. Quadrants d. Body cavities 	
4. List major organs in each body system	
5. Identify the anatomical location of major organs in each body system	
6. Compare structure and function of the human body across the life span	
7. Describe the normal function of each of the body systems	
8. Identify common pathology related to each body system including: <ul style="list-style-type: none"> a. Signs b. Symptoms c. etiology 	
9. Analyze pathology for each body system including: <ul style="list-style-type: none"> a. Diagnostic measures b. Treatment modalities 	
10. Identify CLIA waived tests associated with common diseases	
11. Identify classifications of medication including: <ul style="list-style-type: none"> a. Indication for use b. Desired effects c. Side effects d. Adverse reactions 	
12. Identify quality assurance practices in healthcare	
13. List principles and steps of professional/provider CPR	
14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting	
2015II.C Applied Mathematics	
1. Demonstrate knowledge of basic math computations	
2. Apply mathematical commutations to solve equations	
3. Define basic units of measurement in: <ul style="list-style-type: none"> a. The metric system b. The household system 	
4. Convert among measurement systems	
5. Identify abbreviations and symbols used in calculating medication dosages	
6. Analyze healthcare results as reported in: <ul style="list-style-type: none"> a. Graphs b. tables 	

2015 III.C. Infection Control	
1. List major types of infectious agents	
2. Describe the infection cycle including: a. The infectious agent b. Reservoir c. Susceptible host d. Means of transmission e. Portals of entry f. Portals of exit	
3. Define the following as practiced within the ambulatory care setting: a. Medical asepsis b. Surgical asepsis	
4. Identify methods of controlling the growth of microorganisms	
5. Define the principles of standard precautions	
6. Define personal protective equipment (PPE) for: a. All body fluids, secretions and excretions b. Blood c. Non-intact skin d. Mucous membranes	
7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices	
2015 IV.C. Nutrition	
1. Describe dietary nutrients including: a. Carbohydrates b. Fat c. Protein d. Minerals e. Electrolytes f. Vitamins g. Fiber h. water	
2. Define the functions of dietary supplements	
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	

Allied Communication (2015: content Area V)	
2015 V.C. Concepts of Effective communication	
1. Identify styles and types of verbal communication	
2. Identify types of nonverbal communication	
3. Recognize barriers to communication	
4. Identify techniques for overcoming communication barriers	
5. Recognize the elements of oral communication using a sender-receiver process	
6. Define coaching a patient as it relates to: <ul style="list-style-type: none"> a. Health maintenance b. Disease prevention c. Compliance with treatment plan d. Community resources e. Adaptations relevant to individual patient needs 	
7. Recognize elements of fundamental writing skills	
8. Discuss applications of electronic technology in professional communication	
9. Identify medical terms labeling the word parts	
10. Define medical terms and abbreviations related to all body systems	
11. Define the principles of self-boundaries	
12. Define patient navigator	
13. Describe the role of the medical assistant as a patient navigator	
14. Relate the following behaviors to professional communication: <ul style="list-style-type: none"> a. Assertive b. Aggressive c. passive 	
15. Differentiate between adaptive and non-adaptive coping mechanisms	
16. Differentiate between subjective and objective information	
17. Discuss the theories of: <ul style="list-style-type: none"> a. Maslow b. Erikson c. Kubler-Ross 	
18. Discuss examples of diversity: <ul style="list-style-type: none"> a. Cultural b. Social c. Ethnic 	

Medical Business Practices	
(2015: Content Area VI-IX)	
2015 VI.C. Administrative Functions	
1. Identify different types of appointment scheduling methods	
2. Identify advantages and disadvantages of following appointment systems a. Manual b. electronic	
3. Identify critical information required for scheduling patient procedures	
4. Define types of information contained in the patient's medical record	
5. Identify methods of organizing the patient's medical record based on: a. [problem-oriented medical record (POMR) b. Source-oriented medical record (SOMR)	
6. Identify equipment and supplies needed for medical record in order to: a. Create b. Maintain c. store	
7. Describe filing indexing rules	
8. Differentiate between electronic medical records (EMR) and a practice management system	
9. Explain the purpose of routine maintenance of administrative and clinical equipment	
10. List steps involved in completing an inventory	
11. Explain the importance of data back-up	
12. Explain meaningful use as it applies to EMR	
2015 VII.C. Basic Practice Finances	
1. Define the following bookkeeping terms: a. Charges b. Payments c. Accounts receivable d. Accounts payable e. adjustments	
2. Describe banking procedures as related to the ambulatory care setting	
3. Identify precautions for accepting the following types of payments: a. Cash b. Check c. Credit card d. Debit card	
4. Describe types of adjustments made to patient accounts including: a. Non-sufficient funds (NSF) checks b. Collection agency transaction c. Credit balance d. Third party	
5. Identify types of information contained in the patient's billing record	
6. Explain patient financial obligations for services rendered	

2015 VIII.C. Third Party Reimbursement	
1. Identify <ul style="list-style-type: none"> a. Types of third-party plans b. Information required to file a third-party claim c. The steps for filing a third-party claim 	
2. Outline managed care requirements for patient referral	
3. Describe processes for: <ul style="list-style-type: none"> a. Verification of eligibility for services b. Precertification c. preauthorization 	
4. Define a patient-centered medical home (HCMH)	
5. Differentiate between fraud and abuse	
2015 IX.C. Procedural and Diagnostic Coding	
1. Describe how to use the most current procedural coding system	
2. Describe how to use the most current diagnostic coding classification system	
3. Describe how to use the most current HCPCS level II coding system	
4. Discuss the effects of: <ul style="list-style-type: none"> a. Upcoding b. down coding 	
5. Define medical necessity as it applies to procedural and diagnostic coding	
2015 X.C. Legal Implications	
1. Differentiate between scope of practice and standards of care for medical assistants	
2. Compare and contrast provider and medical assistant roles in terms of stand of care	
3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)	
4. Summarize the Patient Bill of Rights	
5. Discuss licensure and certification as they apply to healthcare providers	
6. Compare criminal and civil law as they apply to the practicing medical assistant	
7. Define: <ul style="list-style-type: none"> 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 	
8. Describe the following types of insurance: <ul style="list-style-type: none"> a. Liability b. Professional (malpractice) c. Personal injury 	

9. List and discuss legal and illegal applicant interview questions	
10. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act b. Genetic Information Nondiscrimination Act of 2008 (GINA) c. American with Disabilities Act Amendments Act (ADAAA)	
11. Describe the process in compliance reporting: a. Unsafe activities b. Errors in patient care c. Conflicts of interest d. Incident reports	
12. Describe compliance with public health statutes: a. Communicable diseases b. Abuse, neglect and exploitation c. Wounds of violence	
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. Locum tenens k. Defendant-plaintiff l. Deposition m. Arbitration-mediation n. Good Samaritan	
2015 XI.C. Ethical Considerations	
1. Define: a. Ethics b. morals	
2. Differentiate between personal and professional ethics	
3. Identify the effect of personal morals on professional performance	
Safety and Emergency Practices	
(2015: Content Area XIII)	
2015 XII.C. Protective Practices	
1. Identify: A. safety signs B. symbols C. labels	
2. Identify safety techniques that can be used in responding to accidental exposure to: a. Blood	

<ul style="list-style-type: none"> b. Other body fluids c. Needle sticks d. chemicals 	
3. Discuss fire safety issues in an ambulatory healthcare environment	
4. Describe fundamental principles of evacuation of a healthcare setting	
5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting	
6. Discuss protocols for disposal of biological chemical materials	
7. Identify principles: <ul style="list-style-type: none"> a. Body mechanics b. ergonomics 	
8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency	
Foundations for Clinical Practice	
(2015: Content Areas I-IV)	
2015 content Area I.P. Anatomy & Physiology	
1. Measure and Record <ul style="list-style-type: none"> a. Blood pressure b. Temperature c. Pulse d. Respirations e. Height f. Weight g. Length (infant) h. Pulse oximetry 	
2. Perform: <ul style="list-style-type: none"> a. Electrocardiography b. Venipuncture c. Capillary puncture pulmonary function testing 	
3. Perform patient screening using established protocols	
4. Verify the rules of medication administration: <ul style="list-style-type: none"> a. Right patient b. Right medication c. Right dose d. Right route e. Right time f. Right documentation 	
5. Select proper sites for administering parenteral medication	
6. Administer oral medications	
7. Administer parenteral (excluding IV) medications	
8. Instruct and prepare a patient for a procedure or a treatment	
9. Assist provider with a patient exam	
10. Perform a quality control measure	
11. Obtain specimens fan perform: <ul style="list-style-type: none"> a. CLIA waived hematology test b. CLIA waived chemistry test 	

<ul style="list-style-type: none"> c. CLIA waived urinalysis test d. CLIA waived immunology test e. CLIA waived microbiology test 	
12. Produce up-to-date documentation of provider/professional level CPR	
13. Perform first aid procedures for: <ul style="list-style-type: none"> a. Bleeding b. Diabetic coma or insulin shock c. Fractures d. Seizures e. Shock syncope 	
2015 Content Area II.P. Applied Mathematics	
1. Calculate proper dosages of medication for administration	
2. Differentiate between normal and abnormal test results	
3. Maintain lab test results using flow sheets	
4. Document on a growth chart	
2015 Content Area III.P. Infection Control	
1. Participate in bloodborne pathogen training	
2. Select appropriate barrier/personal protective equipment (PPE)	
3. Perform handwashing	
4. Prepare items for autoclaving	
5. Perform sterilization procedures	
6. Prepare a sterile field	
7. Perform within a sterile field	
8. Perform wound care	
9. Perform dressing change	
10. Demonstrate proper disposal of biohazardous material <ul style="list-style-type: none"> a. Sharps b. Regulated wastes 	
2015 IV.P. Nutrition	
1. Use feedback techniques to obtain patient information including: <ul style="list-style-type: none"> a. Reflection b. Restatement c. clarification 	
2. Respond to nonverbal communication	
3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients	
4. Coach patients regarding: <ul style="list-style-type: none"> a. Office policies b. Health maintenance c. Disease prevention d. Treatment plan 	
5. Coach patients appropriately considering: <ul style="list-style-type: none"> a. Cultural diversity b. Developmental life state c. Communication barriers 	

6. Demonstrate professional telephone techniques	
7. Document telephone messages accurately	
8. Compose professional correspondence utilizing electronic technology	
9. Develop a current list of community resources related to patients' healthcare needs	
10. Facilitate referrals to community resources in the role of a patient navigator	
11. Report relevant information concisely and accurately	
Medical Business Practices (2015: Content Area VI-IX)	
2015 Content Area VI.P. Administrative Functions	
1. Manage appointment schedule using established priorities	
2. Schedule a patient procedure	
3. Create a patient 's medical record	
4. Organize a patient's medical record	
5. File patient medical records	
6. Utilize an EMR	
7. Input patient data utilizing a practice management system	
8. Perform routine maintenance of administrative or clinical equipment	
9. Perform an inventory with documentation	
2015 Content Area VII.P. Basic Practice Finances	
1. Perform accounts receivable procedures to patient accounts including posting: a. Charges b. Payments c. adjustments	
2. prepare a bank deposit	
3. Obtain accurate patient billing information	
4. Inform a patient of financial obligations for services rendered	
2015 Content Area IX.P. Procedural and Diagnostic Coding	
1. Perform procedural coding	
2. Perform diagnostic coding	
3. Utilize medical necessity guidelines	
Medical Law and Ethics (2015: Content Area X-XI)	
2015 Content Are X.P. Legal Implications	
1. Locate a state's legal scope of practice for medical assistants	
2. Apply HIPPA rules in regard to: a. Privacy b. Release of information	
3. Document patient care accurately in the medical record	
4. Apply the Patient's Bill of Rights as it relates to: a. Choice of treatment b. Consent of treatment c. Refusal of treatment	

5. Perform compliance reporting based on public health statutes	
6. Report an illegal activity in the healthcare setting following proper protocol	
7. Complete an incident report related to an error in patient care	
2015 content Area XI.P. Ethical Considerations	
1. Develop a plan for separation of personal and professional ethics	
2. Demonstrate appropriate response(s) to ethical issues	
Safety and Emergency Practices (2015: Content Area XIII)	
2015 content Area XII.P. Protective Practices	
1. Comply with: <ul style="list-style-type: none"> a. Safety signs b. Symbols c. Labels 	
2. Demonstrate proper use of: <ul style="list-style-type: none"> a. Eyewash equipment b. Fire extinguishers c. Sharps disposal containers 	
3. Use proper body mechanics	
4. Participate in a mock exposure event with documentation of specific steps	
5. Evaluate the work environment to identify unsafe working conditions	
Foundations for Clinical Practices Affective Domain (2015: Content Areas I-IV)	
2015 I.A. Anatomy & Physiology	
1. Incorporate critical thinking skills when performing patient assessment	
2. Incorporate critical thinking skills when performing patient care	
3. Show awareness of a patient's concerns related to the procedure being performed	
2015 II.A. Applied Mathematics	
1. Reassure a patient of the accuracy of the test results	
2015 III.A. Infection Control	
1. Recognize the implication for failure to comply with the Center for Disease Control (CDC) regulations in healthcare settings	
Applied Communications (2015: Content Areas V)	
2015 V.A. Concepts of Effective Communication	
1. Demonstrate; <ul style="list-style-type: none"> a. Empathy b. B. active listening c. Nonverbal communication 	
2. Demonstrate the principles of self-boundaries	
3. Demonstrate respect for individual diversity including:	

a. Gender b. Race c. Religion d. Age economic status e. appearance	
4. Explain to a patient the rationale for performing a procedure	
Medical Business Practices (2015: content Area VI-IX)	
2015: VI.A. Administrative Functions	
1. Display sensitivity when managing appointment	
2015 VII.A. Basic Practice Finances	
1. Demonstrate professionalism when discussing patient's billing record	
2. Display sensitivity when requesting payment for services rendered	
2015: VII.A. Third Party Reimbursement	
1. Interact professionally with third party representatives	
2. Display tactful behavior when communicating with medical providers regarding third party requirements	
3. Show sensitivity when communicating with patient regarding third party requirements	
Medical Law and Ethics (2015: Content Area X-XI)	
2015 X.A. Legal Implications	
1. Demonstrate sensitivity to patient rights	
2. Protect the integrity of the medical record	
2015 XI. Ethical Considerations	
1. Recognize the impact personal ethics and morals have on the delivery of healthcare	
Safety and Emergency Practices (2015: Content Area XII)	
2015 XII.A. Protective Practices	
1. Recognize the physical and emotional effects in person involved in an emergency situation	
2. Demonstrate self-awareness in responding to an emergency situation	
Assessment is covered in syllabi	

SIGNATURE PAGE:

I HAVE READ AND FULLY UNDERSTAND THE MEDICAL ASSISTING POLICIES AND PROCEDURES.

Date: _____

STUDENT'S PRINTED NAME: _____

STUDENT'S WRITTEN SIGNATURE: _____

Student Tech ID #: _____