

# **MEDICAL ASSISTING PROGRAM**

## **STUDENT POLICY MANUAL 2019 -2020**

**WALLACE COMMUNITY COLLEGE**

**DOTHAN, ALABAMA**

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## **MEDICAL ASSISTING**

The Medical Assisting Program Faculty supports the mission, statement of purpose, and goals of Wallace Community College which are as follows:

### **MISSION**

George C. Wallace Community College, a comprehensive community college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life of its constituents.

### **INSTITUTIONAL GOALS**

1. Develop, enhance, and revise curricula to meet the needs of the community.
2. Promote learning through excellence in teaching, support services, and instructional delivery systems.
3. Ensure access and diversity throughout the College.
4. Provide a quality environment for learning and work through open communication, professional development, and support services.
5. Provide quality facilities and equipment to support College programs and services.
6. Refine processes and procedures to enhance quality, to demonstrate effectiveness, and to ensure accountability.
7. Seek additional resources to support the College Mission.
8. Maximize productivity and efficiency through the allocation of available resources.
9. Expand collaborations and partnerships to promote progress in the region.
10. Strengthen community ownership of and support for the College.

In addition, the Program has a two-fold purpose: (1) To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the practice of medical assisting, and (2) preparing student students to successfully write the American Association of Medical Assistants Certifying Board examination in order to become a certified medical assistant.

The program objectives are in accord with the Standards and Guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB) of the American Association of Medical Assistants. The graduate medical assistant is expected to possess the following competencies starting on page 30 of this manual which have been adopted by the American Association of Medical Assistants.

## **CODE OF ETHICS**

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

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

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

## **CREED**

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

I endeavor to be more effective.

I protect the confidence entrusted to me.

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

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by Compassion, Courage, and Faith.

## **RULES AND REGULATIONS**

### **I. ADMISSION REQUIREMENTS**

Each applicant must meet the following criteria:

- A. Be a high school graduate or possess a GED Certificate, or be a high school student eligible for Dual Enrollment.

- B. Meet College requirements for admission.
- C. All first-time students are assessed in the areas of English, mathematics, and reading through administration of the ACT/ASSET or ACCUPLACER and placed at the appropriate level as indicated by the assessment results. Students who are placed in developmental English, reading, and/or math by the placement exam score will be required to achieve a satisfactory grade in each developmental course taken in order to progress in the MA program.
- D. MA and phlebotomy students are required to complete a physical exam prior to admission to the Practicum. The purpose of the physical exam is for evaluation of the student's ability to perform the essential functions of the MA program (pages 24). This record is current for one year only. Any student remaining in the program for more than one (1) year must have this record updated and on file in the student's personal folder. Wallace Community College complies with the Americans with Disabilities Act, 1990 and requests for reasonable accommodations will be considered.

Students meeting the above requirements are admitted in chronological order by date of completion of admission requirements.

## **II. ATTENDANCE AND ABSENCES**

- A. Students are expected to attend all scheduled classes. The following regulations are to be followed concerning absences:
  - 1. Instructors are to maintain daily attendance records.
  - 2. A student is absent when the roll is checked, or if he or she leaves before the class is officially dismissed.
  - 3. Students are not to be counted absent until their registration is completed. However, it is the responsibility of the student to make up any missed assignments.
  - 4. Students are expected to attend all scheduled class meetings and laboratory sessions for their courses. The grades of students who miss scheduled exams, unscheduled quizzes, deadlines for turning in assigned projects, or scheduled group projects may be negatively impacted by their absence. Faculty members will make penalties for absences clear to students in their course syllabi or additional handouts.

Students who do not wish to continue attending a class or classes are urged to initiate the withdrawal process. It is the student's responsibility to withdraw from the College. However, at the midpoint of each term, faculty members will identify students who have apparently ceased attendance but have not completed the withdrawal process. Those students in courses that meet at least twice per week will be reported if they have missed more than five consecutive class meetings before the midpoint of the term. Those students in courses that meet once per week will be reported if they have missed more than three consecutive class meetings before the midpoint. Those students will be removed from the course as an unofficial withdrawal and assigned a grade of W. Such students may petition the faculty member for reentry to the course and will be returned to the course roll only with the approval of the faculty member. Additionally, students will be responsible for repaying any portion of unearned financial aid that results from their withdrawal.

Likewise, those students who cease to attend classes after the midpoint of the term but do not initiate the withdrawal process will also be negatively impacted by these actions. These students will be considered to have unofficially withdrawn from the College and will receive failing grades for all assignments missed. If students have not completed the withdrawal process by the established withdrawal deadline, they will receive a failing grade for the courses. Faculty members will assign a grade of WF to such students when they submit final course grades.

These students will also be responsible for repayment of any unearned financial aid as a result of their failure to attend. If a student receives a grade of WF, he/she will have an opportunity to petition the instructor's decision only if it is the result of instructor error. Otherwise, the grade of WF is final.

5. All students are expected to take scheduled examinations. If a scheduled exam is missed due to an unexcused absence, the student will receive a zero. Make-up examinations due to an excused absence will be given the day the student returns from the excused absence or at the convenience of the instructor. Make-up exams may not be the same as the scheduled exam. If the student misses the scheduled make-up exam, he/she must have an excuse for the date of the make-up or receive a zero.
6. The following absences are excused:
  - a. Personal illness as documented by doctor's excuse
  - b. Serious illness or death in the immediate family as documented by doctor's excuse or obituary
  - c. Jury duty or court summons of the student as documented by a letter and/or subpoena
  - d. Official College business.
  - e. Military Obligations: Documentation of the excused absence(s) is subject to verification by the College.
7. If a student must be absent from the practicum area he/she will notify the medical office and instructor at least one (1) hour prior to the scheduled time. If the instructor is not notified, an unexcused absence from practicum will be given for that day.
8. If it becomes necessary to leave the medical office during working hours, advance permission is to be obtained from the instructor or practicum supervisor. Students who leave their practicum premises for personal reasons are required to obtain permission from the instructor or practicum supervisor. Under no circumstances may students visit personnel in the same or other offices when on duty.

### **III. LIABILITY INSURANCE**

- A. All MA and phlebotomy students are required to have professional liability (malpractice) insurance.
- B. The insurance is available through the College and must be in effect prior to performing any skills and practicum.

#### **IV. SUBSTANCE ABUSE CONTROL POLICY FOR STUDENTS IN THE HEALTH SCIENCES**

##### **A. Policy Purpose**

1. Wallace Community College is a public educational institution of the State of Alabama and, as such, shall not allow on its premises, or at any activity it sponsors, the possession, use, or distribution of any alcoholic beverage or any illicit drug by any student or employee.
2. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

##### **B. Standards of Conduct and Enforcement Thereof**

1. Any incident relating to alcohol or drug use by students should be reported to the Associate Dean of Health Sciences.
2. In the event of confirmation of such prohibited possession, use, or distribution by a student, Wallace Community College shall, within the scope of applicable federal and state due process requirements, take such administrative or disciplinary action as is appropriate. For a student, the disciplinary action may include, but is not limited to, program dismissal, college suspension or expulsion.
3. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution

##### **C. General Guidelines**

1. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.
2. Laboratory Requirements
  - a. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
  - b. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.
3. Persons to be Tested
  - a. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
  - b. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.



## D. Student Guidelines

### 1. Pre-clinical Screening

- a. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
- b. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
- c. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
- d. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
- e. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
- f. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
- g. Readmission to health science programs will follow guidelines established by each health program.

### 2. Reasonable-Suspicion Screening

- a. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:

Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.

- b. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

### 3. Positive Screens

- a. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
- b. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
- c. Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.

d. With exception of legal actions that require access to test results, all records will be secured in locked files with access limited only to stated College officials and his/her designees.

4. Readmission

- a. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
- b. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
- c. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
- d. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
- e. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

**V. CONDUCT**

- A. Students should observe the highest of moral, professional and social standards. Specifically, there should be no breach of confidentiality, needless complaining, loud talking, boisterous laughter, unprofessional appearance or conduct.
- B. As a vital part of the professional team and the total medical environment, each employee and student is expected to exercise tact, kindness, courtesy, and consideration to fellow employees, patients, and friends. The medical office's reputation and the community's confidence in it are established and maintained by the collective effort of all employees and students. Therefore, personal conduct both on and off the job should be of the highest quality.
- C. Students shall abide by AAMA Disciplinary Standards and Code of Student Conduct as outlined in Wallace Community College Student Handbook and with accompanying disciplinary sanctions. Any student violating the Code of Student Conduct(including cheating, smoking in prohibited areas, or falsifying records, etc.) will be reported to the Director of Student Activities. Any student not adhering to the AAMA Disciplinary Standards will be terminated permanently from the MA program.

**VI. CONFIDENTIAL INFORMATION**

- A. Students will, in the course of work, be exposed to information regarding patients, physicians and others. All such information must be considered as confidential and not to be discussed with anyone except in the line of duty.
- B. A patient's condition may not be discussed with the patient, employee, students, or other persons who are not directly concerned with care of the patient. Only the physician, director or supervisor of medical services, or the administration is authorized to discuss the condition of the patient with others.

## VII. FIRE/DISASTER DRILLS

Procedures for fire drills and disaster drills are posted in the classrooms.

## VIII. FOOD SERVICES

Food is available on campus at the cafeteria in the student center & vending - 1<sup>st</sup> floor Health Science Building.

## IX. PARKING

Free parking is available on campus. All vehicles must be registered and parked in the area designated for student parking. Parking decals must be obtained at the switchboard in the Library Resource Center.

## X. SCHOOL TRIPS

Periodically seminars, conventions, field trips, etc. are scheduled as learning experiences. All students are encouraged to participate. Students unable to participate may be given an assignment as designated by the instructor.

## XI. GRADING SCALE

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = BELOW 60

1. Each student must achieve 70 in each course in order to progress in the program. All students must complete the program within three (calendar) years.
2. Withdrawals are allowed according to College policy. If a student withdraws before one week prior to final exams, a W will be recorded on the transcript. No withdrawals allowed after that date.
3. Students who accumulate a combined total of three failures and/or withdrawals will not be allowed to continue in the program.
4. W will be recorded as withdrawal. F and D will be recorded as failures.
5. In order to graduate, the student must achieve a grade of 70 or above in each course in the Medical Assisting Curriculum, (MAT and CIS prefixes) and a cumulative GPA of 2.0 or higher in all courses.
6. Medical Assistants must demonstrate procedure skill proficiency in both the clinical and administrative areas of practice. Students in MAT 111, 125, 211, 215 and 216 are required to perform Satisfactory on all mandated clinical skills evaluations (this means the student must successfully complete each critical step designated by an asterisk on the Evaluation of Competency Performance Checklist). Failure to complete each critical step will result in an Unsatisfactory. Students in MAT 120, 121, and 220 Administrative classes will demonstrate proficiency of Satisfactory by completing a given **essential** skill with an error free completion

rate, and will be given an *Unsatisfactory* by completing a given **essential** skill with *less than error free* completion rate.

## 7. Remediation Policy: Skills Based Courses - MAT111, MAT211 and MAT216

### A. Goals:

- ❖ To provide a uniform approach and set of expectations for medical assisting students in skills based courses who fail a skills evaluation in any of the above courses.
- ❖ Progress students forward in the Medical Assisting Program who have demonstrated their competency in all clinical skills areas.
- ❖ Assist students in obtaining competency in skill areas through the remediation process.

### B. Policies:

1. Each student must score an 85% or higher on a skills evaluation to be deemed Competent in that skill.
2. Students who do not meet the 85% or higher on a skills evaluation will be given a zero for the skill and remediation will begin.
3. Remediation will include extra lab hours, home practice, and instructor assistance when necessary. Students will be required to record all time spent practicing the failed skill. Students must include this practice in their journal in blackboard and label the journal entry as remediation.
4. If the student requires extra assistance from the instructor, it is the student's responsibility to make an appointment with the instructor during the instructor's available office hours. The instructor will not be available after normal work hours.
5. Students will be assigned a date for the second attempt at the failed skill. Students must remediate for at least one week before they are allowed to make a second attempt at the failed skill.
6. If after remediation, the student fails the second attempt, the student will be required to meet with the program director and instructor to begin the withdrawal process from the course.
7. The student's final score recorded in the gradebook for the remediated skill will be an average of the first attempt's zero and the second attempt's score.

## **XII. READMISSION/TRANSFER POLICY**

- ❖ Readmitted/transfer students must fulfill all current requirements for admission to the program.
- ❖ Students who have been enrolled in other programs must have a cumulative GPA of 2.0 or higher and are evaluated individually to determine appropriate placement. Validation exams may be required.
- ❖ Syllabi, course outlines, textbooks and catalogs from the former institution must be submitted to the MA department for review.

❖ Courses involving skills competencies **must** be taken in the program at the college. No credit will be given for experiential learning.

A. Readmission after failure:

A student who has failed to achieve a final grade of 70 or above in any one course of the MAT program may repeat that course only once more and continue in the program at full-time status upon space available provided the combined total of three withdrawals and/or failures have not been accumulated. If the three have been accumulated, the student may not enroll at any time in the future unless the Department Chair determines there were mitigating circumstances impacting the failure(s).

B. Readmission after withdrawals:

A student may accumulate a combined total of three withdrawals and/or failures. Readmission will not be allowed after any further withdrawals.

C. Readmission after not enrolling for one or more semesters:

1. Students not enrolled for one semester may register for classes on a space available basis.
2. Students not enrolled for two semesters may register for classes after successfully challenging all skill classes previously completed. Challenging includes retaking the final exam and scoring a 70 or above plus successfully performing all required skill evaluations according to the course syllabus.
3. Students not enrolled for three semesters or more must retake all skill classes and pharmacology.

D. Priority of registration:

Due to limited class size, readmission into each course will be considered on a first come first serve basis in the following order:

1. Students who are completing the final semester of the program.
2. Students who have completed 32 or more semester hours.
3. Students who have completed 1-32 semester hours.
4. New and transfer students entering the program.

### **XIII. TELEPHONE**

A. Personal calls must not be made on school or medical office telephones. Public telephones are located throughout the school campus for use during break and meal periods.

B. Please instruct family and friends not to call while in class or in practicum. In case of an emergency, the call should be made to the Switchboard who will transfer the call to the appropriate office. Dial 334-983-3521 and then press 0.

C. beepers and portable telephones must be kept turned off during class. Persistence of keeping a beeper or portable telephone on during class will constitute a dismissal from class and will be assigned as an unexcused absence. No beepers or telephones are to be worn during clinical experience. Wearing a beeper or telephone will be considered inappropriate dress for the clinical area with an unexcused absence.

## XIV. UNIFORMS

A. The following dress code will be enforced for all students in the Medical Assisting Program:

### 1. Badge:

- a. Wallace College I.D. will be worn at all times.
- b. Once in practicum, the Student Clinical Badge will be worn at all times.

### 2. Uniform:

- a. Students must wear a clean, Khaki uniform with white lab jacket/coat with a pen in pocket.  
Description: Cherokee Scrub  
Khaki Color Codes (any of the 3) – KAKW, KAKV, KKCH  
Any style top or pants that fits appropriately and professionally!
- b. Students must have their name tag on the front of the uniform or lab jacket/coat.
- \*c. WCC MAT Program Patches must be worn on all scrubs and lab coats for ALL students. Patches to be located **left front** scrub top and **right sleeve** on jacket/coat.
- d. Appropriate neutral undergarments and hose or socks must be worn with uniforms. No visible undergarments or lingerie straps (in color or in style) through uniforms.
- e. NO high heels, sandals, or fabric shoes will be acceptable.
- f. Medical Assisting t-shirt may be worn with khaki scrub pants on Club Day (Wednesday)

### 3. Personal Hygiene:

All students are expected to practice good habits of personal and oral hygiene. This includes being clean and free of body odor including tobacco/smoking odors.

### 4. Scents/Odors:

Students should not use perfume, cologne, fragranced soap and lotion, or body spray. There are those who are sensitive to or have medical conditions affected and/or aggravated by scents.

### 5. Make-up:

When used, should be moderately applied.

### 6. Fingernails:

- a. No artificial nails may be worn. (Artificial nails include but are not limited to acrylic/gel nails or overlays, wraps, tips, shellac polish/bonding, and extensions.)
- b. Nails should be clean, well-manicured and may be no longer than ¼ inch past the fingertips.
- c. Nails should be without nail art/jewelry/embellishments

### 7. Hair:

- a. Hair is to be clean, neatly styled, and natural colored. Excessive or unconventional hairstyles are not permitted. Extremes in dyed hair color and/or unnatural hair colors are not permitted. (Example: blue, green, pink, etc.) Hair should be worn away from the face and secured so it does not interfere with performance.
- b. No head garments will be accepted unless previous approval by Dr. Spry in Student and Campus Services.
- c. Males are required to keep beards, sideburns, and mustaches trimmed and neatly maintained (respirator accommodating).

### 8. Jewelry:

- a. Wedding bands and a watch with a second hand are allowed.
- b. Dangling jewelry, including bracelets, earrings, necklaces, etc. are not allowed.

**9. Visible Body Piercing:**

- a. The only acceptable visible body piercing is in the ear – studs only and limited to two per ear.
- b. No gauges allowed.

**10. Tattoos:** Tattoos are to be covered at all times. If clothing cannot cover then tattoos must be covered with bandages.

THERE WILL BE NO EXCEPTIONS TO THE DRESS CODE!!!

Attire will be evaluated during scheduled evaluations on campus and at the practicum site. Ten (10) points will be deducted from each evaluation for failure to comply with established rules, and the student will be counseled. Repeated counseling may result in termination from practicum.

\* It is the student's responsibility to place the order and purchase a name tag from: Sandra Jean Uniform Shop, 2493 Montgomery Highway, Dothan, AL 36301, 334-792-4553, or Scrubs 101 Uniform Boutique, 3074 Ross Clark Circle, Dothan, AL 36303, 334-793-5258.

**B. EXAMPLES OF INAPPROPRIATE BEHAVIOR**

1. Chewing gum, eating, etc., in clinical area.
2. Loud talking, laughing, "horse playing" in hallways or elevators.
3. Being disrespectful to the client, instructor, other students, and/or employees of institution.
4. Dishonesty (lying, stealing, charting care not provided).
5. Use of profanity or lewd comments anywhere in institution.
6. Disagreeing loudly in public.
7. Inappropriate physical contact (shoving, rough handling of client).
8. Breach of confidentiality.
9. Failure to follow instructions.

**XVI. PRACTICUM AND GRADUATION**

A. A practicum of 225 hours (MAT 229, MAT 239) is required for graduation from the AAS-MA Program and/or the phlebotomy certificate programs. Courses involving skills competencies must be taken in the program at the college. Application must be made by mid-semester of the semester immediately preceding the practicum semester. Applications are in the MA Program office.

1. The following are required prior to MAT 229 enrollment:  
"C" average or better in MAT 111, MAT 125, MAT 200, MAT 211, MAT 215, MAT 216, and MAT 222. Plus successful completion of 30 additional credit hours of the required Medical Assisting courses and a 2.0 or higher cumulative GPA, current CPR certification, current physical exam, liability insurance coverage, and demonstration of safety in all skills considered potentially physically harmful to the patient.

2. The following are required prior to MAT 239 enrollment:  
“C” average or better in MAT 101, 102, 128, 125, and 215. Plus successful completion of an acceptable computer course or instructor permission and a 2.0 or higher cumulative GPA prior to practicum. Liability insurance, physical exam, and CPR certification (American Red Cross CPR for the Professional Rescuer or American Heart for the Healthcare Provider) must be current prior to beginning MAT 239.

- B. Students understand they are not promised jobs and will not be paid for their Practicum. It is also the student’s responsibility to apply for graduation with the enrollment services office by mid-semester of the semester immediately preceding the semester of graduation. Students may complete the program any semester; however, the graduation ceremony is only held at the end of the spring semester. Therefore, anyone graduating and participating in the ceremony must apply by mid-semester of the fall semester.

## **XVII. CERTIFICATION EXAM**

Students completing the Medical Assistant program may apply to AAMA to sit for the Certified Medical Assistant Examination. Applications are available from the Program Director.

Completing and mailing the application with the required fee is student’s responsibilities. Application may be denied for failing to comply with the Disciplinary Standards and Procedure of the AAMA as outlined on the following page. Any student failing to comply with AAMA Disciplinary Standards will be permanently terminated from the MA program.

## **XVIII. STUDENT GRIEVANCES**

Any student affected by a policy of this program wishing to challenge or be an exception of the policy, must follow the College grievance procedure found in the Student Handbook section of the College Catalog.



# **Disciplinary Standards and Procedures**

## **I. Grounds for denial of eligibility for the Certified Medical Assistant (CMA) credential, or for discipline of Certified Medical Assistants (CMAs)**

- A. Obtaining or attempting to obtain Certification, or Recertification of the CMA credential, by fraud or deception.
- B. Knowingly assisting another to obtain or attempt to obtain Certification or Recertification by fraud or deception.
- C. Misstatement of material fact or failure to make a statement of material fact in application for Certification or Recertification.
- D. Falsifying information required for admission to the Certification Examination, impersonating another examinee, or falsifying education or credentials.
- E. Copying answers, permitting another to copy answers, or providing or receiving unauthorized advice about examination content during the Certification Examination.
- F. Unauthorized possession or distribution of examination materials, including copying and reproducing examination questions and problems.
- G. Found guilty of a felony, or pleaded guilty to a felony. However the Certifying Board may grant a waiver based upon mitigating circumstances, which may include, but need not be limited to (Effective March 2, 2000):
  - 1. The age at which the crime was committed;
  - 2. The circumstances surrounding the crime;
  - 3. The nature of the crime committed;
  - 4. The length of time since the conviction;
  - 5. The individual's criminal history since the conviction;
  - 6. The individual's current employment references;
  - 7. The individual's character references;
  - 8. Other evidence demonstrating the ability of the individual to perform the professional responsibilities competently, and evidence that the individual does not pose a threat to the health or safety of patients.
- H. Violation of any laws relating to medical assisting practices.

- I. The possession, use, or distribution of controlled substances or drugs in any way other than for legitimate or therapeutic purposes, or the addiction to or diversion of controlled substances or drugs (including alcohol), the violation of any drug law, or prescribing controlled substances for oneself.
- J. Violation of any policies, procedures, and regulations of the American Association of Medical Assistants Certifying Board, including regulations governing the use of the CMA credential.
- K. Violation of the American Association of Medical Assistants' (AAMA's) Code of Ethics.
- L. Failure to cooperate reasonably with investigation of a disciplinary matter.

## **II. Procedures for adjudicating alleged violations of Standards**

- A. The Certified Medical Assistant (CMA) or applicant for the CMA credential shall be informed in writing of the basis for denial of eligibility for the CMA credential, or for discipline of the Certified Medical Assistant.
- B. The CMA or applicant shall be given the opportunity to submit written evidence regarding the alleged violations.
- C. The CMA or applicant shall be given the opportunity to request a hearing before the Certifying Board.
- D. The CMA or applicant shall be given the opportunity to appeal the decision of the Certifying Board to an Appeals Panel established by the Certifying Board.

## **III. Possible sanctions**

- A. Denial of eligibility for the Certification Examination
- B. Scores invalidated, scores withheld, or scores recalled
- C. Probation
- D. Reprimand
- E. Temporary revocation of the Certified Medical Assistant (CMA) credential
- F. Permanent revocation of the CMA credential

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## OSHA HEPATITIS B VACCINATION PROTECTION

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### WHAT IS HBV?

Hepatitis B virus (HBV) is a potentially life-threatening blood-borne pathogen. Centers for Disease Control estimates there are approximately 280,000 HBV infections each year in the U.S.

Approximately 8,700 health care workers each year contract hepatitis B, and about 200 will die as a result. In addition, some who contact HBV will become carriers, passing the disease on to others. Carriers also face a significantly higher risk for other liver ailments which can be fatal, including cirrhosis of the liver and primary liver cancer.

HBV infection is transmitted through exposure to blood and other infectious body fluids and tissues. Anyone with occupational exposure to blood is at risk of contracting the infection.

Employers must provide engineering controls; workers must use work practices and protective clothing and equipment to prevent exposure to potential infectious materials. However, the best defense against hepatitis B is vaccination.

### WHO NEEDS VACCINATION?

The new OSHA standard covering bloodborne pathogens requires employers to offer the three-injection vaccination series free to all employees who are exposed to blood or other potentially infectious materials as part of their job duties. This includes health care workers, emergency responders, morticians, first-aid personnel, law enforcement officers, correctional facilities staff, launderers, as well as others.

The vaccination must be offered within 10 days of initial assignment to a job where exposure to blood or other potentially infectious materials can be "reasonably anticipated." The requirements for vaccinations of those already on the job take effect July 6, 1992.

### WHAT DOES VACCINATION INVOLVE?

The hepatitis B vaccination is a noninfectious, yeast-based vaccine given in three injections in the arm. It is prepared from recombinant yeast cultures, rather than human blood or plasma. Thus, there is no risk of contamination from other bloodborne pathogens nor is there any chance of developing HBV from the vaccine.

The second injection should be given one month after the first and the third injection six months after the initial dose.

More than 90 percent of those vaccinated will develop immunity to the hepatitis B virus. To ensure immunity, it is important for individuals to receive all three injections. At this point it is unclear how long the immunity lasts, so booster shots may be required at some point in the future.

The vaccine causes no harm to those who are already immune or to those who may be HBV carriers. Although employees may opt to have their blood tested for antibodies to determine need for the vaccine, employers may not make such screening a condition of receiving vaccination nor are employers required to provide prescreening.

Each employee should receive counseling from a health care professional when vaccination is offered. This discussion will help an employee determine whether inoculation is necessary.

### WHAT IF I DECLINE VACCINATION?

Workers who decide to decline vaccination must complete a declination form. Employers must keep these forms on file so that they know the vaccination status of everyone who is exposed to blood. At any time after a worker initially declines to receive the vaccine, he or she may opt to take it.

### WHAT IF I AM EXPOSED BUT HAVE NOT YET BEEN VACCINATED?

If a worker experiences an exposure incident, such as a needle-stick or a blood splash in the eye, he or she must receive confidential medical evaluation from a licensed health care professional with appropriate follow-up. To the extent possible by law, the employer is to determine the source individual for HBV as well as human immunodeficiency virus (HIV) infectivity. The worker's blood will also be screened if he or she agrees.

The health care professional is to follow the guidelines of the U.S. Public Health Service in providing treatment. This would include hepatitis B vaccination. The health care professional must give a written opinion on whether or not vaccination is recommended and whether the employee received it. Only this information is reported to the employer. Employee medical records must remain confidential. HIV or HBV status must NOT be reported to the employer.

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This is one of a series of fact sheets which discuss various requirements of the Occupational Safety and Health Administration's standard covering exposure to bloodborne pathogens. Single copies of fact sheets are available from OSHA Publications, Room N3101, 200 Constitution Ave. N.W., Washington, D.C. 20210 and from OSHA regional offices.

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**MEDICAL ASSISTING DEPARTMENT**  
**HEALTH INSURANCE FORM**

It is recommended that all students in the Medical Assisting Program have health insurance. You MUST provide proof of health insurance prior to any clinical or learning lab experience. If you do not provide proof of insurance, you will be required to sign a waiver that will remain in the Medial Assisting Department files.

Name of Insurance Company \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

.....  
**WAIVER:**

I, \_\_\_\_\_, have been informed and understand the importance  
Name of Student

of obtaining health insurance. I am unable to show proof of health insurance and refuse to obtain any health insurance. I understand that it is my responsibility to pay for all medical expenses that result from illness or injury that may occur while I am a student in the Medical Assisting Program.

I release Wallace Community College, Dothan, Alabama and/or its agents, and any and all affiliate clinical facilities and/or their agents from any liability related to injuries or illness received while a student in the Medical Assisting Program.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**RULES & REGULATIONS STATEMENT OF AGREEMENT**



I hereby state that I have read, understand, and agree to abide by the Rules and Regulations of the Medical Assisting Program as outlined in the Student Policy Manual.

\_\_\_\_\_   
Date

\_\_\_\_\_   
Student's Signature

**Wallace Community College  
Drug Screen Policy Agreement**

In preparation for participation in clinical/laboratory activities of health science programs or other programs/activities requiring drug screening as outlined in the Wallace Community College Substance Abuse Control Policy, I hereby consent to submit to a urinalysis and/or other tests as shall be determined by Wallace Community College for the purpose of determining substance use. I agree that specimens for the tests will be collected in accordance with guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs and as described in the Wallace Community College Substance Abuse Control Policy Guidelines.

I further agree to, and hereby authorize, the release of the results of said tests to the appropriate designee of Wallace Community College. All positive results will be reviewed by said College designee and followed by a confidential contact with me. I understand that positive results indicating the current use of drugs and/or alcohol shall prohibit me from participating in clinical/laboratory activities of health science programs or other activities requiring that I be drug free. I further understand that clinical/laboratory components of courses within health programs are required curriculum components and that an inability to attend said components may prevent or delay my program completion. I also understand that while participating in clinical activities within outside health care agencies, I will be subject to the same rules as the health care employees in said facilities.

I agree to hold harmless Wallace Community College and its designee(s) and Prime Care and its Medical Review Officer from any liability arising in whole or in part from the collection of specimens, testing, and use of the results from said test in connection with excluding me from participation in clinical/laboratory activities.

I have carefully read the foregoing and fully understand its contents. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced by anyone to sign this document. A copy of this signed and dated document will constitute my consent for Prime Care to perform the drug screen and to release the results to Wallace Community College.

---

Student Signature

---

Student Name (printed)

---

Date

ESSENTIAL FUNCTIONS FORM  
Wallace Community College

**Medical Assisting and Phlebotomy**

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective medical assisting care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the medical assisting program with or without reasonable accommodations. The medical assisting program and/or its affiliated clinical agencies may identify additional essential functions. The medical assisting program reserves the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the medical assisting program one must possess a functional level of ability to perform the duties required of a medical assistant. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary for the medical assisting program. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations provided will be determined and applied to the respective medical assisting program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for medical assisting program admission, progression and graduation and for the provision of safe and effective medical assisting care. The essential functions include but are not limited to the ability to:

ESSENTIAL FUNCTIONS FORM  
Wallace Community College

**Medical Assisting and Phlebotomy**

The following essential functions as identified by this department are necessary for participation in this program at Wallace Community College:

1. Must be able to maintain normal balance.
2. Must be able to lift at least 40 pounds.
3. Must be able to hear high and low frequency sounds produced by the body and environment. (Example: heart sounds, telephone, and transcribing)
4. Must be able to visibly detect changes in or around the clinical site.
5. Must have tactile sense to distinguish contrasting structures and vibrations. (Example: palpate pulse, intercostal spaces, veins, and keyboards)
6. Must be able to smell body and environment odors. (Example: electrical equipment burning or infected wounds)
7. Must be able to coordinate eye and hand movements. (Example: releasing a blood pressure cuff valve while observing the blood pressure gauge, focusing microscopes, and word processing)
8. Must be able to coordinate fine and gross motor movements with hands. (Example: able to give injections, perform phlebotomy, and word processing)
9. Must be able to see different color spectrums. (Example: bright red drainage of opposed to serous drainage, distinguish positive and negative urinalysis reactions, and proofreading documents)
10. Must be able to comprehend readings, speak and write the English language legibly. (Example: writing notes in patient's charts, taking telephone messages, giving messages to physicians)
11. Must be able to send familiar message(s) to the receiver and interpret the feedback appropriately. (Example: receiving telephone orders from a physician or obtaining a history from a patient)
12. Must be able to correctly perform simple mathematical computations. (Example: administering drugs, bookkeeping, and formatting documents)
13. Must be able to demonstrate a mentally healthy attitude which is age appropriate and congruent with the local and cultural norms.
14. Must be able to operate devices with gauges, dials, and/or a CRT component.
15. Must be able to participate in all aspects of cardiopulmonary resuscitation.
16. Must be able to move quickly throughout the clinical site.

No recommendation is made or implied with regard to the level of reading or writing required for this program. This is an academic matter which will be discussed with the student after administration of the College placement / compass test and a conference with a counselor or advisor. The instructor reserves the right to amend and augment this listing if, in his/her judgment, the safety of the student or of others in the instructional setting is in jeopardy.

Every effort is made to create a learning environment similar to the actual workplace. However, Wallace Community College cannot predict the essential functions as identified by various employers. The skills identified on this essential functions form are those which the instructor/department think are necessary for participation in the program. No representation regarding industry standard is implied.



Department of Postsecondary Education  
Post Office Box 302130  
Montgomery, AL 36130-2130  
t 334.293.4500  
f 334.293.4504  
www.accs.cc

### **New Policy for Health Science**

There shall be no auditing allowed for any Health Science Classes.

This policy will go into effect today, September 12, 2012 as approved by the Health Advisory Committee.

Approved 9-12-2012  
Health Science Advisory Committee



**AAS DEGREE  
MEDICAL ASSISTING CHECKLIST  
GRADUATION REQUIREMENTS**

NAME: \_\_\_\_\_ SSN: \_\_\_\_\_

PERMANENT ADDRESS/PHONE: \_\_\_\_\_

DATE ENTERED: \_\_\_\_\_ DATE OF GRADUATION: \_\_\_\_\_

DATE EMPLOYED: \_\_\_\_\_ EMPLOYER: \_\_\_\_\_

BIO 103	_____ 4	MAT 101 Medical Terminology	_____ 3
CIS 146	_____ 3	MAT 102 Medical Assisting Theory I	_____ 3
ENG 101	_____ 3	MAT 103 Medical Assisting Theory II	_____ 3
Humanities	_____ 3	MAT 111 Clinical Procedures I	_____ 3
MTH 116	_____ 3	MAT 120 Administrative Procedures I	_____ 3
PSY 200	_____ 3	MAT 121 Administrative Procedures II	_____ 3
SPH 106	_____ 3	MAT 122 Interpersonal Relations	_____ 3
ORI 101	_____ 1	MAT 125 Laboratory Procedures I	_____ 3
ORI 104	_____ 1	MAT 128 Medical Law & Ethics	_____ 3
		MAT 130 Medical Office Communication	_____ 3
		MAT 200 Management of Office Emergencies	_____ 2
Combined WD & Failure		MAT 211 Clinical Procedures II	_____ 3
(Max. of 3)		MAT 215 Laboratory Procedures II	_____ 3
_____		MAT 216 Medical Pharmacology	_____ 4
_____		MAT 220 Medical Office Insurance	_____ 3
_____		MAT 222 Medical Transcription I	_____ 2
		MAT 227 Special topics in Medical Assisting	_____ 1
		MAT 228 Medical Assistant Review Course	_____ 1
		MAT 229 Medical Assistant Practicum	_____ 3
		<b>Total Credit Hours</b>	<b>76</b>
		MAT 239 Phlebotomy Practicum	_____ 3

# *Medical Assisting Program*

## Associate in Applied Science Degree

Students completing this program will have an associate in science degree (AAS) in Medical Assisting. Graduates are eligible to apply for the Certified Medical Assistant (CMA) examination.

This is the suggested schedule for students interested in completing the Medical Assisting Program. Certain MAT prefix courses have prerequisites to enroll and complete. Please refer to the Wallace Community College Catalog for more details.

<u>Sem.</u>	<u>Dept/Course #</u>	<u>Course Title</u>	<u>Theory</u>	<u>Lab</u>	<u>Credit Hours</u>	<u>Completed Course</u>
1 <sup>st</sup>	MAT 101	Medical Terminology	3	0	3	<input type="checkbox"/>
	MAT 102	Medical Assisting Theory I	3	0	3	<input type="checkbox"/>
	CIS146	Microcomputer Applications	3	0	3	<input type="checkbox"/>
	ENG101	English composition I	3	0	3	<input type="checkbox"/>
	MTH116	Mathematical Applications	3	0	3	<input type="checkbox"/>
	<b>Total Hours</b>			15	0	15
2 <sup>nd</sup>	MAT103	Medical Assisting Theory II	3	0	3	<input type="checkbox"/>
	MAT120	Administrative Procedures I	2	3	3	<input type="checkbox"/>
	MAT122	**Interpersonal Relations	3	0	3	<input type="checkbox"/>
	MAT125	Laboratory Procedures I	2	3	3	<input type="checkbox"/>
	MAT130	Medical Office Communications	3	0	3	<input type="checkbox"/>
	<b>Total Hours</b>			13	6	15
3 <sup>rd</sup>	MAT121	Administrative Procedures II	2	3	3	<input type="checkbox"/>
	MAT128	Medical Law & Ethics	3	0	3	<input type="checkbox"/>
	MAT111	Clinical Procedures I	2	3	3	<input type="checkbox"/>
	<i>Choice</i>	Humanities/Fine Arts Elective	3	0	3	<input type="checkbox"/>
	MAT216	**Medical Pharmacology	3	3	4	<input type="checkbox"/>
	<b>Total Hours</b>			13	9	16
4 <sup>th</sup>	MAT211	Clinical Procedures II	2	3	3	<input type="checkbox"/>
	MAT200	**Management of Office Emergencies	2	0	2	<input type="checkbox"/>
	MAT215	Laboratory Procedures II	2	3	3	<input type="checkbox"/>
	MAT220	**Medical Office Insurance	2	3	3	<input type="checkbox"/>
	MAT222	Medical Transcription I	1	3	2	<input type="checkbox"/>
	MAT227	Special Topics in Medical Assisting	1	0	1	<input type="checkbox"/>
	EMS100	Cardiopulmonary Resuscitation	1		1	<input type="checkbox"/>
	<b>Total Hours</b>			11	12	15
5 <sup>th</sup>	BIO103	Principles of Biology	3	3	4	<input type="checkbox"/>
	PSY200	General Psychology	3	0	3	<input type="checkbox"/>
	SPH106 or 107	Oral Communications	3	0	3	<input type="checkbox"/>
	MAT228	Medical Assisting Review Course	1	0	1	<input type="checkbox"/>
	MAT229	Medical Assistant Preceptorship	0	15	3	<input type="checkbox"/>
	<b>Total Hours</b>			10	18	14

**\*\*NOT offered Summer Semester**

**NOTE: ORI101 or 105** – Orientation to College is a prerequisite to this degree who enter as first-time college students

**ORI104** – WorkKeys Assessment and Advisement is a prerequisite to the degree

**MAT200-EMS100/CPR** is a requirement of MAT200 and for the practicum. Students must have proof of current CPR certification prior to mid-term of the semester student is registered to take MAT200.

## ***Phlebotomy*** **Short Certificate**

Graduates are eligible to apply for the Phlebotomy Technician (ASCP) certification examination.

This is the suggested schedule for students interested in completing the Phlebotomy short certificate. Certain MAT prefix courses have prerequisites to enroll and complete. Please refer to the Wallace Community College Catalog for more details.

<u>Sem.</u>	<u>Dept/Course #</u>	<u>Course Title</u>	<u>Theory</u>	<u>Lab</u>	<u>Credit Hours</u>	<u>Completed Course</u>
1 <sup>st</sup>	MAT 101	Medical Terminology	3	0	3	<input type="checkbox"/>
	MAT 102	Medical Assisting Theory I	3	0	3	<input type="checkbox"/>
	MAT122	**Interpersonal Relations	3	0	3	<input type="checkbox"/>
	MAT125	Laboratory Procedures I	2	3	3	<input type="checkbox"/>
	<b>Total Hours</b>			11	3	12
2 <sup>nd</sup>	MAT103	*Medical Assisting Theory II	3	0	3	<input type="checkbox"/>
	MAT128	Medical Law & Ethics	3	0	3	<input type="checkbox"/>
	MAT215	Laboratory Procedures II	2	3	3	<input type="checkbox"/>
	CIS146	Microcomputer Applications	3	0	3	<input type="checkbox"/>
	EMS100	***Cardiopulmonary Resuscitation	1		1	<input type="checkbox"/>
<b>Total Hours</b>			12	3	13	
3 <sup>rd</sup>	MAT239	Phlebotomy Preceptorship	0	15	3	<input type="checkbox"/>
	<b>Total Hours</b>		0	15	3	

***\*This course rotates every other semester.***

***\*\*NOT offered Summer Semester***

***\*\*\*Or current certification in cardiopulmonary resuscitation at the health provider level***

## Appendix B

### Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB) 2015 Curriculum Requirement

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

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

<b>CONTENT AREA I: Anatomy &amp; Physiology</b>		
<b>Cognitive (Knowledge) I.C Anatomy &amp; Physiology</b>	<b>Psychomotor (Skills) I.P Anatomy &amp; Physiology</b>	<b>Affective (Behavior) I.A Anatomy &amp; Physiology</b>
<ol style="list-style-type: none"> <li>1. Describe structural organization of the human body</li> <li>2. Identify body systems</li> <li>3. Describe:               <ol style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ol> </li> <li>4. List major organs in each body system</li> <li>5. Identify the anatomical location of major organs in each body system</li> <li>6. Compare structure and function of the human body across the life span</li> <li>7. Describe the normal function of each body system</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure and record:               <ol style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> </ol> </li> <li>2. Perform:               <ol style="list-style-type: none"> <li>a. electrocardiography</li> <li>b. venipuncture</li> <li>c. capillary puncture</li> <li>d. pulmonary function testing</li> </ol> </li> <li>3. Perform patient screening using established protocols</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate critical thinking skills when performing patient assessment</li> <li>2. Incorporate critical thinking skills when performing patient care</li> <li>3. Show awareness of a patient's concerns related to the procedure being performed</li> </ol>

Cognitive (Knowledge)	Psychomotor (Skills)	Affective (Behavior)
<ul style="list-style-type: none"> <li>8. Identify common pathology related to each body system including:               <ul style="list-style-type: none"> <li>a. signs</li> <li>b. symptoms</li> <li>c. etiology</li> </ul> </li> <li>9. Analyze pathology for each body system including:               <ul style="list-style-type: none"> <li>a. diagnostic measures</li> <li>b. treatment modalities</li> </ul> </li> <li>10. Identify CLIA waived tests associated with common diseases</li> <li>11. Identify the classifications of medications including:               <ul style="list-style-type: none"> <li>a. indications for use</li> <li>b. desired effects</li> <li>c. side effects</li> <li>d. adverse reactions</li> </ul> </li> <li>12. Identify quality assurance practices in healthcare</li> <li>13. List principles and steps of professional/provider CPR</li> <li>14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting</li> </ul>	<ul style="list-style-type: none"> <li>4. Verify the rules of medication administration:               <ul style="list-style-type: none"> <li>a. right patient</li> <li>b. right medication</li> <li>c. right dose</li> <li>d. right route</li> <li>e. right time</li> <li>f. right documentation</li> </ul> </li> <li>5. Select proper sites for administering parenteral medication</li> <li>6. Administer oral medications</li> <li>7. Administer parenteral (excluding IV) medications</li> <li>8. Instruct and prepare a patient for a procedure or a treatment</li> <li>9. Assist provider with a patient exam</li> <li>10. Perform a quality control measure</li> <li>11. Obtain specimens and perform:               <ul style="list-style-type: none"> <li>a. CLIA waived hematology test</li> <li>b. CLIA waived chemistry test</li> <li>c. CLIA waived urinalysis</li> <li>d. CLIA waived immunology test</li> <li>e. CLIA waived microbiology test</li> </ul> </li> <li>12. Produce up-to-date documentation of provider/professional level CPR</li> <li>13. Perform first aid procedures for:               <ul style="list-style-type: none"> <li>a. bleeding</li> <li>b. diabetic coma or insulin shock</li> <li>c. fractures</li> <li>d. seizures</li> <li>e. shock</li> <li>f. syncope</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Reassure a patient of the accuracy of the test results</li> </ul>

**CONTENT AREA II: Applied Mathematics**

<b>Cognitive (Knowledge)</b> <b>II.C Applied Mathematics</b>	<b>Psychomotor (Skills)</b> <b>II.P Applied Mathematics</b>	<b>Affective (Behavior)</b> <b>II.A Applied Mathematics</b>
<ol style="list-style-type: none"><li>1. Demonstrate knowledge of basic math computations</li><li>2. Apply mathematical computations to solve equations</li><li>3. Define basic units of measurement in:<ol style="list-style-type: none"><li>a. the metric system</li><li>b. the household system</li></ol></li><li>4. Convert among measurement systems</li><li>5. Identify abbreviations and symbols used in calculating medication dosages</li><li>6. Analyze healthcare results as reported in:<ol style="list-style-type: none"><li>a. graphs</li><li>b. tables</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Calculate proper dosages of medication for administration</li><li>2. Differentiate between normal and abnormal test results</li><li>3. Maintain lab test results using flow sheets</li><li>4. Document on a growth chart</li></ol>	<ol style="list-style-type: none"><li>1. Reassure a patient of the accuracy of the test results</li></ol>

**CONTENT AREA III: Infection Control**

<b>Cognitive (Knowledge)</b> <b>III.C Infection Control</b>	<b>Psychomotor (Skills)</b> <b>III.P Infection Control</b>	<b>Affective (Behavior)</b> <b>III.A Infection Control</b>
<ol style="list-style-type: none"> <li>1. List major types of infectious agents</li> <li>2. Describe the infection cycle including:               <ol style="list-style-type: none"> <li>a. the infectious agent</li> <li>b. reservoir</li> <li>c. susceptible host</li> <li>d. means of transmission</li> <li>e. portals of entry</li> <li>f. portals of exit</li> </ol> </li> <li>3. Define the following as practiced within an ambulatory care setting:               <ol style="list-style-type: none"> <li>a. medical asepsis</li> <li>b. surgical asepsis</li> </ol> </li> <li>4. Identify methods of controlling the growth of microorganisms</li> <li>5. Define the principles of standard precautions</li> <li>6. Define personal protective equipment (PPE) for:               <ol style="list-style-type: none"> <li>a. all body fluids, secretions and excretions</li> <li>b. blood</li> <li>c. non-intact skin</li> <li>d. mucous membranes</li> </ol> </li> <li>7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in bloodborne pathogen training</li> <li>2. Select appropriate barrier/personal protective equipment (PPE)</li> <li>3. Perform handwashing</li> <li>4. Prepare items for autoclaving</li> <li>5. Perform sterilization procedures</li> <li>6. Prepare a sterile field</li> <li>7. Perform within a sterile field</li> <li>8. Perform wound care</li> <li>9. Perform dressing change</li> <li>10. Demonstrate proper disposal of biohazardous material               <ol style="list-style-type: none"> <li>a. sharps</li> <li>b. regulated wastes</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings</li> </ol>

**CONTENT AREA IV: Nutrition**

<b>Cognitive (Knowledge) IV.A Nutrition</b>	<b>Psychomotor (Skills) IV.P Nutrition</b>	<b>Affective (Behavior) IV.A Nutrition</b>
<ol style="list-style-type: none"><li>1. Describe dietary nutrients including:<ol style="list-style-type: none"><li>a. carbohydrates</li><li>b. fat</li><li>c. protein</li><li>d. minerals</li><li>e. electrolytes</li><li>f. vitamins</li><li>g. fiber</li><li>h. water</li></ol></li><li>2. Define the function of dietary supplements</li><li>3. Identify the special dietary needs for:<ol style="list-style-type: none"><li>a. weight control</li><li>b. diabetes</li><li>c. cardiovascular disease</li><li>d. hypertension</li><li>e. cancer</li><li>f. lactose sensitivity</li><li>g. gluten-free</li><li>h. food allergies</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Instruct a patient according to patient's special dietary needs</li></ol>	<ol style="list-style-type: none"><li>1. Show awareness of patient's concerns regarding a dietary change</li></ol>



## APPLIED COMMUNICATIONS CONTENT AREA V

<b>CONTENT AREA V: Concepts of Effective Communication</b>		
<b>Cognitive (Knowledge) V.C Concepts of Effective Communication</b>	<b>Psychomotor (Skills) V.P Concepts of Effective Communication</b>	<b>Affective (Behavior) V.A Concepts of Effective Communication</b>
<ol style="list-style-type: none"> <li>1. Identify styles and types of verbal communication</li> <li>2. Identify types of nonverbal communication</li> <li>3. Recognize barriers to communication</li> <li>4. Identify techniques for overcoming communication barriers</li> <li>5. Recognize the elements of oral communication using a sender-receiver process</li> <li>6. Define coaching a patient as it relates to:               <ol style="list-style-type: none"> <li>a. health maintenance</li> <li>b. disease prevention</li> <li>c. compliance with treatment plan</li> <li>d. adaptations relevant to individual patient needs</li> </ol> </li> <li>7. Recognize elements of fundamental writing skills</li> <li>8. Discuss applications of electronic technology in professional communication</li> <li>9. Identify medical terms labeling the word parts</li> <li>10. Define medical terms and abbreviations related to all body systems</li> <li>11. Define the principles of self-boundaries</li> <li>12. Define patient navigator</li> <li>13. Describe the role of the medical assistant as a patient navigator</li> </ol>	<ol style="list-style-type: none"> <li>1. Use feedback techniques to obtain patient information including:               <ol style="list-style-type: none"> <li>a. reflection</li> <li>b. restatement</li> <li>c. clarification</li> </ol> </li> <li>2. Respond to nonverbal communication</li> <li>3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients</li> <li>4. Coach patients regarding:               <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. health maintenance</li> <li>c. disease prevention</li> <li>d. treatment plan</li> </ol> </li> <li>5. Coach patients appropriately considering:               <ol style="list-style-type: none"> <li>a. cultural diversity</li> <li>b. developmental life stage</li> <li>c. communication barriers</li> </ol> </li> <li>6. Demonstrate professional telephone techniques</li> <li>7. Document telephone messages accurately</li> <li>8. Compose professional correspondence utilizing electronic technology</li> <li>9. Develop a current list of community resources related to patients' healthcare needs</li> <li>10. Facilitate referrals to community resources in the role of a patient navigator</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate:               <ol style="list-style-type: none"> <li>a. empathy</li> <li>b. active listening</li> <li>c. nonverbal communication</li> </ol> </li> <li>2. Demonstrate the principles of self-boundaries</li> <li>3. Demonstrate respect for individual diversity including:               <ol style="list-style-type: none"> <li>a. gender</li> <li>b. race</li> <li>c. religion</li> <li>d. age</li> <li>e. economic status</li> <li>f. appearance</li> </ol> </li> <li>4. Explain to a patient the rationale for performance of a procedure</li> </ol>

<b>Cognitive (Knowledge)</b>	<b>Psychomotor (Skills)</b>	<b>Affective (Behavior)</b>
<p>14. Relate the following behaviors to professional communication:</p> <ul style="list-style-type: none"> <li>a. assertive</li> <li>b. aggressive</li> <li>c. passive</li> </ul> <p>15. Differentiate between adaptive and non-adaptive coping mechanisms</p> <p>16. Differentiate between subjective and objective information</p> <p>17. Discuss the theories of:</p> <ul style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-ross</li> </ul> <p>18. Discuss examples of diversity:</p> <ul style="list-style-type: none"> <li>a. cultural</li> <li>b. social</li> <li>c. ethnic</li> </ul>	<p>11. Report relevant information concisely and accurately</p>	

**MEDICAL BUSINESS PRACTICES  
CONTENT AREAS VI-IX**

<b>CONTENT AREA VI: Administrative Functions</b>		
<b>Cognitive (Knowledge) VI.C Administrative Functions</b>	<b>Psychomotor (Skills) VLP Psychomotor Functions</b>	<b>Affective (Behavior) VI.A Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify advantages and disadvantages of the following appointment systems               <ol style="list-style-type: none"> <li>a. manual</li> <li>b. electronic</li> </ol> </li> <li>3. Identify critical information required for scheduling patient procedures</li> <li>4. Define types of information contained in the patient's medical record</li> <li>5. Identify methods of organizing the patient's medical record based on:               <ol style="list-style-type: none"> <li>a. problem-oriented medical record (POMR)</li> <li>b. source-oriented medical record (SOMR)</li> </ol> </li> <li>6. Identify equipment and supplies needed for medical records in order to:               <ol style="list-style-type: none"> <li>a. create</li> <li>b. maintain</li> <li>c. store</li> </ol> </li> <li>7. Describe filing indexing rules</li> <li>8. Differentiate between electronic medical records (EMR) and a practice management system</li> <li>9. Explain the purpose of routine maintenance of administrative and clinical equipment</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage appointment schedule using established priorities</li> <li>2. Schedule a patient procedure</li> <li>3. Create a patient's medical record</li> <li>4. Organize a patient's medical record</li> <li>5. File patient medical records</li> <li>6. Utilize an EMR</li> <li>7. Input patient data utilizing a practice management system</li> <li>8. Perform routine maintenance of administrative or clinical equipment</li> <li>9. Perform an inventory with documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Display sensitivity when managing appointments</li> </ol>

<b>Cognitive (Knowledge)</b>	<b>Psychomotor (Skills)</b>	<b>Affective (Behavior)</b>
10. List steps involved in completing an inventory 11. Explain the importance of data back-up 12. Explain meaningful use as it applies to EMR		

**CONTENT AREA VII: Basic Practice Finances**

<b>Cognitive (Knowledge)</b> <b>VII.C Basic Practice Finances</b>	<b>Psychomotor (Skills)</b> <b>VII.P Basic Practice Finances</b>	<b>Affective (Behavior)</b> <b>VII.A Basic Practice Finances</b>
<ol style="list-style-type: none"> <li>1. Define the following bookkeeping terms:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. accounts receivable</li> <li>d. accounts payable</li> <li>e. adjustments</li> </ol> </li> <li>2. Describe banking procedures as related to the ambulatory care setting</li> <li>3. Identify precautions for accepting the following types of payments:               <ol style="list-style-type: none"> <li>a. cash</li> <li>b. check</li> <li>c. credit card</li> <li>d. debit card</li> </ol> </li> <li>4. Describe types of adjustments made to patient accounts including:               <ol style="list-style-type: none"> <li>a. non-sufficient funds (NSF) check</li> <li>b. collection agency transaction</li> <li>c. credit balance</li> <li>d. third party</li> </ol> </li> <li>5. Identify types of information contained in the patient's billing record</li> <li>6. Explain patient financial obligations for services rendered</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform accounts receivable procedures to patient accounts including posting:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. adjustments</li> </ol> </li> <li>2. Prepare a bank deposit</li> <li>3. Obtain accurate patient billing information</li> <li>4. Inform a patient of financial obligations for services rendered</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate professionalism when discussing patient's billing record</li> <li>2. Display sensitivity when requesting payment for services rendered</li> </ol>

**CONTENT AREA VIII: Third Party Reimbursement**

<b>Cognitive (Knowledge)</b> <b>VIII.C Third Party Reimbursement</b>	<b>Psychomotor (Skills)</b> <b>VIII.P Third Party Reimbursement</b>	<b>Affective (Behavior)</b> <b>VIII.A Third Party Reimbursement</b>
<ol style="list-style-type: none"> <li>1. Identify:               <ol style="list-style-type: none"> <li>a. types of third party plans</li> <li>b. information required to file a third party claim</li> <li>c. the steps for filing a third party claim</li> </ol> </li> <li>2. Outline managed care requirements for patient referral</li> <li>3. Describe processes for:               <ol style="list-style-type: none"> <li>a. verification of eligibility for services</li> <li>b. precertification</li> <li>c. preauthorization</li> </ol> </li> <li>4. Define a patient-centered medical home (PCMH)</li> <li>5. Differentiate between fraud and abuse</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret information on an insurance card</li> <li>2. Verify eligibility for services including documentation</li> <li>3. Obtain precertification or preauthorization including documentation</li> <li>4. Complete an insurance claim form</li> </ol>	<ol style="list-style-type: none"> <li>1. Interact professionally with third party representatives</li> <li>2. Display tactful behavior when communicating with medical providers regarding third party requirements</li> <li>3. Show sensitivity when communicating with patients regarding third party requirements</li> </ol>

**CONTENT AREA IX: Procedural and Diagnostic Coding**

<b>Cognitive (Knowledge)</b> <b>IX.C Procedural and Diagnostic Coding</b>	<b>Psychomotor (Skills)</b> <b>IX.P Procedural and Diagnostic Coding</b>	<b>Affective (Behavior)</b> <b>IX.A Procedural and Diagnostic Coding</b>
<ol style="list-style-type: none"> <li>1. Describe how to use the most current procedural coding system</li> <li>2. Describe how to use the most current diagnostic coding classification system</li> <li>3. Describe how to use the most current HCPCS level II coding system</li> <li>4. Discuss the effects of:               <ol style="list-style-type: none"> <li>a. upcoding</li> <li>b. downcoding</li> </ol> </li> <li>5. Define medical necessity as it applies to procedural and diagnostic coding</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform procedural coding</li> <li>2. Perform diagnostic coding</li> <li>3. Utilize medical necessity guidelines</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize tactful communication skills with medical providers to ensure accurate code selection</li> </ol>

**MEDICAL LAW AND ETHICS  
CONTENT AREAS X-XI**

<b>CONTENT AREA X: Legal Implications</b>		
<b>Cognitive (Knowledge) X.C Legal Implications</b>	<b>Psychomotor (Skills) X.P Legal Implications</b>	<b>Affective (Behavior) X.A Legal Implications</b>
<ol style="list-style-type: none"> <li>1. Differentiate between scope of practice and standards of care for medical assistants</li> <li>2. Compare and contrast provider and medical assistant roles in terms of standard of care</li> <li>3. Describe components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</li> <li>4. Summarize the Patient Bill of Rights</li> <li>5. Discuss licensure and certification as they apply to healthcare providers</li> <li>6. Compare criminal and civil law as they apply to the practicing medical assistant</li> <li>7. Define:               <ol style="list-style-type: none"> <li>a. negligence</li> <li>b. malpractice</li> <li>c. statute of limitations</li> <li>d. Good Samaritan Act(s)</li> <li>e. Uniform Anatomical Gift Act</li> <li>f. living will/advanced directives</li> <li>g. medical durable power of attorney</li> <li>h. Patient Self Determination Act (PSDA)</li> <li>i. risk management</li> </ol> </li> <li>8. Describe the following types of insurance:               <ol style="list-style-type: none"> <li>a. liability</li> <li>b. professional (malpractice)</li> <li>c. personal injury</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Locate a state’s legal scope of practice for medical assistants</li> <li>2. Apply HIPAA rules in regard to:               <ol style="list-style-type: none"> <li>a. privacy</li> <li>b. release of information</li> </ol> </li> <li>3. Document patient care accurately in the medical record</li> <li>4. Apply the Patient’s Bill of Rights as it relates to:               <ol style="list-style-type: none"> <li>a. choice of treatment</li> <li>b. consent for treatment</li> <li>c. refusal of treatment</li> </ol> </li> <li>5. Perform compliance reporting based on public health statutes</li> <li>6. Report an illegal activity in the healthcare setting following proper protocol</li> <li>7. Complete an incident report related to an error in patient care</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate sensitivity to patient rights</li> <li>2. Protect the integrity of the medical record</li> </ol>



<b>Cognitive (Knowledge)</b> <b>X.C Legal Implications</b>	<b>Psychomotor (Skills)</b> <b>X.P Legal Implications</b>	<b>Affective (Behavior)</b> <b>X.A Legal Implications</b>
<p>9. List and discuss legal and illegal applicant interview questions</p> <p>10. Identify:</p> <ul style="list-style-type: none"> <li>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</li> <li>b. genetic information</li> <li>c. Americans with Disabilities Act Amendment (ADAAA)</li> </ul> <p>11. Describe the process in compliance reporting:</p> <ul style="list-style-type: none"> <li>a. unsafe activities</li> <li>b. errors in patient care</li> <li>c. conflicts of interest</li> <li>d. incident reports</li> </ul> <p>12. Describe compliance with public health statutes:</p> <ul style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, neglect, and exploitation</li> <li>c. wounds of violence</li> </ul> <p>13. Define the following medical legal terms:</p> <ul style="list-style-type: none"> <li>a. informed consent</li> <li>b. implied consent</li> <li>c. expressed consent</li> <li>d. patient incompetence</li> <li>e. emancipated minor</li> <li>f. mature minor</li> <li>g. subpoena duces tecum</li> <li>h. respondent superior</li> <li>i. res ipsa loquitor</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> <li>n. Good Samaritan laws</li> </ul>		

**CONTENT AREA XI: Ethical Considerations**

<b>Cognitive (Knowledge)</b> <b>XI.C Ethical Considerations</b>	<b>Psychomotor (Skills)</b> <b>XI.P Ethical Considerations</b>	<b>Affective (Behavior)</b> <b>XI.A Ethical Considerations</b>
<ol style="list-style-type: none"><li>1. Define:<ol style="list-style-type: none"><li>a. ethics</li><li>b. morals</li></ol></li><li>2. Differentiate between personal and professional ethics</li><li>3. Identify the effect of personal morals on professional performance</li></ol>	<ol style="list-style-type: none"><li>1. Develop a plan for separation of personal and professional ethics</li><li>2. Demonstrate appropriate response(s) to ethical issues</li></ol>	<ol style="list-style-type: none"><li>1. Recognize the impact personal ethics and morals have on the delivery of healthcare</li></ol>

**SAFETY AND EMERGENCY PRACTICES  
CONTENT AREA XII**

<b>CONTENT AREA XII: Protective Practices</b>		
<b>Cognitive (Knowledge) XII.C Protective Practices</b>	<b>Psychomotor (Skills) XII.P Protective Practices</b>	<b>Affective (Behavior) XII.A Protective Practices</b>
<ol style="list-style-type: none"> <li>1. Identify:               <ol style="list-style-type: none"> <li>a. safety signs</li> <li>b. symbols</li> <li>c. labels</li> </ol> </li> <li>2. Identify safety techniques that can be used in responding to accidental exposure to:               <ol style="list-style-type: none"> <li>a. blood</li> <li>b. other body fluids</li> <li>c. needle sticks</li> <li>d. chemicals</li> </ol> </li> <li>3. Discuss fire safety issues in an ambulatory healthcare environment</li> <li>4. Describe fundamental principles for evacuation of a healthcare setting</li> <li>5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting</li> <li>6. Discuss protocols for disposal of biological chemical materials</li> <li>7. Identify principles of:               <ol style="list-style-type: none"> <li>a. Body mechanics</li> <li>b. Ergonomics</li> </ol> </li> <li>8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency</li> </ol>	<ol style="list-style-type: none"> <li>1. Comply with:               <ol style="list-style-type: none"> <li>a. safety signs</li> <li>b. symbols</li> <li>c. labels</li> </ol> </li> <li>2. Demonstrate proper use of:               <ol style="list-style-type: none"> <li>a. eyewash equipment</li> <li>b. fire extinguishers</li> <li>c. sharps disposal containers</li> </ol> </li> <li>3. Use proper body mechanics</li> <li>4. Participate in a mock exposure event with documentation of specific steps</li> <li>5. Evaluate the work environment to identify unsafe working conditions</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the physical and emotional effects on persons involved in an emergency situation</li> <li>2. Demonstrate self-awareness in responding to an emergency situation</li> </ol>