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Community College

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Medical Assistant Student Handbook

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INTRODUCTION

ACCREDITATION

Riverland Community College is accredited by The Higher Learning Commission. Individuals should direct their questions, comments, or concerns to:



The Higher Learning Commission
30 North LaSalle
Street, Suite 7500
Chicago, IL 60604-1413
1-800-621-7440

The Riverland Community College's Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).



25400 US Highway 19 North
Suite 158
Clearwater, FL 33763
P:727-210-2350
F:727-210-2354
E: mail@caahep.org

MISSION STATEMENT

The Riverland Community College's Medical Assistant (MA) Program prepares competent ethical entry-level medical assistants to provide safe, quality, patient-centered, compassionate care in the clinical, laboratory, and administrative healthcare settings.

PHILOSOPHY

The philosophy of the Riverland Community College's MA Program is in congruence with the mission, vision and values of Riverland Community College. The college identifies its purpose as inspiring "learning for living" through a personalized educational environment. The MA faculty are committed to lifelong learning and providing experiences and a learning environment for students to be able to use their knowledge and skills to function as contributing members of the health care team. The program addresses the needs of the surrounding medical community and prepares graduates to meet the technical, academic, and special needs as defined by the service area.

GOALS AND PURPOSE

1. Provide quality, relevant instruction in medical assisting skills and techniques in order to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. In addition, instructors will work with students to promote skills of personal attributes to interact effectively and harmoniously with other people. Examples would include problem solving skills, teamwork, emotional intelligence, and work ethic.
2. Provide a curriculum that meets the standard of the accrediting agencies, fosters professional and ethical attitudes, and maintains curriculum flexibility to facilitate the changing needs of the medical community.
3. Use a variety of delivery systems in instruction; increase efforts to provide computer assisted instruction as well as automated clinical and administrative simulation.
4. Provide individualized advisement and counseling services.
5. Promote a rigorous student evaluation process.
6. Develop/implement marketing and recruiting procedures to sustain the program.

Dear Student,

We would like to welcome you into the Medical Assistant (MA) Program at Riverland Community College. As you may know, careers in health care are the fastest growing occupation in the employment sector. We would like to take this opportunity to share with you some information about the program.

This program will prepare you for employment as a Certified Medical Assistant to become responsible for performing administrative and clinical duties in the medical office.

After successful completion of your classes, you will be assigned to a general practice medical office for a 196 hours unpaid externship. During this time, you will work under the supervision of personnel in each department (i.e. clinical, laboratory, and administrative).

As you prepare to enter this exciting career field, there are a few things you should know about the required competencies for a Medical Assistant. Of course, you will have to adhere to the academic requirements of Riverland Community College which are to maintain a 2.0 GPA or at least a "C" average. In addition to this, you will need to have the ability to learn to perform several tasks. Please read the Medical Assistant Competency Release Form on the following page carefully and determine if you have any limitations that would prohibit you from performing any of these tasks. If not, sign, detach and return the form to the Administrative Assistant's office to be placed in your file. Your file will not be complete until we receive the signed copy of this release. If you do have a limitation that would prohibit you from performing any task on this list, please contact the Admissions Office by telephone or in person immediately.

We look forward to meeting with you and answering any questions you may have. Feel free to schedule a time with our admissions counselors.

Sincerely Yours,

Holly Eisenman, CMA (AAMA), Program Director

MA COMPETENCY RELEASE

You will sign a copy of this MA Competency Release before the start of the program. See [Appendix E](#).

It will be placed in your student file in your student record.

To the best of my knowledge, I have no limitations which prohibits me from performing the following technical and physical standards:

Perform clinical duties:

- Draw venous, capillary and arterial blood from a patient
- Determine color and physical reactions
- Use a binocular microscope
- Read detailed scales, dials, syringes, and thermometers
- Follow step by step instructions
- Measure amounts using the metric system
- Operate computerized automated instrumentation
- Use chemicals and reagents following OSHA safety rules
- Use automated and manual pipettes
- Accomplish difficult tasks with time limits and absolute accuracy
- Reach laboratory bench tops, patients lying on examination tables and patients seated in specimen collection furniture
- Adapt to working with unpleasant situations

Perform administrative duties:

- Read and comprehend technical and professional materials
- Clearly instruct patients prior to procedures and converse over the telephone
- Possess manual dexterity to operate business type machines (i.e. computers)
- Have the ability to recognize and recall
- Follow orders given and recorded information accurately and legibly
- Support and promote activities of fellow students and health care professionals

Physical Demands

- Stand and walk while assisting with exams
- Use hands to handle, control, or feel objects, tools, or controls
- Repeat the same movements

- Speak clearly so listeners can understand
- Understand the speech of another person
- See details of objects whether they are nearby or far away
- See differences between colors, shades, and brightness
- Use fingers or hands to grasp, move, or assemble objects
- Hold the arm and hand in one position or hold the hand steady while moving the arm
- Hear sounds and recognize the difference between them
- Determine the distance between objects
- Use stomach and lower back muscles to support the body for long periods without getting tired
- Move arms and legs quickly
- Coordinate movement of several parts of the body, such as arms and legs, while the body is moving
- Be physically active for long periods without getting tired or out of breath
- Move two or more limbs together (for example, two arms, two legs, or one leg and one arm) while remaining in place
- Use muscles for extended periods without getting tired
- Use muscles to lift, push, pull, or carry heavy objects
- Make quick, precise adjustments to machine controls

THE MEDICAL ASSISTANT (MA) PROGRAM AT RIVERLAND

MA PROGRAM DESCRIPTION

Medical Assistants are allied health professionals who assist physicians in ambulatory care settings such as clinics and medical offices. Medical Assistants perform both administrative duties and clinical duties.

Administrative duties may include scheduling and receiving patients, preparing and maintaining medical records, performing basic clerical skills and medical transcription, handling telephone calls and writing correspondence, serving as a liaison between the physician and other individuals and managing practice finances.

Clinical duties may include asepsis and infection control, taking patient histories and vital signs, performing first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physicians.

According to 2021 data from the Minnesota Department of Employment and Economic Development, average wages for Medical Assistants were:

Minnesota:	\$23.96/hour
Southwest Minnesota:	\$20.00/hour
Southeast Minnesota:	\$20.90/hour
U.S.:	\$17.85/hour

As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include some of the following:

- Exposure to infectious diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure
- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

MA CURRICULUM

Award: Diploma

Total Credits Required to Graduate: (36)

Medical Assistant Diploma Plan of Study:

First Semester	Credits
CCLS1000 First Year Experience	1
MEDA1280 Medical Assistant Business Practice I	4
MEDA1230 Math for Allied Health Professionals	1
MEDA1250 Body Structure, Function & Applied Terminology	4
MEDA1301 Laboratory Procedure	4
Total First Semester Credits	14
Second Semester	Credits
MEDA1281 Medical Assistant Business Practice II	4
MEDA1270 Disease Conditions	2
MEDA1150 Clinical Procedures for Medical Assistants	7
MEDA1355 Medication Administration for Medical Assistants	3
Total Second Semester Credits	16
Third Semester	Credits
MEDA1500 Medical Assistant Practicum	6
Total Third Semester Credits	6
TOTAL PROGRAM CREDITS:	36

The final semester is spent in a clinical experience at one of our practicum sites. Students may select one of our established practicum sites or they may request a site of his/her choice.

*PLEASE NOTE: Students must be admitted to the Medical Assistant program before registering for MEDA courses.

ENTRANCE CRITERIA

- Must have earned a High School diploma or GED (high school students may enroll under the PSEO Program).

- NexGen Competency or equivalent ACT or GPA:
 - a. NexGen Reading/English: cut score of 250
 - b. NexGen Arithmetic: cut score of 243
- Must be up to date with immunizations including Hepatitis B, varicella, Tuberculin skin test (2-Step PPD), and practicum facility requirements.
- Must pass a Criminal Background Study
 - BACKGROUND CHECKS: Minnesota Law requires any person who provides a service that involves direct contact with patients and residents in health care facilities licensed by the Minnesota Department of Health to have a background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in clinical or practicum learning. Failure to participate in the clinical practicum will result in ineligibility to qualify for a degree in the program.

*PLEASE NOTE: Meeting qualifications for the MA program does not insure admission to the program. Based on the number of applicants and the number of class seats available, the MA Program Admission Committee will review applications following the deadline and determine which applicants will be accepted.

MEDICAL ASSISTANT PROGRAM MISSION STATEMENT

Riverland Community College's MA Program prepares competent ethical entry-level Medical Assistants to provide safe, quality, patient-centered, compassionate care in the clinical, laboratory, and administrative healthcare settings.

The General Goals of the MA Program are:

1. To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Apply ethical behaviors, including honesty and integrity in performance of medical assisting practice.
3. Demonstrate respect for patient rights including individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status.

4. Promote patient privacy in various clinical settings in adherence to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
5. Practice safe patient care at all times and utilize personal safety precautions as defined by governing agencies.
6. Recognize and respond to emergent situations promptly and appropriately.
7. Use medical terminology, pronouncing medical terms correctly, to effectively communicate and document information, patient history, data and observations

Specific Goals of the MA Program are to have students competent in:

1. Performing sterilization of instruments
2. Performing EKG's
3. Obtaining vital signs
4. Charting and maintaining medical records
5. Assisting with physicals and office surgeries
6. Maintaining treatment rooms
7. Collecting and analyzing laboratory tests
8. Interviewing patients (history and symptoms)
9. Administering injections and oral medications
10. Screening telephone calls
11. Scheduling appointments
12. Transcribing physician's dictation
13. Coding Insurance forms
14. Performing Filing
15. Obtaining collection knowledge
16. Performing computer skills
17. Practicing confidentiality
18. Obtaining triage skills

NON-ACADEMIC CRITERIA

The Riverland Community College MA, diploma program faculty have specified the following nonacademic criteria (technical standards) which all applicants are expected to meet in order to participate in the Medical Assistant Program and professional practice.

Observation: The applicant must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture; assess non-verbal communication; and be able to effectively transmit information to patients, fellow students, faculty and staff, and all members of the health care team.

Motor: The applicant must have sufficient motor function to elicit information from patients by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skills

necessary to carry out diagnostic or therapeutic procedures; be able to interpret movements reasonably required to provide general care and emergency treatment to patients.

Intellectual/Conceptual Integrative and Quantitative Abilities: The applicant must be able to measure, calculate reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of the allied health practitioner, requires all of these intellectual abilities. In addition, the applicant must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Behavioral and Social Attributes: The applicant must possess the emotional health required for full utilization of the applicant's intellectual abilities; the exercise of good judgment, the prompt completion of all responsibilities attendant to care of patients; and the development of mature, sensitive and effective relationships with patients. Applicants must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environment, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many patients. Compassion, integrity, concern for others, interest and motivation are personal qualities which each applicant should possess.

MA DEPARTMENT POLICIES

ATTENDANCE

- The student is expected to attend the core content classes. In the event of absence, the student is responsible for content covered during the absence. Students should refer to the course syllabi for specific course attendance policies.
- The student is required to attend all lecture/lab/clinical/simulated learning experiences both on and off-campus. If, for any reason, a student must be absent, it is the student's responsibility to notify the clinical instructor within a reasonable time before the beginning of the scheduled experience.
- The student will initiate a conference with the instructor within 48 hours of the absence for the development of a plan for make-up.
- Any absence without notification of the instructor, and/or absences in excess of that which is specified in the course syllabus COULD result in the student being required to participate in the Evaluation of Progression Review. See [Appendix B](#).
- The student's instructor will use the worksheet included in [Appendix B](#) to clarify the Evaluation of Progression Review process, review Medical Assistant Program and

College policies and help the student to prepare for the Evaluation of Progression Review.

- Tardiness will not be tolerated. Class will start at designated time. After three occurrences, your grade will be reduced by 0.5 percent each occurrence.

ATTENDANCE FOR LAB

- Attendance at all laboratory experience is mandatory and is essential to ensure course outcomes are met.
- Students must be present for the entire scheduled laboratory time. If a student is unable to attend or is going to be late, the instructor must be notified before the scheduled laboratory start time.
- In the event of absence, as outlined above, arrangements to make up the experience must be initiated by the student prior to the next scheduled experience.
- All missed time in the laboratory, needs to be made up as arranged with the lab instructor.
- Absence from one or more of laboratory could result in a faculty progression review and possible termination from the program. See Appendix B.
- Lateness to lab, lack of preparation or non-adherence to school or institutional policies could also result in a faculty progression review and possible termination from the program.
- Faculty reserves the right to request proof of illness or family emergency for any reported absence.
- The student's instructor will use the worksheet included in this handbook to clarify the Evaluation of Progression Review Process, review Medical Assistant Program and College policies and help the student to prepare for the Evaluation of Progression Review.
- See Evaluation of Progression Review Process and Evaluation of Progression Review Worksheet (Appendix B) and the appeals process as outlined in the Riverland Community College Student Handbook.

EXAM POLICY

- Students are expected to take all exams at the scheduled time.
- Students who are unable to take an exam at the scheduled time must obtain the instructor's permission for a later date **prior to** the scheduled exam time. Failure to do

so could result in a zero for the missed exam.

- Any tests taken late must be taken within the scheduled week to receive points for that exam. *Please see course syllabi for specific information.
- The student is reminded of the following rights of the Medical Assistant Faculty:
 - Each request for make-up testing will be considered on a case-by-case basis.
 - Instructors reserve the right to substitute another exam for the scheduled exam that the student was unable to take.
 - Instructors reserve the right to substitute a ***different format*** for the missed exam, for example, the teacher may select the format of essay examination instead of the multiple-choice test that was originally scheduled.
- Students will have the opportunity to seek clarification on specific exam items missed by meeting with the faculty member responsible for the specific exam item.
- Students who believe that there is an error or possibly more than one correct answer to an item must bring documentation of their contention to the appropriate faculty member for discussion.

STUDENT BEHAVIOURS DURING AND AFTER THE EXAM

- Use restroom prior to starting exam; during the exam students may only leave only for emergencies.
- Arrive five (5) minutes prior to the beginning of the exam, as a courtesy to classmates.
- Put all belongings (except pencil and calculator) in front of testing room. This includes cell phones and smart watches. Please turn off cell phones during testing.
- Leave caps and jackets in front of testingroom.
- Sit as directed bythe proctor.
- Abide by “no talking” to peers after the exam starts.
- Complete exam during the allotted time
- If the exam is computerized log out after viewing rationale or after completing exam.
- Quietly exit building immediately. Do not congregate inside the building to wait for peers or friends.
- Abide by the testing rule of “no test item discussion” unless with instructor.
- Facultyreserve the right to assign seats during any exam.
- Students must request the opportunity to review an exam within one week of their exam date. Exam review will be provided within one week of the original exam unless extenuating circumstances are identified by faculty. Students will not be allowed to write down any information during the time they are reviewing their test.

WRITTEN ASSIGNMENTS

- It is expected that all students will turn in written assignments on the scheduled dates.
- All written assignments are due by the date and time specified in the course syllabus.
- Late assignments may be penalized at the instructor's discretion (refer to course syllabi for specific information).
- A student requesting a date extension for a written assignment must receive permission from the instructor or designated faculty member prior to the due date of the assignment.

LATENESS POLICY FOR ASSIGNMENTS

- The student who requests two date extensions for written assignments, exams, quizzes, or other grade components in any one academic semester is considered to be in noncompliance with the MA Program's policies.
- The student will be required to participate in the Evaluation of Progression Review process in order to discuss this pattern of lateness. See [Appendix B](#).
- See Evaluation of Progression Review Process and Evaluation of Progression Review Worksheet ([Appendix B](#)) and the section on the Grievance/Complaint policy in the Riverland Community College Student Handbook.

GRADING SCALE AND PROGRESSION IN THE PROGRAM

- Grades are earned by several means in the MA Program. In each course of study, a combination of quizzes, unit tests, discussions, and skills checklists, and other assignments or projects may be used to determine how well the student understands the theory and skills being presented.
- The quality of work is assessed by grading the practical skills checklists for each competency.
- The student receives a final grade in most courses by averaging all quizzes, tests, and clinical skills. The method for determining the final grade in each course will be explained by the instructor at the beginning of each course.
- Students must obtain a "C" or better grade in all MA Program courses in order to complete the program.
- All MA students must successfully pass 100% of the psychomotor and affective competencies (see [Appendix D](#) for the Master Competency Checklist) in order to complete the MA Program.

- Some courses have identified prerequisites, so if a student does not receive at least a “C” in a course they may not be able to progress in the program. For example, if a student receives a “C-” or lower in Clinical Procedures I, they may not take Clinical Procedures II. If a student receives a letter grade of a “C-“, “D” or “F” in a course, they must retake the course.
- If a student receives a grade of “C-“, “D” or “F” for any MA course on two occasions, or for any two MA courses, the student will not be eligible to continue in the MA Program.
- Students must pass all MA program courses with a "C" (78% or higher) before going out into practicum.
- A student does have the right to appeal the process described above.
- Cheating will not be tolerated in the classroom or the lab and could result in dismissal from the program.
- In the professional judgement of the faculty, any behavior deemed inconsistent with professional responsibilities and/or unsafe are addressed as an academic issue and may be subject to a failure grade (F) for the course and/or possible dismissal from the program.

GRADING SCALE FOR PROGRAM

The Medical Assistant Program grading scale is as follows:

95 – 100% = A

92 – 94.9% = A-

90 – 91.9% = B+

87 – 89.9% = B

85 – 86.9% = B-

83 – 84.9% = C+

78 (minimum) – 82.9% = C

75 – 77.9% = C-

72 – 74.9% = D

< or = to 71.9% = F

DRESS CODE FOR LABORATORY, SIMULATION, AND PRACTICUM

- Students can purchase a white lab coat. This should be worn over clean casual street clothing during the first few days of class.
- As a class, you will be expected to purchase and wear navy blue scrubs on lab/simulation days.
- On lab days, you will be expected to wear your name badge.
- No ripped, torn, soiled, or disrespectful clothing should be worn. Modesty is also expected.
- Please wear clean, comfortable shoes as you will spend a great deal of time on your feet. No open toe shoes, open back, or sandals are allowed. Clean solid colored tennis shoes or nursing shoes are recommended.
- Hair must be clean. All hair should be off the shoulders, either pulled back or put up. No contemporary hair color is allowed. (i.e. blue, bright orange).
- Nails must be short and kept clean. Because of infection control issues, no artificial nails or colored nail polish is allowed; gel or shellac nails are also not allowed.
- Simple post earrings may be worn; no dangling earrings are allowed. All other visible body piercings must be removed while in clinical practicum agencies.
- Tattoos must be covered in clinical practicum agencies.
- Engagement and/or wedding rings may be worn. No other types of rings or bracelets are allowed.
- A watch with a second hand is necessary.
- Make-up in moderation is allowed.
- No scented products are allowed. This includes perfume, after shave, scented deodorant, hair spray.
- Head coverings, if worn, will be a solid color, free of fringe or other adornments and tucked under scrub top.
- Gum chewing is not allowed.
- Uniforms are not to be worn at Riverland Community College or in other public places prior to, or following, practicum experiences unless completely covered by a clean, white lab coat.
- All MA students will adhere to any dress code requirements in effect in a particular clinical practicum agency.
- Jeans are not allowed in any clinical practicum setting.

SIMULATION CENTER REQUIREMENTS

Students may be required to attend simulation events outside of their regular lecture, lab or clinical day.

- Wash hands before working with simulation mannequins and equipment.
- Students must sign a confidentiality agreement prior to participating in simulation experiences.
- Student jackets, bags, etc., should not be brought into the Simulation Center. Lockers are available for student use.

CONFIDENTIALITY

- Patient confidentiality is absolutely essential. The patient has the legal right to confidentiality in all aspects of his/her care and the MA student has a legal and ethical responsibility to safeguard the patient's confidentiality. Students may not give information about a patient or occurrence to anyone who is not employed at the clinical facility.
- Conversation relating to patients is permitted only in the clinical conference areas or in a secure classroom. Patients or any clinical occurrences are not to be discussed in public areas such as the cafeteria, student lounge, or at home.
- While completing the practicum, students must be very cautious that any information gathered for assignments from the chart or the computer must be carefully scrutinized to remove anything that would identify the patient such as the medical record number or name before information is removed from the building.
- Failure to maintain patient confidentiality will result in an Evaluation of Progression Review, may result in the practicum facility's denial of the student's access to a practicum site, and could result in the student being dismissed from the MA Program.
- Conversation related to student interactions in the classroom, lab or clinical practicum need to be confined to those surroundings. Simulation Center events are also considered to be confidential and should not be shared with others.

CPR REQUIREMENTS

Medical Assistant students are required to obtain and maintain CPR certification prior to and throughout their practicum experience. Students should keep expiration dates in mind when planning to certify.

WITHDRAWAL FROM THE PROGRAM

- If a student chooses to withdraw from an MA course, he/she must do so in accordance with the Riverland Community College guidelines.
- Institutional policy states that students may withdraw within the first 75% of the semester and receive a “W” on their transcript. A Drop/Add form must be completed.
- Students withdrawing during the final 25% of the semester will receive a grade of “F”. Withdrawal from the course is withdrawal from the Medical Assistant Program.
- Students must meet with the Medical Assistant Program Director for an exit interview.

RIVERLAND POLICIES AND HANDBOOK LINK

You are responsible for information contained in the both the student catalog and student handbook found at: <https://www.riverland.edu/about-riverland/policies-and-procedures/2000-students/>

AMERICAN ASSOCIATION OF MEDICAL ASSISTANTS



The most current information can be found on the American Association of Medical Assistants website at: <https://www.aama-ntl.org/index>

- **What is a Medical Assistant?** <https://www.aama-ntl.org/medical-assisting/what-is-a-medical-assistant>
- **What is a CMA (AAMA)?** <https://www.aama-ntl.org/medical-assisting/what-is-a-cma>
- **Occupational Analysis of Medical Assistants** <https://www.aama-ntl.org/medical-assisting/occupational-analysis>
- **Compensation and Benefits** <https://www.aama-ntl.org/medical-assisting/comp-benefits>
- **CAAHEP and ABHES Accredited Programs** <https://www.aama-ntl.org/medical-assisting/caahep-abhes-programs>

PROGRAM PROMOTION AND PROGRESSION

PREREQUISITES

Medical Assistant students must successfully complete the prerequisite courses for each required course in order to progress.

SUCCESSFUL ACADEMIC PROGRESS

1. Students must enroll in and successfully complete (with a minimum letter grade of C) all courses in the sequence identified in the Curriculum Plan in order to progress in the program.
2. The MA program requires a grade of C or better in all required courses.
3. Points will be carried out two decimal points. There will be no rounding of points to determine letter grades.
4. The MA Program reserves the right to deny admission/readmission based on academic failure and/or code of conduct violations.
5. The medication dosage exam must be passed at a level of 90% within a maximum of 2 attempts in any given course.

UNSUCCESSFUL ACADEMIC PROGRESS

UNSUCCESSFUL COURSE COMPLETION

1. If a student fails to obtain a minimum of a C grade in one or more courses in a semester, the student will be allowed one opportunity to repeat the course(s) on a space available basis per college/university program policy.
 - a. A withdrawal constitutes an attempt for a course and will count as one failure to complete the course.
 - b. The student must repeat the course(s) within one year of the last day of the semester not successfully completed.
 - c. Failure to successfully obtain a minimum of a C grade in a MA course on the second attempt will result in exit from the MA program.

EXIT FROM THE PROGRAM

- A student may be exited from the MA program for academic or code of conduct related issues.
 - Exited students will not be eligible to progress in the MA program.
 - a. Failure to successfully obtain a minimum of a C grade in a MA course on the second attempt will result in exit from the MA program.
2. Code of Conduct Exit: Ethical Misconduct and/or Unsafe Behavior
 - a. A student may be exited for ethical misconduct and/or unsafe behavior at any time in the program.
 - b. A student who is exited due to ethical misconduct and/or unsafe behavior must follow college/university policies related to conduct and due process.

- c. Students are not automatically allowed to retake MA coursework or be readmitted.
- d. This program reserves the right to exit a student for ethical misconduct and/or unsafe behavior at any point in the program.

REAPPLICATION TO THE PROGRAM

A student who is exited from this program for academic failure and/or failure to meet conduct expectations may reapply to the program and must meet the current published admission criteria and the following criteria:

1. A student may be readmitted one time only.
 - a. Reapplication to the program is required.
 - b. If a student reapplies and is subsequently exited a second time for either academic failure and/or failure to meet conduct expectations, the student is permanently exited from the program.
 - c. This program reserves the right to deny admission based on ethical misconduct and/or unsafe behavior
2. All current program admission requirements must be met prior to re-application or re-admittance.
 - a. All current program admission requirements must be met prior to readmission. This includes all prerequisite courses, CPR, health, health insurance, and background study requirements.

RE-ENTRY POLICY FOR STUDENTS WITH ALTERED PROGRESSION NOT RELATED TO ACADEMIC OR CODE OF CONDUCT ISSUES.

Students who wish to be considered for re-entry into the MA program after withdrawal in good academic standing from a MA course or departure from the MA program for reasons other than academic or code of conduct must follow these steps:

1. Students may be required to supply documentation addressing why they departed, the individual extenuating circumstances that contributed to the program exit, and an individual learning plan for promoting success. This documentation will be placed in the student's permanent folder.
2. Re-entry is allowed on a space available basis as determined by the program director. Space available for registering in each subsequent semester will be determined at the end of each semester.
3. Students progressing in the program plan without interruption will be placed in their courses prior to seating being made available for re-entry students. Priority for readmission will be based on the student cumulative GPA of courses required for degree completed to date.
4. Students must re-enter within one year of the last day of the semester not completed or the semester of departure from the program.

PROGRAM READMISSION POLICY

This policy applies to any students who wish to be considered for readmission into the MA program after unsuccessful completion of a MA course, withdrawal from a MA course, or

departure from the MA program for any reason.

The following criteria must be met for readmission:

1. Students are required to supply documentation addressing why they departed, the individual extenuating circumstances that contributed to the unsuccessful completion of a MA course, and an individual learning plan for promoting success. This documentation will be placed in the student's permanent folder.
2. Admission is allowed on a space available basis as determined by the Director of MA. Space available for registering in each subsequent semester will be determined at the end of each semester.
3. Students progressing without interruption will be placed in their courses prior to seating being made available for returning students. Priority for readmission will be based on the student cumulative GPA of courses required for degree completed to date.
4. Students are required to re-enter within one year of the last day of the semester not successfully completed.
5. A student who fails due to ethical misconduct and/or unsafe behavior will be readmitted based on college policies related to conduct and due process.
6. A student who fails due to academics issues will be readmitted based on decisions of the MA Department policies
7. All current program admission requirements must be met prior to readmission. This includes all prerequisite courses, CPR, health, health insurance, and background study requirements.

EVALUATION OF PROGRESSION REVIEW PROCESS

Definition:

Evaluation of Progression Review is a problem-solving process between the student and the medical assistant faculty to discuss identified unsatisfactory behaviors. The student will be required to participate in this process if in noncompliance with the Medical Assistant Program's policies.

The Evaluation of Progression Review process is used to respond to identified concerns whenever they occur throughout the student's Medical Assistant education at Riverland Community College.

Steps in the Evaluation of Progression Review Process:

1. The student demonstrates unsatisfactory classroom, lab, or clinical behavior(s) as delineated by the criteria for ongoing clinical evaluation and/or the student demonstrates noncompliance with the Medical Assistant Program policies.
2. The student receives either a hard copy or electronic version of a written description of the event(s) and an identification of the problematic behavior(s). Depending on the identified event(s), the student may or may not be allowed to return to the clinical, classroom, or lab area until a decision is rendered. The student will be responsible for making up any time lost during the pending Evaluation of Progression Review.
3. The student confers with the instructor to receive clarification about the identified event(s). They use the Evaluation of Progression Review worksheet to clarify the criteria for ongoing evaluation and the Evaluation of Progression Review process. Assistance will be given to the student as to how to prepare for the Evaluation of Progression Review process. The student is responsible for formulating a plan of action for resolution of the difficulty. After both parties sign and date the worksheet, or acknowledge it via email, a date for the Evaluation of Progression Review process is sought.
4. The student attends the scheduled meeting with the medical assistant faculty group, shares his/her perception of the event(s), and presents an action plan to work through the identified problem(s). Medical Assistant faculty members may ask questions to clarify their understanding of the student's presentation. The student may have the support of an advisor present at the Evaluation of Progression Review process. Advisors can be anyone from a parent to an attorney, and may advise the student during the process provided that doing so is not disruptive.
5. The student leaves the meeting and the faculty members discuss the student presentation, the severity of the issues, and consider possible solutions. The solution may range from but is not limited to:
 - a. No further action to be taken.
 - b. Placement of the student in probationary status and developing a contract with him/her outlining
 - Unacceptable behaviors
 - Required corrective action goals
 - Time frame for evaluation of corrective action outcomes.

- Date probationary status will end provided the corrective action(s) is/are attained.
 - Consequences of failure to meet terms of the contract.
- c. Determination that the student has become ineligible to progress in the program.
6. The faculty will notify the student of the formal decision and if warranted, will also advise the student of recourse via the grievance procedure.
 7. If the student chooses to grieve the faculty's decision, he/she must notify the Dean of Allied Health and Medical Assistant Program Director. The Dean will review the Progression Review Worksheet, and if indicated, a copy of the contract. The Dean may confirm or deny the faculty's decision, or ask for more information before reaching a decision or may recommend a modified action.
 8. The Dean will notify the student of the formal decision and if warranted, will also advise the student of recourse via the grievance procedure as outlined by the Student Handbook.

NON-DISCIPLINARY ADMINISTRATIVE ACTIONS

This type of action is based on the practical needs of an individual, the class, or to maintain program integrity. It is unrelated to student performance. The student's instructor will use the worksheet included in this booklet to clarify this procedure. (See [Appendix A](#)). The following serve as examples to clarify this procedure:

1. If a MEDA lab section becomes too large, one or more students will be asked to relocate to another section.
2. The student may be relocated to another practicum agency in order to better facilitate his/her learning experience.

APPEALS PROCESS

If there is a dispute between the student and faculty member concerning the outcome of a Non-Disciplinary Academic Action, the following steps will occur:

- The student will meet with the instructor to explain why the action in question is unreasonable and propose alternatives for resolving the issue. The instructor and the student will together use the worksheet provided in this booklet ([Appendix A](#)) to review this policy. If there is no resolution at step one, the student may proceed to step two.
- The student may appear before the MA faculty and re-state his/her objection(s) and offer proposed solutions. If there is no resolution at step two the student may proceed to step three.
- The student may speak with the Dean of Allied Health or the Medical Assistant Program Director and re-state his/her objection(s) and offer proposed solutions. The Dean may ask for more information from the student and faculty before making decision.
- If no resolution is secured in the preceding three steps, the student may begin the written grievance process as outlined Riverland Community College Handbook. See section in handbook titled Grievance/Complaint Policy.

Please visit the Riverland Community College website for more information on policy and procedures.

<https://www.riverland.edu/about-riverland/policies-and-procedures/full-listing-of-policies/>

COMPETENCIES REQUIRED

Upon graduation, all Riverland Community College MA students will have achieved the following competencies. It is a requirement of the program, that all MA students successfully pass 100% of the psychomotor and affective competencies:

See Appendix D.

EXTERNSHIP (PRACTICUM) INFORMATION

Prior to the Practicum Experience

All medical assistant students will complete a **background check** that includes finger printing through the Minnesota Department of Health. If the completed background check prohibits the student from providing direct care to patients, the student will not be able to complete the practicum, and thus cannot complete the MA Program.

Practicum Experience

The student is given an opportunity to express his or her choice of affiliates for the practicum experience. It is either the decision of the Program Director as to which student is assigned to which clinic for the practicum experience, or the clinic may choose by interviewing the student. Students may not always get their exact choice of clinical sites; however, every attempt will be made to find some arrangement acceptable to all.

The date of application will determine the priority of the student for practicum. For example, if there are 12 affiliated clinical sites, then those 12 students with the earliest dates of application will be placed first. However, the MA Practicum Director will work with students with specific requests. The Practicum Director attempts to honor these requests if at all possible. If the number of students admitted exceeds the number that can be accommodated in the practicum experience, there will be an alternate list for those not placed. As places become available, students on the list are given preference for clinical assignments, again by date of application.

Practicum Hours

The practicum includes 196 hours at an affiliated clinic where the student rotates through the major clinical and administrative departments. It is an opportunity to practice the skills learned in the previous semesters of theory and lab. All course work must be completed with a grade of C or higher before entering practicum.

Travel Arrangements

Students must be prepared to travel to practicum if necessary. There is no guarantee that you will be placed in the community you live. Students will be given adequate time to make arrangements.

Unpaid Practicum Experience

The practicum is regarded as a portion of the entire MA program. Therefore, tuition is paid as it would be for any other course in the program. Some other professions and apprenticeships pay a salary to their interns. However, since the clinical experience is considered to be a portion of the education and is not the same as on the job training, no salary shall be paid to students in practicum. One person at each affiliate is appointed as the site coordinator who will supervise

the practicum. It is this person's responsibility to see to it that students have a truly educational experience, and that students are accomplishing the objectives of the experience.

Practicum Departmental Experiences and Assignments

During the practicum, each student is assigned to rotate through the administrative and clinical departments of the clinic. The students keep a daily journal of each day's activities and accomplishments. There will also be assignments to complete, reviews and quizzes. The student journal and the clinical evaluations completed by each department within the practicum facility, contribute points towards the final practicum grade.

Practicum Coordinator Site Visit

The Practicum Coordinator will visit the student at least once at the affiliated clinic. Regular contact is made via phone, fax or e-mail.

PROGRAM OUTCOMES



The Program Director will use the MAERB's Outcomes Assessment Tracking Tool to document each student's information, including retention and graduation data. The forms are organized by student cohort.

RETENTION

As registration opens for the upcoming semester, the Program Director is available to meet individually with each new or returning student. An advisee list is visible for her on the college's electronic database to ensure no student is missed. Because of this, tracking and documentation of retention is ongoing. In addition, all students are required to attend a mandatory program orientation during the summer before classes begin.

GRADUATION

Serving as Practicum Coordinator, the Program Director is always aware when Medical Assistant students meet the requirements for program completion and graduation. Graduation data is documented each summer after graduates complete practicum hours and practicum coursework.

APPENDICES

APPENDIX A: WORKSHEET FOR NON DISCIPLINARY ADMINISTRATIVE ACTIONS

This type of action is based on practical need for the individual, class, or to maintain program integrity. It is unrelated to student performance. The following illustrations clarify this type of action.

1. One lab section is too large - one or more students will be asked to relocate to another section to equalize clinical/lab group size and provide for more teacher-student interaction and supervision. Every effort will be made to make the moves voluntary.
2. Employment in a practicum agency as well as participating in practicum experiences there may bring about conflicts between the two roles of employee and student

Appeals Process:

If there is a dispute between the student and faculty concerning this action the student may

1. First speak to the clinical instructor to explain reasons the action in question is unreasonable and propose alternatives that might resolve the issue. If there is no resolution at this level the student may proceed to step two.
2. Appear before the medical assistant faculty and explain reasons the action in question is unreasonable and propose alternatives that may resolve the issue. A decision will be given within five (5) working days. If there is no resolution at this level the student may proceed to step three.
3. Speak with the Dean of Allied Health and Medical Assistant Program Director and explain the reasons the action in question is unreasonable and propose alternatives that may resolve the issue. The Dean may ask for more information from the student and faculty before making a decision. A decision will be given within five (5) working days. If there is no resolution at this level the student may proceed to step four.
4. If no resolution is secured in the preceding three steps, the student may begin the written grievance process as outlined in the Section on Grievance/Complaint Policy located in the Riverland Community College Student Handbook.

Name of Student_____

Date: _____

Description of the action being taken and the reasons it is needed:

I have read, discussed and understand the nature of this Non-disciplinary Administrative Action. I have had a chance to ask questions and clarify what is being asked of me.

If I do not agree with what I am being asked to do, I understand that I have several options for appeal.

I have been given a copy of the appeal process.

Student name

Signature of faculty member explaining Non-disciplinary Administrative Action

APPENDIX B: WORKSHEET FOR UNSATISFACTORY PERFORMANCE

Evaluation of Progression Review:

Definition:

Evaluation of Progression Review is a problem-solving process between the student and the MA faculty to discuss identified unsatisfactory behaviors. The student will be required to participate in this process if in noncompliance with the Medical Assistant program's policies.

The Evaluation of Progression Review process is used to respond to identified concerns whenever they occur throughout the student's medical assistant education at Riverland Community College.

Steps in the Evaluation of Progression Review Process for unsatisfactory clinical progress:

1. The student demonstrates unsatisfactory classroom, lab, or clinical behavior(s) as delineated by the criteria for ongoing clinical evaluation and/or the student demonstrates noncompliance with the MA Program policies.
2. The student receives either a hard copy or electronic version of a written description of the event(s) and an identification of the problematic behavior(s). Depending on the identified event(s), the student may or may not be allowed to return to the clinical, classroom, or lab, area until a decision is rendered. The student will be responsible for making up any time lost during the pending Evaluation of Progression Review.
3. The student confers with the instructor to receive clarification about the identified event(s). They use the Evaluation of Progression Review worksheet to clarify the criteria for ongoing evaluation and the Evaluation of Progression Review process. Assistance will be given to the student as to how to prepare for the Evaluation of Progression Review process. The student is responsible for formulating a plan of action for resolution of the difficulty. After both parties sign and date the worksheet, or acknowledge it via email, a date for the Evaluation of Progression Review process is sought.
4. The student attends the scheduled meeting with the MA faculty group, shares his/her perception of the event(s), and presents an action plan to work through the identified problem(s). Medical Assistant faculty members may ask questions to clarify their understanding of the student's presentation. The student may have the support of an advisor present at the Evaluation of Progression Review process. Advisors can be anyone from a parent to an attorney, and may advise the student during the process provided that doing so is not disruptive.
5. The student leaves the meeting and the faculty members discuss the student presentation, the severity of the issues, and consider possible solutions. The solution may range from but is not limited to:
 - a. No further action to be taken.
 - b. Placement of the student in probationary status and developing a contract with him/her outlining

- Unacceptable behaviors
 - Required corrective action goals
 - Time frame for evaluation of corrective action outcomes.
 - Date probationary status will end provided the corrective action(s) is/are attained.
 - Consequences of failure to meet terms of the contract.
- c. Determination that the student has become ineligible to progress in the program.
6. The faculty will notify the student of the formal decision and if warranted, will also advise the student of recourse via the grievance procedure.
 7. If the student chooses to grieve the faculty's decision, he/she must notify the Dean of Allied Health and the Medical Assistant Program Director. The Dean will review the Progression Review Worksheet, and if indicated, a copy of the contract. The Dean may confirm or deny the faculty's decision, or ask for more information before reaching a decision or may recommend a modified action.
 8. The Dean will notify the student of the formal decision and if warranted, will also advise the student of recourse via the grievance procedure as outlined by the Student Handbook.

The Appeals Process:

If there is a dispute between the student and medical assistant faculty group concerning the outcomes of the Evaluation of Progression Review Process, the following steps may take place:

Discussion Level:

The student may meet with the Dean of Allied Health and Medical Assistant Program Director to discuss his/her complaint. The appropriate Dean may ask for more information from the student, faculty and/or the College counselor before making a decision. If the student's complaint cannot be resolved within five (5) working days, the student may then proceed to the next level, the Written Grievance Procedure.

The Written Level:

The Written Grievance Procedure is outlined in the Riverland Community College's Student Handbook. (See Riverland Community College Student Handbook, section titled Grievance/Complaint Policy)

EVALUATION OF PROGRESSION REVIEW NOTIFICATION FORM

Student Name: _____

Date: _____

Medical Assistant Instructor: _____

Scheduled date and time for Faculty Review Process Evaluation: _____

What behaviors identified by the instructor brought the student to the Evaluation of Progression Review Process? (You may attach additional sheets)

Student's general response to the instructor's description of the behaviors:

Areas of agreement:

Areas of dispute:

Supporting evidence for areas of dispute:

_____, my instructor has reviewed and discussed his/her perception of the events leading to the Evaluation of Progression Review Process. Through either email, phone and/or meeting, he/she has outlined areas of concern, has reviewed the medical assistant program and/or college policies, and has given me guidance in how I may best participate in the Evaluation of Progression Review Process. I understand that I may select an advisor to be present at the review process. He/she has also provided me with an explanation of my options for the appeals process as outlined in the Medical Assistant Program Handbook.

Student Signature

**EVALUATION OF PROGRESSION REVIEW
STUDENT RESPONSE FORM**

My version of the events described by the instructor:

How my version is alike and/or different from the instructor's:

My definition of the problem(s) identified:

Goals I have set to bring resolution to the problem:

Help I need from the faculty to bring about the desired change:

Things I need to change in myself/my environment to bring about the selected change:

Length of time I need to meet my goals:

How I will prioritize my goals:

How I will organized my day, week, year to accomplish my goals:

*Refer to table on next page in preparation of this form

Table to help prepare the student for the Evaluation of Progression Review Process

<p>What is my version of the event(s) described by the instructor?</p>	<p>How is this alike or different from the instructor’s version? What evidence do I have to support areas that are in dispute?</p>
<p>What is my definition of the problem(s) identified? (What do I look like, act like, do, feel now? What skills are absent, what skills do I need to improve upon, where do I feel most frustrated--what do I think may be a root cause of the lack of proficiency? What brings about or contributes to the problem)?</p>	<p>What would I see as a reasonable goal(s) to set for myself to bring resolution or improve my lack of proficiency for the selected problem(s)? What will I look like, act like, do, feel like when I am successful? How will I know that I have reached my goal?</p>
<p>What help do I need from the faculty to bring about a change in my proficiency? What is reasonable to expect? How comfortable do I feel expressing that? How can I deal with that? Who/what are the resources in my environment? How can I tap into those resources? What strengths do I have that can be used to bring about this change?</p>	<p>What things do I need to change in myself/my environment to bring about the selected change? Do I need more time—how can I get that? Do I need more study or organizational skills -- how do I get that? Do I need more time with clients—how do I get that? Do I need more monitored practice—how do I get that? Please be as specific as possible</p>
<p>How much time do I need to meet my goals? What is a reasonable time frame to make this behavior change?</p>	<p>How will I organize my day, week, year to accomplish the changes I need to make? What are the most important elements of my plan? What are the first things to be accomplished?</p>

This material can be provided in alternative format such as large print, Braille, or a tape by calling the

Riverland Community College Call Center at (507) 433-0600

For TTY Communications call the Minnesota Relay Service at (800) 627-3529.

An Affirmative Action Equal Opportunity Educator/Employer. ADA Accessible

APPENDIX C: STUDENT ACCOUNTABILITY VERIFICATION FORM

Please read each section and initial the box for each section. Sign your name at the end of the document and have another individual witness.

Statement of Student Responsibility/Confidentiality

- I understand I have an obligation to conduct myself in a professional manner in all clinical and laboratory areas, follow all facility policies and procedures, and hold confidential all information concerning the patients at clinical facilities and/or student and public patient volunteers.
- I understand any carelessness or thoughtlessness or release of any confidential information is not only ethically wrong, but may have legal implications. This is a violation of professional and academic integrity standards.
- I agree to adhere to the professional standards of confidentiality while enrolled in the Medical Assistant and/or Phlebotomy Technician Program.
- I understand the unique and personal nature of patient care that is involved in the education of healthcare professionals and fully intend to safeguard the privacy of all patients for whom I give care as well as their families and fellow classmates.
- I will not disclose information about my patients, their families or information about fellow students, and faculty that may be obtained during my studies in Medical Assistant and/or Phlebotomy.
- I understand that this confidentiality is essential in the healthcare profession.
- I certify that I understand and agree to accept the responsibility to protect my patient's and classmate's right to privacy and confidential handling of any information concerning him/her.

Initials: _____

Student Handbook

- I verify that I received the Medical Assistant and/or Phlebotomy Program Student Handbook and that I read it in its entirety and understand it fully.
- I agree that I am responsible for the content provided in the handbook, as well as updated program policies, throughout my enrollment in the Medical Assistant and/or Phlebotomy Program.
- I understand that I am responsible for compliance with the statements and policies identified in the Student Handbook.

Initials: _____

Student Printed Name (Please print clearly)	Student Signature	Date:
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APPENDIX D: MASTER COMPETENCY CHECKLIST- 2022 MAERB CORE CURRICULUM

Explanatory Note: Students are required to pass all the psychomotor and affective competencies in the MAERB Core Curriculum, as is outlined in Standard IV.A.1. In addition, programs must demonstrate that students have passed those competencies by tracking their successful completion to illustrate “programmatic summative measures” in Standard IV.B.1. The type of tracking mechanism can vary according to the program. Some programs use a Master Competency Checklist, some outline all the competencies in a detailed gradebook, others have an electronic form, and there are variations within all those methods. All those forms are acceptable, as long as programs are able to share the tracking form with the site surveyors and send it in to the MAERB office if requested for progress reports.

Below is a template of a form that can be used as a tracking mechanism. The psychomotor and affective competencies are combined under each specific content area and numbered appropriately.

Master Competency Checklist 2022 MAERB Core Curriculum

Psychomotor Competencies

I. Anatomy, Physiology, and Pharmacology		Grade	Pass	Date	Int.
I.P.1	Accurately measure and record:				
	a. blood pressure				
	b. temperature				
	c. pulse				
	d. respirations				
	e. height				
	f. weight (adult and infant)				
	g. length (infant)				
	h. head circumference (infant)				
	i. oxygen saturation				
I.P.2	Perform the following procedures:				
	a. electrocardiography				
	b. venipuncture				
	c. capillary puncture				
I.P.3	Perform patient screening following established protocols				
I.P.4	Verify the rules of medication administration:				
	a. right patient				
	b. right medication				
	c. right dose				
	d. right route				
	e. right time				
I.P.5	Select proper sites for administering parenteral medication				
I.P.6	Administer oral medications				

I.P.7	Administer parenteral (excluding IV) medications				
I.P.8	Instruct and prepare a patient for a procedure or a treatment				
I.P.9	Assist provider with a patient exam				
I.P.10	Perform a quality control measure				
I.P.11	Collect specimens and perform:				
	a. CLIA waived hematology test				
	b. CLIA waived chemistry test				
	c. CLIA waived urinalysis				
	d. CLIA waived immunology test				
	e. CLIA waived microbiology test				
I.P.12	Provide up-to-date documentation of provider/professional-level CPR				
I.P.13	Perform first aid procedures				
	a. bleeding				
	b. diabetic coma or insulin shock				
	c. stroke				
	d. seizures				
	e. environmental emergency				
	f. syncope				
II. Applied Mathematics					
II.P.1	Calculate proper dosages of medication for administration				
II.P.2	Record laboratory test results into the patient's record				
II.P.3	Document on a growth chart				
II.P.4	Apply mathematical computations to solve equations				
II.P.5	Convert among measurement systems				
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 waste				
IV. Nutrition					
IV.P.1	Instruct a patient regarding a dietary change related to a patient's special dietary needs				

V. Concepts of Effective Communication					
V.P.1	Respond to nonverbal communication				
V.P.2	Correctly use and pronounce medical terminology in health care interactions				
V.P.3	Coach patients regarding:				
	a. office policies				
	b. medical encounters				
V.P.4	Demonstrate professional telephone techniques				
V.P.5	Document telephone messages accurately				
V.P.6	Using technology, compose clear and correct correspondence				
V.P.7	Use a list of community resources to facilitate referrals				
V.P.8	Participate in a telehealth interaction with a patient				
VI. Administrative Functions					
VI.P.1	Manage appointment schedule, using established priorities				
VI.P.2	Schedule a patient procedure				
VI.P.3	Input patient data using an electronic system				
VI.P.4	Perform an inventory of supplies				
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	Input accurate billing information in an electronic system				
VII.P.3	Inform a patient of financial obligations for services rendered				
VIII. Third-Party Reimbursement					
VIII.P.1	Interpret information on an insurance card				
VIII.P.2	Verify eligibility for services				
VIII.P.3	Obtain precertification or preauthorization with documentation				
VIII.P.4	Complete an insurance claim form				
VIII.P.5	Assist a patient in understanding an Explanation of Benefits (EOB)				
IX. Procedural and Diagnostic Coding					
IX.P.1	Perform procedural coding				
IX.P.2	Perform diagnostic coding				
IX.P.3	Utilize medical necessity guidelines				
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	Complete compliance reporting based on public health statutes				
X.P.5	Report an illegal activity following the protocol established by the healthcare setting				
X.P.6	Complete an incident report related to an error in patient care				
XI. Ethical and Professional Considerations					
XI.P.1	Demonstrate professional response(s) to ethical issues				
XII. Protective Practices					
XII.P.1	Comply with safety practices				
XII.P.2	Demonstrate proper use of:				
	a. eyewash equipment				
	b. fire extinguishers				
XII.P.3	Use proper body mechanics				
XII.P.4	Evaluate an environment to identify unsafe conditions				

Affective Competencies

A.1	Demonstrate critical thinking skills	Grade	Pass	Date	Int.
A.2	Reassure patients				
A.3	Demonstrate empathy for patients' concerns				
A.4	Demonstrate active listening				
A.5	Respect diversity				
A.6	Recognize personal boundaries				
A.7	Demonstrate tactfulness				
A.8	Demonstrate self-awareness				

APPENDIX B

Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB) 2022 Curriculum Requirements

Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the medical assisting profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) skills and the affective (A) behaviors.

The MAERB Core Curriculum must be taught and assessed in its entirety. In addition, all the psychomotor skills and the affective behaviors must be achieved by the students prior to the skills being performed at the practicum. While simulation of these skills can be used in the classroom setting for achievement, the practicum is designed for live experience, so simulation is not allowed as a substitute for practicum hours.

MAERB publishes the *Educational Competencies for Medical Assistants (ECMA)*, a publication designed to provide programs with guidance and options for achieving the MAERB Core Curriculum. In addition, Program Directors can build upon these knowledge and skills outlined here to teach the students related skills that serve their communities of interest.

The curriculum is designed to demonstrate the intersection between the cognitive objectives and the psychomotor competencies. The affective competences are contained at the end, and because medical assistants utilize affective skills with any patient contact, be it physical or verbal, they can be bundled with any of the psychomotor competencies. The design of the curriculum allows Program Directors to bundle in the affective skills as they see appropriate.

**FOUNDATIONS FOR CLINICAL PRACTICE
CONTENT AREA I-IV**

Cognitive (Knowledge) I.C Anatomy, Physiology, & Pharmacology	Psychomotor (Skills) I.P Anatomy, Physiology, & Pharmacology
<ol style="list-style-type: none"> 1. Identify structural organization of the human body 2. Identify body systems* 3. Identify: <ol style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. Identify major organs in each body system* 5. Identify the anatomical location of major organs in each body system* 6. Identify the structure and function of the human body across the life span 7. Identify the normal function of each body system* 8. Identify common pathology related to each body system* including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology d. diagnostic measures e. treatment modalities 9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases 10. Identify the classifications of medications including: <ol style="list-style-type: none"> a. indications for use b. desired effects c. side effects d. adverse reactions 11. Identify quality assurance practices in healthcare 12. Identify basic principles of first aid 13. Identify appropriate vaccinations based on an immunization schedule. <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> 1. Accurately measure and record <ol style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight (adult and infant) g. length (infant) h. head circumference (infant) i. oxygen saturation 2. Perform the following procedures: <ol style="list-style-type: none"> a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing 3. Perform patient screening following established protocols 4. Verify the rules of medication administration: <ol 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. Collect specimens and perform: <ol style="list-style-type: none"> a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis d. CLIA waived immunology test e. CLIA waived microbiology test 12. Provide up-to-date documentation of provider/professional level CPR 13. Perform first aid procedures <ol style="list-style-type: none"> a. bleeding b. diabetic coma or insulin shock c. stroke d. seizures e. environmental emergency f. syncope

Cognitive (Knowledge) II.C Applied Mathematics	Psychomotor (Skills) II.P Applied Mathematics
<ol style="list-style-type: none"> 1. Define basic units of measurement in: <ol style="list-style-type: none"> a. the metric system b. the household system 2. Identify abbreviations used in calculating medication dosages 3. Identify normal and abnormal results as reported in: <ol style="list-style-type: none"> a. graphs b. tables 	<ol style="list-style-type: none"> 1. Calculate proper dosages of medication for administration 2. Record laboratory test results into the patient's record 3. Document on a growth chart 4. Apply mathematical computations to solve equations 5. Convert among measurement systems

Content Area III: Infection Control

Cognitive (Knowledge) III.C Infection Control	Psychomotor (Skills) III.P Infection Control
<ol style="list-style-type: none"> 1. Identify major types of infectious agents 2. Identify the infection cycle including: <ol style="list-style-type: none"> a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit 3. Identify the following as practiced within an ambulatory care setting: <ol style="list-style-type: none"> a. medical asepsis b. surgical asepsis 4. Identify methods of controlling the growth of microorganisms 5. Identify the principles of standard precautions 6. Identify personal protective equipment (PPE) 7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings 	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. sharps b. regulated wastes

Content Area IV: Nutrition

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition
<ol style="list-style-type: none"> 1. Identify dietary nutrients including: <ol style="list-style-type: none"> a. carbohydrates b. fat c. protein d. minerals e. electrolytes f. vitamins g. fiber h. water 2. Identify the function of dietary supplements 3. Identify the special dietary needs for: <ol style="list-style-type: none"> a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies i. eating disorders 4. Identify the components of a food label 	<ol style="list-style-type: none"> 1. Instruct a patient regarding a dietary change related to patient's special dietary needs

Content Area V: Concepts of Effective Communication

Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication
<ol style="list-style-type: none"> 1. Identify types of verbal and nonverbal communication 2. Identify communication barriers 3. Identify techniques for overcoming communication barriers 4. Identify the steps in the sender-receiver process 5. Identify challenges in communication with different age groups 6. Identify techniques for coaching a patient related to specific needs 7. Identify different types of electronic technology used in professional communication 8. Identify the following related to body systems*: <ol style="list-style-type: none"> a. medical terms b. abbreviations 9. Identify the principles of self-boundaries 10. Identify the role of the medical assistant as a patient navigator 11. Identify coping mechanisms 12. Identify subjective and objective information 13. Identify the basic concepts of the following theories of: <ol style="list-style-type: none"> a. Maslow b. Erikson c. Kubler-Ross 14. Identify issues associated with diversity as it relates to patient care 15. Identify the medical assistant's role in telehealth 	<ol style="list-style-type: none"> 1. Respond to nonverbal communication 2. Correctly use and pronounce medical terminology in health care interactions 3. Coach patients regarding: <ol style="list-style-type: none"> a. office policies b. medical encounters 4. Demonstrate professional telephone techniques 5. Document telephone messages accurately 6. Using technology, compose clear and correct correspondence 7. Use a list of community resources to facilitate referrals 8. Participate in a telehealth interaction with a patient

*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.

Content Area VI: Administrative Functions

Cognitive (Knowledge) VI.C Administrative Functions	Psychomotor (Skills) VI.P Administrative Functions
<ol style="list-style-type: none"> 1. Identify different types of appointment scheduling methods 2. Identify critical information required for scheduling patient procedures 3. Recognize the purpose for routine maintenance of equipment 4. Identify steps involved in completing an inventory 5. Identify the importance of data back-up 6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system 	<ol style="list-style-type: none"> 1. Manage appointment schedule using established priorities 2. Schedule a patient procedure 3. Input patient data using an electronic system 4. Perform an inventory of supplies

Content Area VII: Basic Practice Finances

Cognitive (Knowledge) VII.C Basic Practice Finances	Psychomotor (Skills) VII.P Basic Practice Finances
<ol style="list-style-type: none"> 1. Define the following bookkeeping terms: <ol style="list-style-type: none"> a. charges b. payments c. accounts receivable d. accounts payable e. adjustments f. end of day reconciliation 2. Identify precautions for accepting the following types of payments: <ol style="list-style-type: none"> a. cash b. check c. credit card d. debit card 3. Identify types of adjustments made to patient accounts including: <ol style="list-style-type: none"> a. non-sufficient funds (NSF) check b. collection agency transaction c. credit balance d. third party 4. Identify patient financial obligations for services rendered 	<ol style="list-style-type: none"> 1. Perform accounts receivable procedures to patient accounts including posting: <ol style="list-style-type: none"> a. charges b. payments c. adjustments 2. Input accurate billing information in an electronic system 3. Inform a patient of financial obligations for services rendered

Content Area VIII: Third-Party Reimbursement

Cognitive (Knowledge) VIII.C Third-Party Reimbursement	Psychomotor (Skills) VIII.P Third-Party Reimbursement
<ol style="list-style-type: none"> 1. Identify: <ol style="list-style-type: none"> a. types of third-party plans b. steps for filing a third-party claim 2. Identify managed care requirements for patient referral 3. Identify processes for: <ol style="list-style-type: none"> a. verification of eligibility for services b. precertification/preauthorization c. tracking unpaid claims d. claim denials and appeals 4. Identify fraud and abuse as they relate to third party reimbursement 5. Define the following: <ol style="list-style-type: none"> a. bundling and unbundling of codes b. advanced beneficiary notice (ABN) c. allowed amount d. deductible e. co-insurance f. co-pay 6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements 	<ol style="list-style-type: none"> 1. Interpret information on an insurance card 2. Verify eligibility for services 3. Obtain precertification or preauthorization with documentation 4. Complete an insurance claim form 5. Assist a patient in understanding an Explanation of Benefits (EOB)

Area IX: Procedural and Diagnostic Coding

Cognitive (Knowledge) IX.C Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P Procedural and Diagnostic Coding
<ol style="list-style-type: none"> 1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II) 2. Identify the effects of: <ol style="list-style-type: none"> a. upcoding b. downcoding 3. Define medical necessity 	<ol style="list-style-type: none"> 1. Perform procedural coding 2. Perform diagnostic coding 3. Utilize medical necessity guidelines

Content Area X: Legal Implications

Cognitive (Knowledge) X.C Legal Implications	Psychomotor (Skills) X.P Legal Implications
<ol style="list-style-type: none"> 1. Identify scope of practice and standards of care for medical assistants 2. Identify the provider role in terms of standard of care. 3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA) 4. Identify the standards outlined in The Patient Care Partnership 5. Identify licensure and certification as they apply to healthcare providers 6. Identify criminal and civil law as they apply to the practicing medical assistant 7. Define: 	<ol style="list-style-type: none"> 1. Locate a state's legal scope of practice for medical assistants 2. Apply HIPAA rules in regard to: <ol style="list-style-type: none"> a. privacy b. release of information 3. Document patient care accurately in the medical record 4. Complete compliance reporting based on public health statutes 5. Report an illegal activity following the protocol established by the healthcare setting 6. Complete an incident report related to an error in patient care

<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 <p>8. Identify the purpose of medical malpractice insurance</p> <p>9. Identify legal and illegal applicant interview questions</p> <p>10. Identify:</p> <ul style="list-style-type: none"> 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) <p>11. Identify the process in compliance reporting:</p> <ul style="list-style-type: none"> a. unsafe activities b. errors in patient care c. conflicts of interest d. incident reports <p>12. Identify compliance with public health statutes related to:</p> <ul style="list-style-type: none"> a. communicable diseases b. abuse, neglect, and exploitation c. wounds of violence <p>13. Define the following medical legal terms:</p> <ul style="list-style-type: none"> a. informed consent b. implied consent c. expressed consent d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondeat superior i. res ipsa loquitur j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-mediation 	
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Content Area XI: Ethical and Professional Considerations

<p style="text-align: center;">Cognitive (Knowledge) XI.C Ethical and Professional Considerations</p>	<p style="text-align: center;">Psychomotor (Skills) XI.P Ethical and Professional Considerations</p>
<ul style="list-style-type: none"> 1. Define: <ul style="list-style-type: none"> a. ethics b. morals 2. Identify personal and professional ethics 3. Identify potential effects of personal morals on professional performance 4. Identify professional behaviors of a medical assistant 	<ul style="list-style-type: none"> 1. Demonstrate professional response(s) to ethical issues

Content Area XII: Protective Practices

Cognitive (Knowledge) XII.C Protective Practices	Psychomotor (Skills) XII.P Protective Practices
<ol style="list-style-type: none"> 1. Identify workplace safeguards 2. Identify safety techniques that can be used in responding to accidental exposure to: <ol style="list-style-type: none"> a. blood b. other body fluids c. needle sticks d. chemicals 3. Identify fire safety issues in an ambulatory healthcare environment 4. Identify emergency practices for evacuation of a healthcare setting 5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting 6. Identify processes for disposal of a. biohazardous waste and b. chemicals 7. Identify principles of: <ol 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 9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency 	<ol style="list-style-type: none"> 1. Comply with safety practices 2. Demonstrate proper use of: <ol style="list-style-type: none"> a. eyewash equipment b. fire extinguishers 3. Use proper body mechanics 4. Evaluate an environment to identify unsafe conditions

AFFECTIVE SKILLS

The affective competencies listed below can be bundled with any of the psychomotor competencies included in the curriculum. The goal is to provide opportunities for Program Directors to develop assessment tools creatively and focus on incorporating the affective behaviors with any psychomotor skill that involves interacting with a patient. These behavioral competencies are important to the development of communication skills and professional behavior in the field of medical assisting. The students will need to achieve all the affective competences, but they can do so using several different skills. There are examples in the *Educational Competencies for Medical Assistants* to guide Program Directors in the incorporation of these affective skills.

A.1	Demonstrate critical thinking skills
A.2	Reassure patients
A.3	Demonstrate empathy for patients' concerns
A.4	Demonstrate active listening
A.5	Respect diversity
A.6	Recognize personal boundaries
A.7	Demonstrate tactfulness
A.8	Demonstrate self-awareness

APPENDIX E: MA COMPETENCY RELEASE FORM

To the best of my knowledge, I have no limitations which prohibits me from performing the following tasks:

Perform clinical duties:

- Draw venous, capillary and arterial blood from a patient
- Determine color and physical reactions
- Use a binocular microscope
- Read detailed scales, dials, syringes, and thermometers
- Follow step by step instructions
- Measure amounts using the metric system
- Operate computerized automated instrumentation
- Use chemicals and reagents following OSHA safety rules
- Use automated and manual pipettes
- Accomplish difficult tasks with time limits and absolute accuracy
- Reach laboratory bench tops, patients lying on examination tables and patients seated in specimen collection furniture
- Adapt to working with unpleasant situations

Perform administrative duties:

- Read and comprehend technical and professional materials
- Clearly instruct patients prior to procedures and converse over the telephone
- Possess manual dexterity to operate business type machines (i.e. computers)
- Have the ability to recognize and recall
- Follow orders given and recorded information accurately and legibly
- Support and promote activities of fellow students and health care professionals

Physical Demands

- Stand and walk while assisting with exams
- Use hands to handle, control, or feel objects, tools, or controls
- Repeat the same movements
- Speak clearly so listeners can understand
- Understand the speech of another person
- See details of objects whether they are nearby or far away
- See differences between colors, shades, and brightness
- Use fingers or hands to grasp, move, or assemble objects
- Hold the arm and hand in one position or hold the hand steady while moving the arm
- Hear sounds and recognize the difference between them
- Determine the distance between objects
- Use stomach and lower back muscles to support the body for long periods without getting tired
- Move arms and legs quickly

- Coordinate movement of several parts of the body, such as arms and legs, while the body is moving
- Be physically active for long periods without getting tired or out of breath
- Move two or more limbs together (for example, two arms, two legs, or one leg and one arm) while remaining in place
- Use muscles for extended periods without getting tired
- Use muscles to lift, push, pull, or carry heavy objects
- Make quick, precise adjustments to machine controls

Student Name (Please Print): _____

Student Signature: _____

Date: _____