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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 healthcare 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 competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behaviors) learning domains.
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 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 160 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,

Laura Beasley MS, RN, CMA
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 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
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 2012 data from the Minnesota Department of Employment and Economic Development, average wages for medical assistants were:

- Minnesota: $16.05/hour
- Southwest Minnesota: $14.32/hour
- U.S.: $14.66/hour
MA CURRICULUM

Award: Diploma
Total Credits Required to Graduate: (36)
Medical Assistant Diploma Plan of Study:

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH0660</td>
<td>Intermediate Algebra <strong>required if Accuplacer &lt;51</strong></td>
<td>3cr</td>
</tr>
<tr>
<td>BUSO1663</td>
<td>Medical Office Procedures</td>
<td>3cr</td>
</tr>
<tr>
<td>HCCC1100</td>
<td>Math for Allied Health Professionals</td>
<td>1cr</td>
</tr>
<tr>
<td>MEDA1000</td>
<td>Medical Law and Ethics</td>
<td>2cr</td>
</tr>
<tr>
<td>HCCC1250</td>
<td>Body Structure, Function, &amp; Applied Terminology</td>
<td>4cr</td>
</tr>
<tr>
<td>MEDA1330</td>
<td>Electrocardiography</td>
<td>1cr</td>
</tr>
<tr>
<td>HLTH1130</td>
<td>AHA CPR &amp; First Aid Certification</td>
<td>1cr</td>
</tr>
<tr>
<td>MEDA1301</td>
<td>Laboratory Procedures</td>
<td>4cr</td>
</tr>
</tbody>
</table>

Total First Semester Credits: 16-19cr

### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSO1664</td>
<td>Medical Accounts Management</td>
<td>3cr</td>
</tr>
<tr>
<td>HCCC1300</td>
<td>Disease Conditions</td>
<td>3cr</td>
</tr>
<tr>
<td>MEDA1150</td>
<td>Clinical Procedures</td>
<td>8cr</td>
</tr>
<tr>
<td>MEDA1355</td>
<td>Medication Administration</td>
<td>2cr</td>
</tr>
</tbody>
</table>

Total Second Semester Credits: 16cr

### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADM1400</td>
<td>XRay Operations for Allied Health (optional)</td>
<td>2cr</td>
</tr>
<tr>
<td>MEDA1500</td>
<td>Medical Assistant Practicum</td>
<td>4cr</td>
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</table>

Total Third Semester Credits: 4-6cr

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).
• Accuplacer Competency (additional coursework may be required if minimum competencies are not demonstrated):
  a. Reading/English: cut score of 63
  b. Math: students must score at least 51 on the Accuplacer Elementary Algebra test or obtain a C or better in Math 0660 or higher level Math

• 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
  o 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. Be prepared as a competent entry-level medical assistant 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.
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.

**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 testing room.
- Sit as directed by the 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.
• Faculty reserve 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 should 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 both the student catalog and student handbook found at: https://www.riverland.edu/about-riverland/policies-and-procedures/2000-students/
What is a Medical Assistant?

Medical assistants work alongside physicians, mainly in outpatient or ambulatory care facilities, such as medical offices and clinics.

In Demand | Medical assisting is one of the nation’s careers growing much faster than average for all occupations, according to the United States Bureau of Labor Statistics, attributing job growth to the following:

- Predicted surge in the number of physicians’ offices and outpatient care facilities
- Technological advancements
- Growing number of elderly Americans who need medical treatment

Job Responsibilities | Medical assistants are cross-trained to perform administrative and clinical duties.

Here is a quick overview (duties vary from office to office depending on location, size, specialty, and state law):

Administrative Duties (may include, but not limited to):

- 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 (may include, but not limited to):

• Taking medical histories
• Explaining treatment procedures to patients
• Preparing patients for examination
• Assisting the physician during exams
• 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
• Taking electrocardiograms
• Removing sutures and changing dressings

Patient Liaison | Medical assistants are instrumental in helping patients feel at ease in the physician’s office and often explain the physician’s instructions.

PCMH Team Member | Medical assistants are essential members of the Patient-Centered Medical Home team. According to a survey by the Healthcare Intelligence Network, medical assistants ranked as one of the top five professionals necessary to the PCMH team.

CMA (AAMA) Certification | Many employers of allied health personnel prefer, or even insist, that their medical assistants are CMA (AAMA) certified.

The American Association of Medical Assistants (AAMA) offers certification to graduates of medical assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of Health Education Schools (ABHES).

What is a CMA (AAMA)?

The CMA (AAMA) credential designates a medical assistant who has achieved certification through the Certifying Board of the American Association of Medical Assistants (AAMA).

The CMA (AAMA) has been educated and tested in a wide scope of general, clinical, and administrative responsibilities as outlined in the Occupational Analysis of the CMA (AAMA).

Every day the AAMA responds to more than 100 employer requests for CMA (AAMA) certification verification—for both current and potential employees.
CMA (AAMA) Education

USDE or CHEA Recognized | The CMA (AAMA) is the only medical assisting certification that requires graduation from a postsecondary medical assisting program accredited by an accrediting body recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

CAAHEP or ABHES Accreditation | Only graduates of medical assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of Health Education Schools (ABHES) are eligible to take the CMA (AAMA) Certification Examination.

Graduates receive administrative and clinical training in a variety of areas, including, but not limited to, the following:

- Human anatomy, physiology, and pathology
- Medical terminology
- Keyboarding and computer applications
- Recordkeeping and accounting
- Coding and insurance processing
- Laboratory techniques
- Clinical and diagnostic procedures
- Pharmacology
- Medication administration
- First aid
- Office practices
- Patient relations
- Medical law and ethics

On-the-Job Training | Students also must complete a practicum (i.e., an unpaid, supervised on-site work experience in an ambulatory health care setting) as part of the program.

CMA (AAMA) Certification

The NBME | The National Board of Medical Examiners—responsible for many national examinations for physicians, including the United States Medical Licensing Examination (USMLE)—constructs and administers the CMA (AAMA) Certification/Recertification Examination. This CMA (AAMA) exam is the only medical assisting examination that engages the NBME in this manner. As a result, the reliability and validity of the CMA (AAMA) credential are of the highest order.

The CMA (AAMA) Certification Examination is a rigorous exam that requires a thorough, broad, and current understanding of health care delivery as evidenced by the CMA (AAMA)
Certification/Recertification Examination Content Outline. The exam consists of 200 multiple-choice questions administered in four 40-minute segments.

See About the Exam for more information.

CMA (AAMA) Recertification

CMA (AAMA) Status | All CMAs (AAMA) must have current status to use the credential, including for qualifying to enter orders for the Medicaid EHR Incentive Program.

CMA (AAMA) status is a matter of public record and may be released. See Verify CMA (AAMA) Status or call the AAMA at 800/228-2262 for certification status.

Recertification Requirements | The CMA (AAMA) credential must be recertified every 60 months by examination or continuing education.

Continuing Education Requirements | A minimum number of points in the general, administrative, and clinical areas of medical assisting are required to recertify by continuing education.

CMAs (AAMA) in Demand

Many factors combine to create a driving force for an increased demand for medical assistants who have current CMA (AAMA) certification:

- Legal perils
- Managed care pressures
- State and federal laws (e.g., OSHA and CLIA)
- Qualification for entering orders for the Medicaid EHR Incentive Program
- Private sector bodies (e.g., Joint Commission and NCQA)

Occupational Analysis of the CMA (AAMA)

The Occupational Analysis of the CMA (AAMA) reports the results of a comprehensive AAMA survey of what CMAs (AAMA) identified as their responsibilities:

Twelve Most Frequently Performed Responsibilities

1. Abide by principles and laws related to confidentiality
2. Adapt communications to an individual's understanding
3. Demonstrate respect for individual diversity (culture, ethnicity, gender, race, religion, age, economic status)
4. Employ professional techniques during verbal, non-verbal, and text-based interactions
5. Comply with risk management and safety procedures
6. Interact with staff and patients to optimize workflow efficiency
7. Maintain patient records
8. Provide care within legal and ethical boundaries
9. Practice standard precautions
10. Document patients, observations, and clinical treatments
11. Identify potential consequences of failing to operate within the scope of practice of a medical assistant
12. Transmit information electronically

CAAHEP and ABHES Accredited Programs

Eligibility | Graduates of medical assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of Health Education Schools (ABHES) are eligible to take the CMA (AAMA) Certification Exam.

About the Program | Your program will offer academic and clinical training in a variety of areas:

- Human anatomy, physiology, and pathology
- Medical terminology
- Keyboarding and computer applications
- Record keeping and accounting
- Coding and insurance processing
- Laboratory techniques
- Clinical and diagnostic procedures
- Pharmacology
- Medication administration
- First aid
- Office practices
- Patient relations
- Medical law and ethics

You also must complete a practicum (i.e., an unpaid, supervised on-site work experience in an ambulatory health care setting), which is part of the program.

Research the Program | Once you find a program, go to the institution’s website, or contact the program director to answer specific questions. Here are sample questions you might want to ask:

- What are the tuition costs and financial aid options?
- What are the academic prerequisites?
- How long does it take to complete the program?
- What specific topics are covered?
- What does the practicum involve?
• What percent of the program’s students/graduates pass the CMA (AAMA) exam?
• Will you contact the AAMA Certification Department and give them permission to share your exam pass rates with me?

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.
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:

ANATOMY & PHYSIOLOGY

Psychomotor Domain

1. Obtain vital signs.
2. Perform venipuncture.
3. Perform capillary puncture.
4. Perform pulmonary function testing.
5. Perform electrocardiography.
7. Select proper sites for administering parenteral medication.
8. Administer oral medications.
9. Administer parenteral (excluding IV) medications.
10. Assist physician with patient care.
11. Perform quality control measures.
12. Perform CLIA-Waived hematology testing.
13. Perform CLIA-Waived chemistry testing.
15. Perform CLIA-Waived immunology testing.
16. Screen test results. Affective Domain

1. Apply critical thinking skills in performing patient assessment and care.
2. Use language/verbal skills that enable patients’ understanding.
3. Demonstrate respect for diversity in approaching patients and families.
APPLIED MATHEMATICS

Psychomotor Domain

1. Prepare proper dosages of medication for administration.

4. Affective Domain
1. Verify ordered doses/dosages prior to administration.
2. Distinguish between normal and abnormal test results.

APPLIED MICROBIOLOGY/INFECTION CONTROL

Psychomotor Domain

1. Participate in training on Standard Precautions.
2. Practice Standard Precautions.
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations.
4. Perform handwashing.
5. Prepare items for autoclaving.
6. Perform sterilization procedures.
7. Obtain specimens for microbiological testing.
8. Perform CLIA-waived microbiology testing.

Affective Domain
1. Display sensitivity to patient rights and feelings in collecting specimens.
2. Explain the rationale for performance of a procedure to the patient.
3. Show awareness of patients’ concerns regarding their perceptions related to the procedure being performed.

CONCEPTS OF EFFECTIVE COMMUNICATION

Psychomotor Domain

1. Use reflection, restatement and clarification techniques to obtain a patient history.
2. Report relevant information to others succinctly and accurately.
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations.

4. Explain general office policies.

5. Instruct patients according to their needs to promote health maintenance and disease prevention.

6. Prepare a patient for procedures and/or treatments.

7. Demonstrate telephone techniques.


10. Compose professional/business letters.

11. Respond to nonverbal communication.

12. Develop and maintain a current list of community resources related to patients’ healthcare needs.

13. Advocate on behalf of patients.

Affective Domain

1. Demonstrate empathy in communicating with patients, family and staff.

2. Apply active listening skills.

3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff.

4. Demonstrate awareness of the territorial boundaries of the person with whom communicating.

5. Demonstrate sensitivity appropriate to the message being delivered.

6. Demonstrate awareness of how an individual’s personal appearance affects anticipated responses.

7. Demonstrate recognition of the patient’s level of understanding in communication.

8. Analyze communications in providing appropriate responses/feedback.

9. Recognize and protect personal boundaries in communicating with others.

10. Demonstrate respect for individual diversity, incorporating awareness of one’s own biases in areas including gender, race, religion, age and economic status.

ADMINISTRATIVE FUNCTIONS

Psychomotor Domain

1. Manage appointment schedule, using established priorities.

2. Schedule patient admissions and/or procedures.
3. Organize a patient’s medical record.
4. File medical records.
5. Execute data management using electronic healthcare records such as the EMR.
6. Use office hardware and software to maintain office systems.
7. Use internet to access information related to the medical office.
8. Maintain organization by filing.
9. Perform routine maintenance of office equipment with documentation.

**Affective Domain**
1. Consider staff needs and limitations in establishment of a filing system.
2. Implement time management principles to maintain effective office function.

**BASIC PRACTICE FINANCES**

**Psychomotor Domain**
1. Prepare a bank deposit
2. Perform accounts receivable procedures, including:
   a. Post entries on a daysheet.
   b. Perform billing procedures.
   c. Perform collection procedures.
   d. Post adjustments.
   e. Process a credit balance.
   f. Process refunds.
   g. Post non-sufficient fund (NSF) checks.
   h. Post collection agency payments.
3. Utilize computerized office billing systems.
Affective Domain
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients.

MANAGED CARE/INSURANCE
Psychomotor Domain
1. Apply both managed care policies and procedures.
2. Apply third party guidelines.
3. Complete insurance claim forms.
4. Obtain precertification, including documentation.
5. Obtain preauthorization, including documentation.
6. Verify eligibility for managed care services.
Affective Domain
1. Demonstrate assertive communication with managed care and/or insurance providers.
2. Demonstrate sensitivity in communicating with both providers and patients.
3. Communicate in language the patient can understand regarding managed care and insurance plans.

PROCEDURAL & DIAGNOSTIC CODING
Psychomotor Domain
1. Perform procedural coding.
2. Perform diagnostic coding.
Affective Domain
1. Work with physician to achieve maximum reimbursement.

Legal Implications
1. Respond to issues of confidentiality.
2. Perform within scope of practice.
3. Apply HIPAA rules in regard to privacy/release of information.
4. Practice within the standard of care for a medical assistant.
5. Incorporate the Patient’s Bill of Rights into personal practice and medical office policies and procedures.

6. Complete an incident report.


8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting.

Affective Domain
1. Demonstrate sensitivity to patient rights.

2. Demonstrate awareness of the consequences of not working within the legal scope of practice.

3. Recognize the importance of local, state and federal legislation and regulations in the practice setting.

ETHICAL CONSIDERATIONS

Psychomotor Domain
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities.

2. Develop a plan for separation of personal and professional ethics.

Affective Domain
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice.

2. Examine the impact personal ethics and morals may have on the individual’s practice.

3. Demonstrate awareness of diversity in providing patient care.

PROTECTIVE PRACTICES

Psychomotor Domain
1. Comply with safety signs, symbols and labels.

2. Evaluate the work environment to identify safe vs. unsafe working conditions.

3. Develop a personal (patient and employee) safety plan.

4. Develop an environmental safety plan.

5. Demonstrate proper use of the following equipment:
   a. eyewash station.
b. fire extinguishers.

c. sharps disposal containers.

6. Participate in a mock environmental exposure event with documentation of steps taken.

7. Explain an evacuation plan for a physician’s office.

8. Demonstrate methods of fire prevention in the healthcare setting.

9. Maintain provider/professional level CPR certification.


11. Use proper body mechanics.

12. Maintain a current list of community resources for emergency preparedness.

**Affective Domain**

1. Recognize the effects of stress on all persons involved in emergency situations.

2. Demonstrate self-awareness in responding to emergency situations.
**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 160 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.

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**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>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my version of the event(s) described by the instructor?</td>
<td>How is this alike or different from the instructor’s version? What evidence do I have to support areas that are in dispute?</td>
</tr>
<tr>
<td>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)?</td>
<td>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?</td>
</tr>
<tr>
<td>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?</td>
<td>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</td>
</tr>
<tr>
<td>How much time do I need to meet my goals? What is a reasonable time frame to make this behavior change?</td>
<td>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?</td>
</tr>
</tbody>
</table>
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:** ________________

<table>
<thead>
<tr>
<th>Student Printed Name (Please print clearly)</th>
<th>Student Signature</th>
<th>Date:</th>
</tr>
</thead>
</table>

45
APPENDIX D: MASTER COMPETENCY CHECKLIST- 2015 MAERB CORE CURRICULUM

Explanatory Note: Students are required to pass 100% of 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 in order 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 of those methods. All of 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. This list includes all of the psychomotor and affective competencies covered in the program. Students must pass 100% of the psychomotor and affective competencies to graduate from the medical assistant program.

<table>
<thead>
<tr>
<th>Psychomotor &amp; Affective Competencies</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>I.P.1. Measure and record:</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>a. blood pressure</td>
<td></td>
</tr>
<tr>
<td>b. temperature</td>
<td></td>
</tr>
<tr>
<td>c. pulse</td>
<td></td>
</tr>
<tr>
<td>d. respirations</td>
<td></td>
</tr>
<tr>
<td>e. height</td>
<td></td>
</tr>
<tr>
<td>f. weight</td>
<td></td>
</tr>
<tr>
<td>g. length (infant)</td>
<td></td>
</tr>
<tr>
<td>h. head circumference (infant)</td>
<td></td>
</tr>
<tr>
<td>i. pulse oximetry</td>
<td></td>
</tr>
<tr>
<td>I.P.2. Perform:</td>
<td>MEDA1330</td>
</tr>
<tr>
<td>a. electrocardiography</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>b. venipuncture</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>c. capillary puncture</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>d. pulmonary function testing</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>I.P.3. Perform patient screening using established protocols</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>I.P.4. Verify the rules of medication administration:</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>a. right patient</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>b. right medication</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>c. right dose</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>d. right route</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>e. right time</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>f. right documentation</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>I.P.5. Select proper sites for administering parenteral medication</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>I.P.6. Administer oral medications</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>I.P.7. Administer parenteral (excluding IV) medications</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>I.P.8. Instruct and prepare a patient for a procedure or a treatment</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>I.P.9. Assist provider with a patient exam</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>I.P.10. Perform a quality control measure</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>I.P.11. Obtain specimens and perform:</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>a. CLIA waived hematology test</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>b. CLIA waived chemistry test</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>c. CLIA waived urinalysis</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>d. CLIA waived immunology test</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>e. CLIA waived microbiology test</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>I.P.12. Produce up-to-date documentation of provider/professional level CPR</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>I.P.13. Perform first aid procedures for:</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>a. bleeding</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>b. diabetic coma or insulin shock</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>c. fractures</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>d. seizures</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>e. shock</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>f. syncope</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>I.A.1. Incorporate critical thinking skills when performing patient assessment</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>I.A.2. Incorporate critical thinking skills when performing patient care</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>I.A.3. Show awareness of a patient’s concerns related to the procedure being performed</td>
<td>MEDA1150</td>
</tr>
</tbody>
</table>

**II Applied Mathematics**

<table>
<thead>
<tr>
<th>Task</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.P.1. Calculate proper dosages of medication for administration</td>
<td>MEDA1355</td>
</tr>
</tbody>
</table>
### II. Differentiation of Test Results
- **II.P.2. Differentiate between normal and abnormal test results**
  - MEDA1301
- **II.P.3. Maintain lab test results using flow sheets**
  - MEDA1301
- **II.P.4. Document on a growth chart**
  - MEDA1150
- **II.A.1. Reassure a patient of the accuracy of the test results**
  - MEDA1301

### III. Infection Control
- **III.P.1. Participate in bloodborne pathogen training**
  - MEDA1301
- **III.P.2. Select appropriate barrier/personal protective equipment (PPE)**
  - MEDA1301
- **III.P.3. Perform handwashing**
  - MEDA1301
- **III.P.4. Prepare items for autoclaving**
  - MEDA1150
- **III.P.5. Perform sterilization procedures**
  - MEDA1150
- **III.P.6. Prepare a sterile field**
  - MEDA1150
- **III.P.7. Perform within a sterile field**
  - MEDA1150
- **III.P.8. Perform wound care**
  - MEDA1150
- **III.P.9. Perform dressing change**
  - MEDA1150
- **III.P.10. Demonstrate proper disposal of biohazardous material**
  - MEDA1301
  - a. sharps
  - b. regulated wastes
- **III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings**
  - MEDA1301

### IV. Nutrition
- **IV.P.1. Instruct a patient according to patient’s special dietary needs**
  - HCCC1300
- **IV.A.1. Show awareness of patient’s concerns regarding a dietary change**
  - HCCC1300

### V. Concepts of Effective Communication
- **V.P.1. Use feedback techniques to obtain patient information including:**
  - MEDA1150
  - a. reflection
  - b. restatement
  - c. clarification
- **V.P.2. Respond to nonverbal communication**
  - MEDA1150
- **V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients**
  - MEDA1150
- **V.P.4. Coach patients regarding:**
  - BUSO1663
  - a. office policies
  - HCCC1300
  - b. health maintenance
<table>
<thead>
<tr>
<th>V.P.5.</th>
<th>Coach patients appropriately considering:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>cultural diversity</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>b.</td>
<td>developmental life stage</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>c.</td>
<td>communication barriers</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>V.P.6.</td>
<td>Demonstrate professional telephone techniques</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>V.P.7.</td>
<td>Document telephone messages accurately</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>V.P.8.</td>
<td>Compose professional correspondence utilizing electronic technology</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>V.P.9.</td>
<td>Develop a current list of community resources related to patients’ healthcare needs</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>V.P.10.</td>
<td>Facilitate referrals to community resources in the role of a patient navigator</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>V.P.11.</td>
<td>Report relevant information concisely and accurately</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>V.A.1.</td>
<td>Demonstrate:</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>a.</td>
<td>empathy</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>b.</td>
<td>active listening</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>c.</td>
<td>nonverbal communication</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>V.A.2.</td>
<td>Demonstrate the principles of self-boundsaries</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>V.A.3.</td>
<td>Demonstrate respect for individual diversity including:</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>a.</td>
<td>gender</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>b.</td>
<td>race</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>c.</td>
<td>religion</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>d.</td>
<td>age</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>e.</td>
<td>economic status</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>f.</td>
<td>appearance</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>V.A.4.</td>
<td>Explain to a patient the rationale for performance of a procedure</td>
<td>MEDA1301</td>
</tr>
</tbody>
</table>

**VI Administrative Functions**

<p>| VI.P.1. | Manage appointment schedule using established priorities | BUSO1663 |
| VI.P.2. | Schedule a patient procedure                     | BUSO1663 |
| VI.P.3. | Create a patient’s medical record                | BUSO1663 |
| VI.P.4. | Organize a patient’s medical record              | BUSO1663 |
| VI.P.5. | File patient medical records                     | BUSO1663 |
| VI.P.6. | Utilize an EMR                                    | BUSO1663 |
| VI.P.7. | Input patient data utilizing a practice management system | BUSO1663 |
| VI.P.8. | Perform routine maintenance of administrative or clinical equipment | BUSO1663 |
| VI.P.9. | Perform an inventory with documentation          | BUSO1663 |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Task</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.A.1.</td>
<td>Display sensitivity when managing appointments</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>VII Basic Practice Finances</td>
<td>VII.P.1. Perform accounts receivable procedures to patient accounts including posting:</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>a. charges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. payments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. adjustments</td>
<td></td>
</tr>
<tr>
<td>VII.P.2.</td>
<td>Prepare a bank deposit</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>VII.P.3.</td>
<td>Obtain accurate patient billing information</td>
<td>BUSO1664</td>
</tr>
<tr>
<td>VII.P.4.</td>
<td>Inform a patient of financial obligations for services rendered</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>VII.A.1.</td>
<td>Demonstrate professionalism when discussing patient's billing record</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>VII.A.2.</td>
<td>Display sensitivity when requesting payment for services rendered</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>VIII Third Party Reimbursement</td>
<td>VIII.P.1. Interpret information on an insurance card</td>
<td>BUSO1663</td>
</tr>
<tr>
<td></td>
<td>VIII.P.2. Verify eligibility for services including documentation</td>
<td>BUSO1663</td>
</tr>
<tr>
<td></td>
<td>VIII.P.3. Obtain precertification or preauthorization including documentation</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>VIII.P.4. Complete an insurance claim form</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>VIII.A.1. Interact professionally with third party representatives</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>VIII.A.2. Display tactful behavior when communicating with medical providers regarding third party requirements</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>VIII.A.3. Show sensitivity when communicating with patients regarding third party requirements</td>
<td>BUSO1664</td>
</tr>
<tr>
<td>IX Procedural and Diagnostic Coding</td>
<td>IX.P.1. Perform procedural coding</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>IX.P.2. Perform diagnostic coding</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>IX.P.3. Utilize medical necessity guidelines</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>IX.A.1. Utilize tactful communication skills with medical providers to ensure accurate code selection</td>
<td>BUSO1664</td>
</tr>
<tr>
<td>X Legal Implications</td>
<td>X.P.1. Locate a state's legal scope of practice for medical assistants</td>
<td>MEDA1000</td>
</tr>
<tr>
<td></td>
<td>X.P.2. Apply HIPAA rules in regard to:</td>
<td>BUSO1664</td>
</tr>
<tr>
<td></td>
<td>a. privacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. release of information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X.P.3. Document patient care accurately in the medical record</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>X.P.4.</td>
<td>Apply the Patient’s Bill of Rights as it relates to:</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>a.</td>
<td>choice of treatment</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>consent for treatment</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>refusal of treatment</td>
<td></td>
</tr>
<tr>
<td>X.P.5.</td>
<td>Perform compliance reporting based on public health statutes</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>X.P.6.</td>
<td>Report an illegal activity in the healthcare setting following proper protocol</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>X.P.7.</td>
<td>Complete an incident report related to an error in patient care</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>X.A.1.</td>
<td>Demonstrate sensitivity to patient rights</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>X.A.2.</td>
<td>Protect the integrity of the medical record</td>
<td>BUSO1663</td>
</tr>
</tbody>
</table>

### XI Ethical Considerations

| XI.P.1. | Develop a plan for separation of personal and professional ethics | MEDA1000 |
| XI.P.2. | Demonstrate appropriate response(s) to ethical issues         | MEDA1000 |
| XI.A.1. | Recognize the impact personal ethics and morals have on the delivery of healthcare | MEDA1000 |

### XII Protective Practices

<table>
<thead>
<tr>
<th>XII.P.1.</th>
<th>Comply with:</th>
<th>MEDA1301</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>safety signs</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>symbols</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>labels</td>
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</tr>
<tr>
<td>XII.P.2.</td>
<td>Demonstrate proper use of:</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>a.</td>
<td>eyewash equipment</td>
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</tr>
<tr>
<td>b.</td>
<td>fire extinguishers</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>sharps disposal containers</td>
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<tr>
<td>XII.P.3.</td>
<td>Use proper body mechanics</td>
<td>MEDA1301</td>
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<tr>
<td>XII.P.4.</td>
<td>Participate in a mock exposure event with documentation of specific steps</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>XII.P.5.</td>
<td>Evaluate the work environment to identify unsafe working conditions</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>XII.A.1.</td>
<td>Recognize the physical and emotional effects on persons involved in an emergency situation</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>XII.A.2.</td>
<td>Demonstrate self-awareness in responding to an emergency situation</td>
<td>MEDA1150</td>
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</tbody>
</table>

### COGNITIVE OBJECTIVES

<table>
<thead>
<tr>
<th>I.C</th>
<th>Cognitive (Knowledge Base)</th>
<th>COURSE</th>
</tr>
</thead>
</table>
I. Anatomy & Physiology
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe structural organization of the human body</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>2.</td>
<td>Identify body systems</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>3.</td>
<td>Describe body planes, directional terms, quadrants, and cavities</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>4.</td>
<td>List major organs in each body system</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>5.</td>
<td>Identify the anatomical location of major organs in each body system</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>6.</td>
<td>Compare body structure and function of the human across the lifetime</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>7.</td>
<td>Describe the normal function of each body system</td>
<td>HCCC1250</td>
</tr>
<tr>
<td>8.</td>
<td>Identify common pathology related to each body system including signs, symptoms, and etiology.</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>9.</td>
<td>Analyze pathology for each body system including diagnostic measures and treatment modalities</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>10.</td>
<td>Identify CLIA waived tests associated with common diseases</td>
<td>HCCC1300</td>
</tr>
<tr>
<td>11.</td>
<td>Identify the classes of medication including indications for use, desired effects, side effects, adverse reactions</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>12.</td>
<td>Identify quality assurance practices in healthcare</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>13.</td>
<td>List principles and steps of professional/provider CPR</td>
<td>HLTH1130</td>
</tr>
<tr>
<td>14.</td>
<td>Describe basic principles of first aid as they pertain to the ambulatory healthcare setting</td>
<td>HLTH1130</td>
</tr>
</tbody>
</table>

**II.C Cognitive (Knowledge Base)**

**II. Applied Mathematics**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate knowledge of basic math computations</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>2.</td>
<td>Apply mathematical computations to solve equations</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>3.</td>
<td>Define basic units of measurement in the metric system and household system</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>4.</td>
<td>Convert among measurement systems</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>5.</td>
<td>Identify both abbreviations and symbols used in calculating medication dosages</td>
<td>MEDA1355</td>
</tr>
<tr>
<td>6.</td>
<td>Analyze healthcare results as reported in graphs and tables</td>
<td>MEDA1150</td>
</tr>
</tbody>
</table>

**III.C Cognitive (Knowledge Base)**

**III. Applied Microbiology/Infection Control**

<table>
<thead>
<tr>
<th></th>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>List major types of infectious agents</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>3.</td>
<td>Define the following as practiced within the ambulatory care setting: medical asepsis and surgical asepsis</td>
<td>MEDA1150</td>
</tr>
<tr>
<td>4.</td>
<td>Identify methods of controlling the growth of microorganisms</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>5.</td>
<td>Define the principles of standard precautions</td>
<td>MEDA1301</td>
</tr>
<tr>
<td>6.</td>
<td>Define personal protective equipment (PPE) for all body fluids, secretions and excretions; blood; non-intact skin; mucous membranes</td>
<td>MEDA1301</td>
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<tr>
<td><strong>IV.C Cognitive (Knowledge Base)</strong></td>
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<tr>
<td><strong>IV. Nutrition</strong></td>
<td>COURSE</td>
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<tr>
<td></td>
<td>MEDA1301</td>
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<tr>
<td>1. Describe dietary nutrients including carbohydrates, fat, protein, minerals, electrolytes, vitamins, fiber, and water</td>
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<tr>
<td>2. Define the functions of dietary supplements</td>
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<tr>
<td>3. Identify the special dietary needs for weight control, diabetes, cardiovascular disease, hypertension, cancer, lactose sensitivity, gluten-free, and food allergies</td>
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<tr>
<td><strong>V.C Cognitive (Knowledge Base)</strong></td>
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<tr>
<td><strong>V. Concepts of Effective Communication</strong></td>
<td>COURSE</td>
<td></td>
</tr>
<tr>
<td>1. Identify styles and types of verbal communication</td>
<td>BUSO1663</td>
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</tr>
<tr>
<td>2. Identify nonverbal communication</td>
<td>BUSO1663</td>
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<tr>
<td>3. Recognize communication barriers</td>
<td>BUSO1663</td>
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<tr>
<td>4. Identify techniques for overcoming communication barriers</td>
<td>BUSO1663</td>
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<tr>
<td>5. Recognize the elements of oral communication using a sender-receiver process</td>
<td>BUSO1663</td>
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<tr>
<td>6. Define coaching a patient as it relates to health maintenance, disease prevention, compliance with treatment plan, community resources, adaptations relevant to individual patient needs</td>
<td>MEDA1150</td>
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<tr>
<td>7. Recognize elements of fundamental writing skills</td>
<td>BUSO1663</td>
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</tr>
<tr>
<td>8. Discuss applications of electronic technology in professional communication</td>
<td>BUSO1663</td>
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<tr>
<td>9. Identify medical terms, labeling the word parts</td>
<td>HCCC1250</td>
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<tr>
<td>10. Define medical terms and abbreviations related to all body systems</td>
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<tr>
<td>11. Define the principles of self-boundaries</td>
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<tr>
<td>12. Define patient navigator</td>
<td>MEDA1150</td>
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<tr>
<td>13. Describe the role of the medical assistant as a patient navigator</td>
<td>MEDA1150</td>
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<tr>
<td>14. Relate the following behaviors to professional communication: assertive, aggressive, passive</td>
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<tr>
<td>15. Differentiate between adaptive and non-adaptive coping mechanisms</td>
<td>BUSO1663</td>
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<tr>
<td>16. Differentiate between subjective and objective information</td>
<td>MEDA1150</td>
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<tr>
<td>17. Discuss the theories of: Maslow, Erikson, Kubler-Ross</td>
<td>MEDA1150</td>
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<tr>
<td>18. Discuss examples of diversity: cultural, social, and ethnic</td>
<td>MEDA1150</td>
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<tr>
<td>VI. Cognitive (Knowledge Base)</td>
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<tr>
<td>VI. Administrative Functions</td>
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<td>BUSO1663</td>
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<td>BUSO1663</td>
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<tr>
<td>VI. Administrative Functions</td>
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<tr>
<td>1. Identify different types of appointment scheduling methods</td>
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<tr>
<td>2. Identify advantages and disadvantages of following appointment systems: manual and electronic</td>
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<tr>
<td>3. Identify critical information required for scheduling patient procedures</td>
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<tr>
<td>4. Define types of information contained in the patient’s medical record</td>
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<tr>
<td>5. Identify methods of organizing the patient’s medical record based on: problem-oriented medical record (POMR) and source-oriented medical record (SOMR)</td>
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<tr>
<td>6. Identify equipment and supplies needed for medical records in order to create, maintain, and store</td>
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<tr>
<td>7. Discuss filing indexing rules</td>
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<tr>
<td>8. Differentiate between electronic medical records (EMR) and a practice management system</td>
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<tr>
<td>9. Explain the purpose of routine maintenance of administrative and clinical equipment</td>
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<tr>
<td>10. List steps in completing an inventory</td>
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<tr>
<td>11. Explain the importance of data back-up</td>
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<tr>
<td>12. Explain meaningful use as it applies to EMR</td>
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<tr>
<td>VII. Basic Practice Finances</td>
<td>COURSE</td>
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<td>BUSO1663</td>
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<tr>
<td>VII. Basic Practice Finances</td>
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</tr>
<tr>
<td>1. Define the following book-keeping terms: charges, payments, accounts receivable, accounts payable, adjustments</td>
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<tr>
<td>2. Describe banking procedures as related to the ambulatory care setting</td>
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<tr>
<td>3. Identify precautions for accepting the following types of payments: cash, check, credit card, debit card</td>
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<tr>
<td>4. Describe types of adjustment made to patient accounts including: non-sufficient funds (NSF) checks, collection agency transaction, credit balance, third party</td>
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<tr>
<td>5.</td>
<td>Identify types of information contained in the patient’s billing record</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>6.</td>
<td>Explain patient financial obligations for services rendered</td>
<td>BUSO1663</td>
</tr>
</tbody>
</table>

**VIII. Third Party Reimbursement**  
1. Identify types of third party plans, information required to file a third party claim, the steps for filing a third party claim | BUSO1663 |
2. Outline managed care requirements for patient referral | BUSO1663 |
3. Describe processes for verification of eligibility for services, precertification, and preauthorization | BUSO1663 |
4. Define a patient centered medical home | BUSO1663 |
5. Differentiate between fraud and abuse | MEDA1000 |

**IX. Procedural and Diagnostic Coding**  
1. Describe how to use the most current procedural coding system | BUSO1664 |
2. Describe how to use the most current diagnostic coding classification | BUSO1664 |
3. Describe how to use the most current HCPCS level II coding system | BUSO1664 |
4. Discuss the effects of upcoding and downcoding | BUSO1664 |
5. Discuss medical necessity as it applies to procedural and diagnostic coding | BUSO1664 |

**X. Legal Implications**  
1. Discuss between scope of practice and standard of care for medical assistants | MEDA1000 |
2. Compare and contrast physician and medical assistant roles in terms of standard of care | MEDA1000 |
3. Describe components of Health Insurance Portability and Accountability Act (HIPAA) | BUSO1663 |
4. Summarize the Patient Bill of Rights | BUSO1663 |
5. Discuss licensure and certification as it applies to healthcare providers | MEDA1000 |
6. Compare criminal and civil law as it applies to the practicing medical assistant | MEDA1000 |
7. Define: negligence, malpractice, statute of limitations, Good Samaritan Act, Uniform Anatomical Gift Act, Living Will/Advance Directives, | MEDA1000 |
<table>
<thead>
<tr>
<th>Medical Durable Power of Attorney, Patient Self Determination Act (PSDA), risk management</th>
<th>MEDA1000</th>
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</thead>
<tbody>
<tr>
<td>8. Describe the following types of insurance: liability, professional (malpractice), personal injury</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>9. List and discuss legal and illegal applicant interview questions</td>
<td>BUSO1663</td>
</tr>
<tr>
<td>10. Identify: Health information Technology for Economic and Clinical Health (HITECH) Act, Genetic Information Nondiscrimination Act of 2008 (GINA), Americans with Disabilities Act Amendments Act (ADAAA)</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>11. Describe the process in compliance reporting: unsafe activities, errors in patient care, conflicts of interest, incident reports</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>12. Describe compliance with public health statutes: communicable diseases; abuse, neglect, and exploitation; wounds of violence</td>
<td>MEDA1000</td>
</tr>
<tr>
<td>13. Define the following medical legal terms: informed consent, implied consent, expressed consent, patient incompetence, emancipated minor, mature minor, subpoena duces tecum; respondent superior; res ipsa loquitur; locum tenens, defendant-plaintiff, deposition, arbitration-mediation, Good Samaritan laws</td>
<td>MEDA1000</td>
</tr>
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</table>

### XI.C Cognitive (Knowledge Base)

#### XI. Ethical Considerations

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Define ethics and morals</td>
</tr>
<tr>
<td>2.</td>
<td>Differentiate between personal and professional ethics</td>
</tr>
<tr>
<td>3.</td>
<td>Identify the effect of personal morals on professional performance</td>
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</tbody>
</table>

#### XI. Safety and Emergency Practices

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify safety signs, symbols and labels</td>
</tr>
<tr>
<td>2.</td>
<td>Identify safety techniques that can be used in responding to accidental exposure to: blood, other body fluids, needle sticks, and chemicals</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss fire safety issues in an ambulatory healthcare environment</td>
</tr>
<tr>
<td>4.</td>
<td>Describe fundamental principles of evacuation of a healthcare setting</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss protocols for disposal of biological chemical materials</td>
</tr>
<tr>
<td>7.</td>
<td>Identify principles of body mechanics and ergonomics</td>
</tr>
<tr>
<td>8.</td>
<td>Discuss critical elements of an emergency plan for response to a natural disaster or other emergency</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>-------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>MEDA1301</td>
<td>Laboratory Procedures</td>
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<td>MEDA1330</td>
<td>Electrocardiography</td>
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<td>MEDA1000</td>
<td>Medical Law &amp; Ethics</td>
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<tr>
<td>BUSO1664</td>
<td>Medical Accounts Management</td>
</tr>
<tr>
<td>MEDA1355</td>
<td>Medication Administration</td>
</tr>
</tbody>
</table>
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:________________________
9/28/18 Added Program Progression Policy (HE)