



WALLACE  
COMMUNITY  
COLLEGE

# MEDICAL ASSISTING



STUDENT HANDBOOK  
2026-2027

Your guide to  
academic success,  
professional standards,  
and compassionate care.

REVISED SPRING 2026



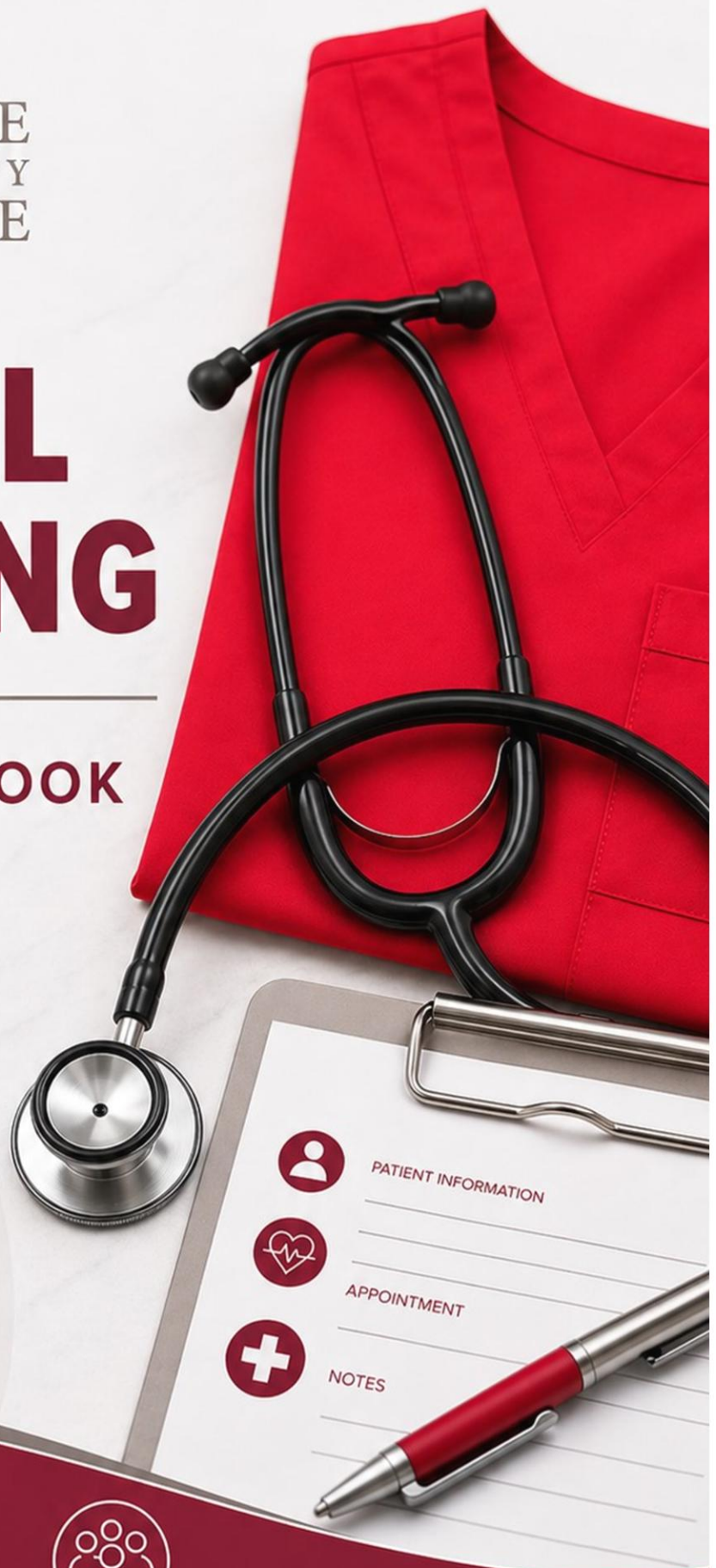
LEARN.



CARE.



THRIVE.





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# WELCOME & PROGRAM OVERVIEW

## WELCOME

Welcome to the Medical Assisting Program at Wallace Community College. We are pleased you have chosen to pursue your education and career in healthcare with us. Our program is committed to preparing competent, confident, and compassionate medical assistants who are ready to meet the demands of today's healthcare environment.

Our faculty are experienced healthcare professionals dedicated to providing a high-quality learning environment that supports student success. We are committed to challenging and supporting each student to reach their highest potential academically, clinically, and professionally. Through a combination of classroom instruction, hands-on skills training, and real-world clinical experiences, students will develop the knowledge, technical abilities, and professional behaviors required in the medical assisting field.

The curriculum is designed to meet the highest standards established by the Medical Assisting Education Review Board (MAERB). Students will receive instruction in theory, clinical and administrative skills, and the development of personal responsibility, accountability, and professionalism. Emphasis is placed on critical thinking, communication, patient-centered care, and ethical practice.

In addition to academic expectations, students are required to adhere to all program and college policies. These policies are in place to promote a safe, respectful, and professional learning environment and to prepare students for the expectations of the healthcare workplace. Clear and consistent communication is essential for success in this program. Students are expected to regularly check official college communication platforms, respond promptly to faculty, and maintain professional communication at all times.

The Medical Assisting Program also emphasizes the importance of integrity, punctuality, teamwork, and respect. Students will be expected to demonstrate these qualities throughout their coursework and clinical experiences. Accountability for attendance, assignments, and skill competency is essential, as these directly reflect the responsibilities expected in the healthcare field.

## WALLACE COMMUNITY COLLEGE MISSION

George C. Wallace Community College—Dothan, a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development in the communities it serves.

## **WALLACE COMMUNITY COLLEGE VISION**

George C. Wallace Community College will be a leading community college, nationally recognized for excellence and innovation in education and student success. The College will be the primary choice of citizens preparing for the job market, seeking an associate or advanced degree, and/or pursuing career advancement or personal development. College partnerships with area schools, business and industry, and governmental agencies will contribute to an educational system that enhances economic development and quality of life in the region.

## **WALLACE COMMUNITY COLLEGE VALUES**

George C. Wallace Community College respects the uniqueness of its student body and recognizes the worth and potential of each student. Therefore, the College affirms the following values:

### **Commitment to Students**

Belief in providing quality, accessible instruction, resources, and support services to enhance the growth and development of students.

### **Commitment to Faculty and Staff**

Belief in the importance of providing a work and learning environment characterized by integrity, clear communications, open exchange of ideas, involvement in decision making, and respect for all individuals.

### **Commitment to Community**

Belief in enhancing the economic vitality and quality of life for all citizens of the community.

### **Commitment to Unity**

Belief in unifying the community and respecting the uniqueness of all individuals within the community.

### **Commitment to Excellence**

Belief in the pursuit of excellence in all College programs and services.

## **WALLACE COMMUNITY COLLEGE ROLE AND SCOPE**

The College fulfills its mission through a clearly defined set of programs and services that includes the following:

### **College-level Credit Programs**

The College offers credit courses leading to associate degrees and certificates in career/technical fields and transfer majors.

### **Continuing Education Programs**

The College provides professional and personal development opportunities for individuals, agencies, and business and industry.

### **Economic Development Programs**

The College provides workforce training for new and expanding industries and assists in recruiting business and industry to the region.

### **Student Development Programs and Services**

The College offers programs and services to enrolled and prospective students to enhance their opportunities for success and their potential for personal, educational, and professional growth.

### **Support Programs and Services**

The College provides recruitment, evaluation, counseling, and instructional programs and services that increase access and opportunities for success for students not traditionally served by higher education.

## **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 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.

## PROGRAM PURPOSE

The medical assisting program at Wallace Community College has a two-fold purpose. The programs seeks to ensure students have opportunities to acquire the knowledge and skills necessary for the practice of medical assisting and also prepare them to successfully sit for the National Health-career Association (NHA) examination to become a Certified Clinical Medical Assistant (CCMA).

## PROGRAM INFORMATION

### MEDICAL ASSISTING PROGRAM ACCREDITATION

The Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113Th Street North, #7709, Seminole, Florida 33775, (727-210-2350), [Commission on Accreditation of Allied Health Education Programs Website](#), on recommendation of the Medical Assisting Education Review Board (MAERB), 2339 N. California Ave., #47138, Chicago, IL 60647, [MAERB website](#) . Accreditation status was reaffirmed in September 2022 and continues until the Fall of 2031.

### GUIDED PATHWAYS

Use these links to find the guided pathways for Medical Assisting, Phlebotomy, Certified EKG Tech, and Certified Clinical Medical Assistant.

[Medical Assisting Guided Pathway](#)

[Phlebotomy Short Certificate Guided Pathway](#)

[EKG Tech Short Certificate Guided Pathway](#)

[Certified Medical Administrative Assistant Short Certificate Guided Pathway](#)

## 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. \*NOTE: *Students intending to complete both MAT 229 and MAT 239 for Medical Assisting Technology and Phlebotomy practicums will be required to complete 225 hours per practicum for a total of 450 hours.\**

Application must be submitted to Secretary, Allied Health Division, by mid-semester of the semester immediately preceding the practicum semester. Applications are in the MA Program office and may be obtained by contacting Secretary, Allied Health Division, directly at extension 2388 or by calling 334-556-2388.

1. The following are required prior to MAT 229 enrollment:

“C” average or better in all MAT classes. 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.

## CERTIFICATION EXAMS

Students in the Medical Assisting Program will take the NHA CCMA (Certified Clinical Medical Assistant) exam at the end of their practicum semester.

Phlebotomy students will take the NHA CPT (Certified Phlebotomy Technician) exam at the end of their practicum semester. These certification exams are included in tuition.

Students will sit for the NHA CET (Certified EKG Technician) exam at the end of MAT 211

Students will sit for the NAH CMAA (Certified Medical Administrative Assistant) exam at the end of MAT 121.

Students may also choose to apply for additional certifications at their own expense, including the CMA (AAMA) through American Association of Medical Assistants, the RMA (AMT), or the RPT (AMT) through American Medical Technologists. Information and application materials for these additional certifications are available from the instructor or Program Director.

## STUDENT SUPPORT AND RIGHTS

### DISABILITY AND SUPPORT SERVICES

Students with a documented disability may receive educational accommodations under the *Americans with Disabilities Act of 1990 (ADA)*. To determine eligibility, students must meet with WCC Disability Support Services and provide supporting documentation from their medical provider. Accommodations are not retroactive and take effect only from the date issued, so ADN students are encouraged to request them as early as possible.

Helpful information, to include the WCC Disability and Accessibility Handbook, can be found on the Wallace Community College website:

<https://www.wallace.edu/campus-life-resources/disability-support-services/>

Contact Information for Disability Support Services:

- Wallace Campus: Dr. Ryan Spry, Director, Student and Campus Services, (334) 556-2587
- Sparks Campus: Ms. Terri Ricks, Coordinator, Student Services, (334) 556-4270

## **PREGNANCY ACCOMMODATIONS**

In alignment with Title IX of the Education Amendments of 1972, Wallace Community College provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to pregnancy or a pregnancy-related condition.

A pregnant or parenting student experiencing related medical conditions may request accommodation through the College's ADA Coordinators.

## **TITLE IX HARRASSMENT POLICY**

Wallace Community College is committed to protecting its students, staff, and visitors from harassment, intimidation, and exploitation as prohibited by Title IX of the Education Amendments of 1972 and of Title VII (Section 703) of the Civil Rights Act of 1964. Harassment includes but is not necessarily limited to slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual's race, color, gender, religion, national origin, age, or disability.

Harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature. Sexual harassment refers to behavior of a sexual nature that interferes with the work or education of its victims and their co-workers or fellow students.

Sexual harassment may involve the behavior of a person of either sex against a person of the opposite sex, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational opportunities;
- submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual;
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Harassment of employees or students by employers, other employees, other students, or non-employees is a violation of this policy.

Any person who believes herself or himself to be subjected to such harassment, intimidation, and/or exploitation should first tell the person responsible for stopping the action. In addition, the person should contact a college official (faculty member or staff member) as promptly as possible after the harassment occurs. The college official will take appropriate action to resolve the complaint, which will include a referral to the Title IX Coordinator.

When the Title IX Coordinator receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. You are not required to respond to this outreach.

Additional information can be found on the WCC website:

<https://www.wallace.edu/campus-life-resources/student-conduct-and-title-ix-procedures/>

Title IX Coordinator: Dr. Ryan Spry (334) 556-2587

## **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. <https://catalog.wallace.edu/student-handbook>

# **COMMUNICATION**

## **CHAIN OF COMMAND**

If a concern arises during the semester, students are expected to first address the issue directly with the course instructor or the student involved. If the matter is not resolved, the student may schedule an appointment with the Program Director. Should additional resolution be necessary, the student may then consult the Division Director. If the issue remains unresolved, the Dean of Health Sciences may be contacted for further review. It is important to follow this chain of command in the order outlined, as resolution should begin at the most direct level. Students who do not follow this process will be redirected to adhere to the steps outlined above.

## **INSTRUCTOR MEETINGS**

Students may meet with instructors during designated office or remediation hours, which are posted in the course and on the remediation calendar. Appointments must be scheduled at a mutually convenient time and should be kept by both parties. If an appointment cannot be kept, the person unable to attend must contact the other and plan to reschedule.

## **STUDENT EMAIL**

Upon acceptance to the college, each student is assigned a WCC email account. Students are strongly encouraged to use their college-provided email and check it regularly, as important updates and official communications will be sent to this account.

## **COURSE LEARNING MANAGEMENT SYSTEM (CANVAS)**

Courses in the medical assisting program incorporate web-based materials through a course learning management system (Canvas). Students are expected to access and utilize these materials as outlined in the course syllabus. For students without access to a personal computer, computers and printing services are available in the Health Science Resources Center. Students are responsible for ensuring they have reliable access to these resources.

Each student should log in daily to the college's learning management system for class updates and other important official communication from the instructor. Canvas is the primary means of communication between instructors and students. Students are responsible for being aware of the class schedule, attendance, and grades.

Any information regarding a student's schedule, attendance, grades, or academic disciplinary action will be communicated by the instructor through Canvas or WCC email. Instructors will respond in a timely manner to emails and Canvas messages. Responses may be delayed on weekends, holidays, during emergencies, or when the instructor is sick; messages will be addressed upon the instructor's return.

## **WCC ALERT**

Students are encouraged to sign up for "WCC Alert" by visiting [www.wallace.edu/wccalert](http://www.wallace.edu/wccalert).

The alert system provides mass electronic notification of emergency information to the campus community via email, text message, the WCC homepage, etc. Examples of emergencies include weather closings or delays, natural disaster, man-made disaster, active shooter, or other emergency as determined by College administrators. This service is free. (Standard text messaging rates will apply.)

# ADMISSION & PROGRESSION

## 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 MAT program.
- D. All students must have and maintain a minimum 2.0 GPA to for admission and to remain eligible for the Medical Assisting Program and all associated short certificate programs.
- E. MAT 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 MAT program. 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.

## READMISSION/TRANSFER POLICY

- 1) Readmitted/transfer students must fulfill all current requirements for admission to the program.
- 2) 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.

- 3) Syllabi, course outlines, textbooks and catalogs from the former institution must be submitted to the MA department for review.
- 4) 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:
    - i) 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:
    - i) 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:
    - i) Students not enrolled for one semester may register for classes on a space available basis.
    - ii) Students not enrolled for 1 calendar year may register for classes after successfully challenging all skill classes previously completed or repeating the skills class. Challenging includes retaking the final exam and scoring a 70 or above plus successfully performing all required skill evaluations according to the course syllabus.
    - iii) Students not enrolled for three semesters or more must retake all skill classes and pharmacology.
  - d) Priority of registration:
    - i) 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.

## MEDICAL ASSISTING/PHLEBOTOMY ESSENTIAL FUNCTIONS

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:

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.

# **STUDENT EXPECTATIONS AND PROFESSIONAL STANDARDS**

## **EVALUATIONS**

End-of-semester evaluations are distributed to gather anonymous feedback regarding courses, clinical sites, and instructors. Students are expected to provide honest, constructive, and professional feedback based on their own experiences. This input supports continuous program improvement and contributes to instructors' personal growth.

## **RESPONSIBILITY OF TEACHING AND LEARNING**

The primary goal of instruction is to facilitate student learning. Instructors are responsible for designing, organizing, and delivering course content, while students are expected to take an active role in their own education. This includes following instructor guidance, completing all required coursework, and coming prepared for class and laboratory experiences in order to develop the knowledge and skills necessary for success.

Academic success requires adequate time and consistent effort. Students should plan to devote several hours of study for every scheduled hour of class. Extracurricular commitments, including employment, should not interfere with academic responsibilities, as instructors' expectations remain the same regardless of outside activities.

Instructors will utilize their expertise and professional experience to present course material in a meaningful and engaging manner. They will strive to create a disciplined, yet supportive learning environment that encourages curiosity, critical thinking, and active participation. While questions are welcomed, students should understand that meaningful learning and deeper understanding often occurs when working through challenges rather than simply receiving immediate answers.

Ultimately, the responsibility for learning rests with the student. Instructors will provide guidance, support, and encouragement, but the student must demonstrate the commitment, initiative, and effort to learn. Full-time students should approach their studies as a full-time commitment and recognize that academic success requires dedication, focus, and hard work.

## CLASSROOM INTERACTION

All classroom interactions are expected to be conducted in an honest, respectful, and professional manner. Instructors establish the tone and expectations for the learning environment. Discussion and questions are encouraged when appropriate; however, student comments and inquiries should remain thoughtful, relevant, and conducive to learning.

Students are expected to dress appropriately for a professional educational setting, avoiding attire that is overly revealing or disruptive. Unsanctioned talking, eating, sleeping, or reading material unrelated to the course during class is considered disruptive behavior. Students who engage in rude or disruptive conduct may be asked to leave the classroom. Any student dismissed for such behavior must meet with the instructor before being permitted to return.

Instructors will begin and end class promptly in accordance with the published class schedule. Students are expected to arrive on time and not leave or prepare to leave until the class has been dismissed. Instructors may close the classroom door once instruction has begun and may prohibit late entry until a class break.

## ATTENDANCE POLICY

Students are expected to attend all class sessions, arrive on time, and remain for the full duration of each class. Faculty will record attendance beginning with the first day of the semester. Students in all courses, regardless of delivery method, are required to complete an attendance verification activity or assignment.

Excessive absences, regardless of reason or circumstance, may hinder a student's ability to meet course requirements successfully and can result in disciplinary action. If absences place a student at risk of failing the course, the student should withdraw before the published deadline to receive a grade of "W". Students should be aware that withdrawing from a class may impact eligibility for federal financial aid. It is the student's responsibility to contact the WCC Office of Financial Aid for guidance prior to withdrawing.

When absent, students are responsible for all content covered and all assignments given during the missed class session. Instructors are not responsible for, nor required to notify students, of any missed work. Course materials, including content and assignments, are available in the course syllabus and in the Canvas learning modules.

### **The following regulations are to be followed concerning absences:**

1. 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.

2. 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.
3. Students must attend a full class session during the first week of class. Failure to attend in the first week will result in being dropped from class as a no show. 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 once student attends a class.
4. 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 course by using the online withdrawal procedure found online at <https://www.wallace.edu/admissions/withdrawal-procedures/>. 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.

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 examinations on the scheduled testing date and time. Exams are a required component of the course and should be treated as a priority. If an examination is missed due to absence, the student must contact the instructor through Canvas email within 72 hours of the missed examination to request a make-up exam. Failure to request a make-up examination within the required timeframe will result in a grade of "0" for the examination. Make up examinations will be administered outside of regular class hours at a time determined by the instructor. The make-up examination may differ from the originally scheduled exam in format, question style, length, and level of difficulty. Alternative formats may include essay questions, short answer responses, case studies, critical thinking, or

application-based questions. Failure to complete the make-up examination at the assigned time will result in a grade of "0." Routine appointments, work schedules, transportation issues, and vacations are not considered excusable reasons for missing a scheduled examination and should be scheduled around regularly scheduled class times..

6. 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.
7. 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.

## **CELL PHONES**

- Cell phones must be placed on silent or vibrate during class time.
- Communication by any inappropriate means, including texting, messaging, etc., is strictly prohibited during class time.
- Students who anticipate receiving an urgent call during class, must notify instructors before class begins.
- If a call is received, the student will be required to step outside the classroom to address it.
- Cell phone is prohibited at practicum sites.

## **ELECTRONIC DEVICE USE DURING INSTRUCTION**

- Laptops and iPads may be allowed for schoolwork at the instructor's discretion and should be used for school-related purposes only.
- No headphones or earbuds may be worn during any class or clinical session.
- Audio recording of lectures may be permitted solely for personal study purposes.
- Use of any smart devices such as smart watches or meta glasses is prohibited.
- Students are prohibited from retransmitting, sharing, distributing, or posting recorded lectures without the explicit consent of the instructor.

- Prohibited forms of transmission include, but are not limited to, posting recordings on websites or social media platforms (e.g., YouTube, Facebook, etc.) and sharing full or partial recordings with others.
- Video recording of any skills instruction or simulation lab activities is strictly prohibited.
- Electronic use is prohibited at practicum sites.

**\*\*Taking pictures or videos is considered a violation of FERPA**

## PROFESSIONAL BOUNDARIES

To maintain professional boundaries, it is not appropriate for students and instructors to “friend” each other on social media. If a personal relationship existed prior to enrollment, it must remain strictly professional in the context of the Educator–Learner relationship while the student is enrolled.

All communication related to educational matters should occur through college-provided channels, such as WCC student email or designated learning management system.

## STUDENT CONDUCT

- A. Students should demonstrate the highest of moral, professional and social standards. Examples of unprofessional conduct include, but are not limited to, breach of confidentiality, gossiping (specifically about peers, faculty, or clinical personnel and their patients), needless complaining, loud talking, boisterous laughter, and bullying in any form. Any attire when attending campus, clinical, or other program related functions that is not in accordance with student uniform policy will be considered unprofessional appearance and will reflect on student’s professionalism grade and thereby impact overall grade for course(s). (Refer also to [Campus Regulations and Code of Student 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. The use of computers within the Health Science building is considered a privilege. Students should limit the use of the computers to programs and websites to enhance their MAT education. The use of social websites is prohibited during classroom activities as well as during clinical training. In accordance with college policies students may not alter,

download, or reconfigure any college settings or programs on the college's computers or the computers of practicum facilities.

## **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.
  
- C. Confidentiality extends to include any information that may be shared via social networking sites (Facebook, Twitter, etc.). Violation of these rules is considered a breach of ethics and can result in disciplinary action, including dismissal from the program

## **STUDENT ID POLICY**

- A. Student IDs may be obtained in the libraries on the Wallace and Sparks campuses.
  
- B. The College requires ALL students to possess a photo student identification (ID) to aid in the security of the campuses. Students can obtain a digital or standard ID as the official means of identification at Wallace Community College; however, students attending courses that physically meet on any of the College campuses must obtain a standard photo ID each academic year.
  
- C. Students are required to have IDs in their possessions while on campus. Individuals without proper identification will be asked what business they have on campus. If the answer is satisfactory (i.e., potential applicant filing for admission or financial aid, visitors on campus tour), individuals will be allowed to continue with their business and immediately leave campus upon completing that business. If individuals claim to be students, the College officials will ask for their student ID. If none can be provided, the individuals will be asked to leave the campus until they can return with a valid Wallace Community College student ID. The College Police will escort individuals off campus if they fail to produce the proper ID.

## DRESS CODE

Students must adhere to the approved dress code for clinical education, and on-campus educational activities including theory and laboratory settings. Students must maintain professional standards and personal appearance. Students are accountable for their professional appearance while representing Wallace Community College. In addition to the guidelines set forth by WCC MAT program, students must abide by any additional guidelines and/or standards mandated by policies of the local clinical facilities.

Good personal hygiene is mandatory. Unclean and/or unkempt appearance, unpleasant body or breath odors, any strong scents/smells are not acceptable, to include fragrances lotions, and even smoke odors.

### 1) Badge:

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

### 2) Uniform:

- a) Students must wear a clean, Red uniform.
  - i) Description: Cherokee Scrub, All styles approved (I-Flex, Infinity, Revolution, WorkWear)
  - ii) Color Code – RED
  - iii) The uniform pants must not be tight. Pants must be hemmed and fall on top of shoes. Joggers or legging type pants are not allowed.
  - iv) The uniform top should be neat and clean. The uniform top should fall neatly at hips, not ride up in the front or back.
  - v) The official WCC MAT Program patch must be sewn onto the front upper left chest of the uniform shirt. The patch must be in good repair and not faded.
  - vi) No visible cleavage or bellies.
- b) Students may wear long sleeve red, white, black, or gray shirts under their scrub tops.
- c) Students may wear red, white, black, or gray scrub jackets
  - i) No hoodies or sweatshirts are permitted.
- b) Students must have their name tag on the front of the uniform or scrub jacket.
- c) 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.
- d) Solid closed-in heel and toe, in WHITE. Shoes must be impervious to fluids (no fabric or Canvas) with same color shoelaces; The clinical shoes must be kept clean and free of stains throughout the program, to include the shoelaces. It will not be acceptable to wear sandals, flip flops, croc style shoes with holes, etc.

### **3) Personal Hygiene:**

- a) 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:**

- a) 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:**

- a) When used, should be moderately applied.
- b) No false eyelashes.

### **6) Fingernails:**

- Must be kept clean, well-manicured and not longer than ¼ inch past the fingertip.
- May ONLY have Clear polish with no signs of chipping, peeling, or flaking. No gel polish.
- Cannot have ARTIFICIAL NAILS of any style to include but not limited to: acrylic/gel nails or overlays, wraps, tips, shellac polish/bonding and extensions.

### **7) Hair:**

- a) To ensure a safe and professional environment, all students with long hair are required to pull their hair back securely. Hair must be kept away from the face and eyes at all times and should not fall forward when leaning over or performing tasks. This practice helps maintain hygiene, safety, and focus while performing tasks.
- b) Must be clean, and neat, with no extreme styles or hair color. For example, shaved with designs or symbols, shaved on one or both sides leaving a “mohawk” style, high bun, twists or oversized styles. Color must be a natural color with no extreme color such as bright red, pink, blue, silver, etc.
- c) Must only have plain neutral barrettes or rubber bands.
- d) May not wear scarves, headbands, hats, caps of any kind except for religious head coverings or headbands specific to an N95 mask, if required to wear one.
- e) Beards must be neat and clean, no more than 1” from the face. (refer to N95 fit testing for guidelines). If there are questions, students should arrange to meet with an instructor on an individual basis to determine individual course of action.

## 8) Jewelry:

Students must/may wear:

- a) A wedding band, without stone(s).
- b) A non-digital watch, with a second hand.
- c) Religious medals if the chain is long enough that it can be tucked into the uniform.

Students may not wear:

- a) Any other jewelry, for example: visible body piercing, bracelets - wrist or ankle, and earrings.

## 9) Tattoos

- a) Large tattoos must be covered with a white shirt under the uniform top. Small tattoos in hard to cover areas can remain uncovered if not offensive in nature. For example, a tattoo around the finger like a ring, or a small tattoo on the neck are acceptable not to cover, if they are not offensive to others. If there are questions, students should arrange to meet with an instructor on an individual basis to determine individual course of action.

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

**Attire will be evaluated during scheduled evaluations on campus and at the practicum site. Instructor has the right to amend the dress code policy per course within syllabi.**

It is the student's responsibility to place the order and purchase a practicum name tag from: Zoghby's Uniforms, 2493 Montgomery Highway, Dothan, AL 36301, 334-792-4553, **or** Scrubs 101 Uniform Boutique, 3074 Ross Clark Circle, Suite 12, Dothan, AL 36303, 334-793-5258.

***See the following pages for examples of acceptable and unacceptable Uniforms***

# PROFESSIONAL APPEARANCE MATTERS

It shows respect for our patients, our profession, and yourself.

## FINGERS, TATTOOS & PIERCINGS

Know the Standards. Follow the Guidelines.

### FINGERNAILS

#### ✓ ACCEPTABLE

- Natural nails only
- Clean and well-groomed
- No nail polish or artificial enhancements
- Nails no longer than 1/4 inch



#### ✗ NOT ACCEPTABLE

- Artificial nails
- Nail polish
- Nails longer than 1/4 inch
- Chipped or peeling polish



Why it matters: Clean, short nails help prevent the spread of germs and protect our patients.

### TATTOOS

#### ✓ ACCEPTABLE

- No visible tattoos
- All tattoos must be completely covered by clothing or long sleeves



#### ✗ NOT ACCEPTABLE

- Visible tattoos
- Tattoos on face, neck, or hands must be covered



Why it matters: Visible tattoos can be distracting and may not reflect the professionalism expected in our clinical setting.

### FACIAL PIERCINGS

#### ✓ ACCEPTABLE

- No facial piercings



#### ✗ NOT ACCEPTABLE

- No facial piercings are allowed (including nose), lip, eyebrow, or tongue)



Why it matters: Facial piercings can pose a safety risk and are not permitted in the clinical setting.



### PROFESSIONALISM. SAFETY. RESPECT.

Following these guidelines helps create a safe, positive environment for our patients, ourselves, and our team.

THANK YOU FOR REPRESENTING OUR PROGRAM WITH PRIDE AND PROFESSIONALISM!

# ACCEPTABLE SCRUBS VS. UNACCEPTABLE SCRUBS

Wear scrubs that are clean, in good repair, and show professionalism.



## APPROPRIATE FOR CLINICAL / LAB SETTING



### ✓ CLEAN

No stains, spots, or discoloration.



### ✓ NO RIPS, TEARS OR HOLES

Fabric is intact.



### ✓ PROPER FIT AND LENGTH

Fits well and allows for safe, comfortable movement.



### ✓ HEMS ARE INTACT AND NOT FRAYED

Clean, finished hemming.



### ✓ PROFESSIONAL APPEARANCE

Neat, pressed (if applicable), and worn with pride.

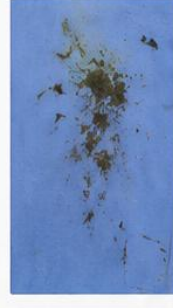


## CLEAN. SAFE. PROFESSIONAL.

Shows respect for patients, yourself, and your profession.



## NOT APPROPRIATE — DO NOT WEAR



### ✗ STAINS

Stains, spots, or discoloration make scrubs look unclean and unprofessional.



### ✗ RIPS / TEARS

Rips and tears can worsen during the day and look careless.



### ✗ FRAYED HEMS

Frayed or damaged hems are too long and dragging.



### ✗ DRAGGING PANTS

Pants that drag the floor collect germs and create a trip hazard.



### HOLES

Holes can worsen and are not professional.



### INCORRECT FIT

Too tight, too baggy, or unbalanced fit looks unprofessional.



### UNPROFESSIONAL APPEARANCE

Wrinkled, sloppy, or unkempt scrubs reflect poorly.



## PATIENTS NOTICE YOUR APPEARANCE.

It affects their trust and confidence in your care.



WHEN IN DOUBT, DON'T WEAR IT.



PROTECT YOUR PATIENTS. PROTECT YOURSELF. PROFESSIONALISM MATTERS.

# THE RIGHT SHOES MATTER

In the clinical/lab setting, shoes must be clean, white, closed-toe, and easily wiped clean.

## ACCEPTABLE SHOES

White, closed-toe, non-porous, easily wiped clean



### SHOE REQUIREMENTS

- ✓ Must be completely white
- ✓ Closed-toe and closed-heel
- ✓ Made of smooth, non-porous material (leather or synthetic)
- ✓ Easily wiped clean and disinfected
- ✓ In good repair with no tears or excessive wear
- ✓ Provide support and have non-slip soles



**APPROPRIATE FOOTWEAR PROTECTS YOU, YOUR PATIENTS, AND OUR CLINICAL ENVIRONMENT.**

When in doubt, choose shoes that are white, closed-toe, and easy to wipe clean.

## UNACCEPTABLE SHOES

These shoes are not allowed in the clinical/lab setting



- ✗ **Mesh Material**  
Not easily wiped clean



- ✗ **Fabric/Canvas**  
Not easily wiped clean



- ✗ **Openings/Holes**  
Allow spills and contamination



- ✗ **Colored Accents**  
Not completely white



- ✗ **Not Closed Heel**  
Does not provide proper protection



- ✗ **Dirty/Soiled**  
Unprofessional appearance and infection risk



- ✗ **Worn Out/Damaged**  
Not in good repair



- ✗ **Not Easily Wiped Clean**  
Hard to disinfect properly



**REMEMBER: CLEAN, WHITE, CLOSED-TOE SHOES HELP PREVENT THE SPREAD OF GERMS AND KEEP OUR PATIENTS AND OURSELVES SAFE.**

# ACADEMIC POLICIES

## COURSE SYLLABI

Each medical assisting course includes a syllabus, which serves as the student–faculty agreement for that specific course. Syllabi are accessible online through the Canvas learning platform. Each syllabus outlines the course objectives—all of which must be met to successfully pass the course—along with course requirements and evaluation methods.

It is the student’s responsibility to read and understand the contents of each course syllabus at the beginning of the semester. Students with questions or who require clarification should schedule an appointment with the course instructor.

Syllabi provide an overview of planned activities throughout the term; however, faculty may modify activities as necessary to address unforeseen circumstances. Any changes will be announced in class and/or communicated through Canvas.

## EVALUATIONS

Students have the opportunity to take an active role in the ongoing development and evaluation of the medical assisting program. Participation occurs through end-of-semester course evaluations as well as program and curriculum evaluations completed after graduation.

## HONESTY AND PLAGIARISM

Academic integrity is fundamental to the educational process. To promote professional conduct and personal integrity, it is imperative that each student do his/her own work.

Students who obtain passing grades through dishonest means may compromise client safety.

Students who observe dishonest behavior by a peer or any healthcare employee are expected to report it to the course instructor. Failure to report such behavior may also result in disciplinary action.

Academic dishonesty includes, but is not limited to:

- Copying from another student’s work, test, or paper, or allowing another student to receive credit for your work.

- Looking at another student's exam, or allowing another student to look at your exam.
- Collaborating with another student or any other person(s) during an exam.
- Using any item or resource not approved by an exam administrator (e.g., calculator, cell phone, drink bottle, etc.).
- Obtaining, buying, selling, soliciting, transmitting, or stealing a course exam or any part of a course exam
- Offering or accepting a bribe to obtain exam information.
- Sharing or receiving exam information from another section or class group.
- Any breach of test security.
- Unauthorized audio recording, video recording, or note-taking during a test review.
- Failing to report any observed dishonest behavior.
- Plagiarism.

***Plagiarism*** is defined as submitting work for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work—whether ideas or written content, published or unpublished—including that of other students—and presenting it as one's own.

Proper citation using the current edition of APA format is required for any quoted material, and students must give full credit to original sources.

There will be zero tolerance for plagiarism or the use of another person's work, including the work of fellow students. All assignments submitted to faculty must be the student's own original work. This policy extends to misrepresentation of clinical information, falsification of patient records, and falsification of clinical hours.

Any student found to have knowingly submitted false information or work that is not their own will receive a zero for the assignment. An academic grievance will be filed against the student in accordance with college policy. Likewise, cheating during exams or on any required activities will result in actions consistent with the college's Student Code of Conduct.

## ARTIFICIAL INTELLIGENCE (AI) POLICY

Students are not permitted to use artificial intelligence (AI) tools to complete assignments unless the instructor has clearly stated that AI use is allowed for that specific assignment. AI tools including but not limited to programs such as ChatGPT, Grammarly, Google Gemini, and Microsoft Copilot. Any use of AI without instructor permission is considered academic dishonesty. This includes submitting AI-generated work as your own, using AI to complete assignments, discussions, or exams, or copying and slightly modifying AI responses. If a student is found to have used AI without permission, the assignment may receive a grade of zero and additional disciplinary action may occur in accordance with college policy. This policy is in place to ensure that students develop their own knowledge, critical thinking skills, and professional competence. If a student is unsure whether AI is allowed, they should ask the instructor before using it.

## 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.
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 included on the guided pathway and a cumulative GPA of 2.0 or higher in all courses. In order to earn a passing grade in the skills courses, the student must successfully complete ALL (100%) of the psychomotor and affective competencies in the course. This

includes, but is not limited to MAT 111, MAT 120, MAT 121, MAT 125, MAT 211, MAT 215, MAT 216 and MAT 220.

6. Medical Assistants must demonstrate procedure skill proficiency in the clinical, laboratory, and administrative areas of practice. Students in skill courses are required to successfully complete ALL (100%) psychomotor and affective competencies as required by the Medical Assisting Education Review Board (MAERB) and Commission on Accreditation of Allied Health Educational Programs (CAAHEP). This requirement of 100% proficiency of skills includes, but is not limited to, MAT 111, MAT 120, MAT 121, MAT 125, MAT 211, MAT 215, MAT 216, and MAT 220.
7. Remediation Policy: Skills Based Courses – MAT 111, MAT 120, MAT 121, MAT 125, MAT 211, MAT 215, MAT 216, and MAT 220.
  - a. If at any time during the semester a student's grade falls below a 70, the student will be considered "at risk" of failure and will be placed into a remediation period and a Plan of Action will be developed.
  - b. The details of the remediation period and Plan of Action will be developed by the instructor along with the student to ensure student success.
  - c. The Plan of Action will consist of five parts:
  - d. Part 1 – The instructor will discuss with the student the areas of weakness that placed them in the "at risk" category.
  - e. Part 2 – The remediation goal will be set. This is the expected goal the student must achieve after the Plan of Action is completed.
  - f. Part 3 – Plan of Action. This plan will be developed and can include, but is not limited to, quizzes, assignments, extended lab time, and an examination. The Plan of Action will be comprised of instruments that will have a measurable outcome and the student will be expected to take a "final" examination as part of the Plan of Action to evaluate if the goal was successfully achieved.
  - g. Step 4 – A timeframe will be given to the student of when the measurable outcome must be achieved.
  - h. Step 5 – Contingency plan. A contingency plan will be in place of the consequences if the designated goal is not achieved by the designated time frame. This could result in requiring the student to withdraw from the class and be instructed to retake the class the following semester. This determination will be at the discretion of the instructor and the Program Director.

***Instructor has the right to amend the remediation policy per course within syllabi.***

## **EARLY IDENTIFICATION & STUDENT RETENTION**

The Medical Assisting Program is committed to supporting student success through early identification of academic or professional concerns. Students who demonstrate difficulty with attendance, grades, clinical skills, time management, or professionalism may be identified early in the semester for additional support. Once a concern is identified, the instructor may meet with the student to discuss areas of improvement and develop a plan for success. This plan may include strategies such as attending tutoring or review sessions, completing additional practice, improving attendance, or utilizing campus resources.

Students are expected to actively participate in their improvement plan and communicate with their instructor throughout the process. Follow-up meetings may be scheduled to monitor progress and provide continued support. The goal of this policy is to help students address challenges early, improve performance, and successfully complete the program. Failure to demonstrate improvement may result in continued academic difficulty or inability to meet course requirements.

## **DISCIPLINE POLICIES**

Fundamental attributes of ethical and professional behavior include, but are not limited to, honesty, integrity, civility, a strong desire to learn, respect for the academic process, concern for the welfare of patients and their families, commitment to patient confidentiality, respect for the rights of others, emotional maturity, and self-discipline. Because the development of professional and practice behaviors is an essential component of healthcare education, demonstrating these behaviors throughout your program is considered an academic requirement.

Professionalism is a cornerstone of a successful academic experience. It supports integrity and compassion in the delivery of health care and fosters a collaborative, responsible health care team. At times, circumstances may arise that raise concerns about a student's capacity or willingness to uphold these standards. The MAT program maintains both the responsibility and authority to determine a student's continued eligibility within the medical assisting program.

By accepting admission into the MAT Program, students agree to comply with all policies and expectations, including those related to professional and practice behaviors.

All MAT students are expected to consistently demonstrate high standards of professional and clinical conduct in every educational environment, including but not limited to the classroom, skills laboratory, simulation laboratory, clinical agencies, and any setting where the student is in uniform.

A behavior violation may be issued when a student engages in conduct deemed inappropriate or fails to perform at the expected level. Depending on the severity or nature of the incident, the violation may be escalated at the discretion of program administrators. All behavior violations are documented in the student's file and remain part of the record from semester to semester.

### **Level 1- Professional Behaviors Violations**

Each level 1 violation will result in a student conference with the course instructor and will be documented in the student's program file. A student who receives a total of three level 1 violations will result in a meeting with MAT faculty for further counseling and disciplinary action (ranging from behavioral improvement plan to dismissal from the program, depending on the severity). Failure to attend these meetings will result in the student being asked to withdraw from the class.

Level 1 Professional Behavior Violation Examples Include:

- Distracting, disruptive, or insensitive behavior that interferes with the learning environment (e.g., loud talking, side conversations, horseplay, verbal outbursts, eye rolling, comments under one's breath).
- Disrespectful behavior toward instructors, peers, patients, or staff, including gossiping or any form of bullying.
- Dishonesty, including lying, stealing, or documenting care that was not performed.
- Use of profanity or inappropriate language.
- Loud or argumentative disagreements in public areas.
- Inappropriate physical contact, including shoving or rough handling of a patient.
- Breach of patient confidentiality.
- Failure to follow instructions from instructors or clinical staff.
- Lack of preparation or engagement in class, lab, or practicum (e.g., missing materials, assignments, or participation).
- Habitual absences or tardiness.
- Unauthorized use of electronic devices including headphone and smart devices.
- Repeated dress code violations.
- Sleeping during class, lab, or practicum.
- Eating, drinking, or chewing gum in restricted areas (classroom, computer lab, or clinical settings).

### **Level 2 Critical Behavior Violations**

Level 2 violation will result in a grade of zero. The incident will require a formal student conference with the course instructor and will be documented in the student's MAT program file.

Students receiving a Level 2 violation will also be referred to the Program Director and Division Director for further counseling and disciplinary action (ranging from behavioral improvement plan to dismissal from the program, depending on the severity of the behavior).

## Level 2 Critical Behavior Violation Examples Include:

- Cheating and/or plagiarism
- Violation of AI policy
- Unsafe practice or behavior that results in harm to a patient, staff, or another student
- Evidence that there is drug/alcohol use during scheduled school activities including class, lab, and practicum
- Diverting drugs in the clinical setting
- Negligence or refusal to perform medical assisting duties/act in the best interest of the patient
- Physically abusive behavior towards others
- HIPPA Violations
- Falsification of patient records
- Impairment
- Abandonment of patient care or clinical responsibilities
- Violation of any clinical facility internal policies

# CLINICAL AND HEALTH REQUIREMENTS

## BACKGROUND SCREENING POLICY FOR HEALTH SCIENCE STUDENTS

### Policy Purpose

- A. Education of Health Science students at Wallace Community College requires extensive collaboration between the institution and its clinical affiliates.
- B. The College and clinical affiliates share an obligation to protect, to the extent reasonably possible, recipients of health care from harm.

- C. The College desires to ensure that the health and safety of students and patients are not compromised and acknowledges that clinical affiliation agreements exist to provide students with quality clinical education experiences.

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

- A. Clinical affiliation agreements for programs within the health sciences contain contractual obligations to comply with the requirements set forth by health care facilities.
- B. Students enrolled in a health program at Wallace Community College must conform to the rules, policies, and procedures of the clinical affiliate in order to participate in clinical learning experiences.
- C. Wallace Community College requires background screening of all students choosing to enroll in a program within the Health Sciences.

### **General Guidelines**

- A. Any student accepted into, currently attending, or re-admitting to any program within the Health Sciences at Wallace Community College will be required to undergo an initial background screening.
- B. Types of screening to be conducted.
  - 1. Social Security Number Trace / ID Search to verify that the Social Security Administration issued the number provided by the individual and that it is not listed in the files of the deceased. The SSN trace will also locate additional names and addresses that may assist in locating jurisdictions for additional criminal searches.
  - 2. Unlimited County Criminal Record Verifications to identify criminal convictions for all names and addresses revealed on the Social Security Trace.
  - 3. The Alabama Statewide Search includes criminal convictions since 1987. These records contain information submitted to the State by courts from each county to other criminal justice agencies.
    - a) FACIS (Fraud and Abuse Control Information System) Database Searches to identify adverse actions of individuals and entities in the health care field, including information on disciplinary actions ranging from exclusions and debarments to letters of reprimand and probation. Among others, searches include the OIG, GSA, OFAC and National Terrorist Watch List.

- b) Office of the Inspector General (OIG) List of Excluded Individuals/Entities identifies those individuals who have committed offenses deeming them ineligible to care for patients receiving Medicare, Medicaid and other Federal health care benefits.
  - c) General Services Administration (GSA) Excluded Parties List Service identifies the List of Parties Excluded (EPLS) that identifies those excluded throughout the US Government from receiving Federal contracts and certain types of Federal financial/non-financial assistance/benefits.
  - d) Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN) includes individuals associated with terrorism and Narcotics Trafficking.
  - e) National Terrorist Watch List contains names of international terrorism suspects and those of people who aid them.
4. National Sex Offender Public Registry, maintained by the U. S. Department of Justice, returns complete profiles of sex offenders, including their convictions.
  5. Professional License, Certification, or Designation Verification confirms validity of professional license(s) claimed by an individual. Verification usually consists of license type, date of issuance, expiration date, current standing and existing restrictions, if any, on the license. Disciplinary actions or suspensions may also be disclosed based on availability from the licensing authority

## **Student Guidelines**

### **A. Consent**

1. Submission of all information disclosed in the process of requesting a background screening will be the responsibility of the student.
2. The *Disclosure & Authority to Release Information* form required in on-line creation of an account through the College-approved vendor must be signed by the student.
3. A *Background Screening Consent and Release Form* containing appropriate signatures must be submitted to and a copy kept on file in the applicable health program office student file.
4. An *Acknowledgement of Receipt of the Background Screening Policy for Students in the Health Sciences* form containing appropriate signatures must be submitted and a copy kept on file in the applicable health program student file.

## **B. Procedure Policies**

1. Background screens will be scheduled and conducted by a college-designated vendor in accordance with program specific admission deadlines and/or semester start dates. Background screens performed by any other vendor or agency will not be accepted.
2. Students reinstated to a health program after an absence from program coursework of one semester or more, will be required to submit a screening update to the College-approved vendor.
3. All expenses associated with background screening, whether initial screens or updates, are the responsibility of the student.
  - a) Any applications of financial aid resources must follow aid-specific guidelines approved by the provider.
  - b) Any expenses not applicable to financial aid resources must be provided by the student.
4. Failure to complete the background screen by the published deadline and/or refusing to sign the consent, disclosure, and/or release authorization form(s) will prohibit a student from attending health program courses.
  - a) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
  - b) If the student does not officially withdraw, applicable procedures will be applied, including the use of a “never attend (NA),” “cease to attend (CA),” or “withdrawal failing (WF)” designation.
5. A student who experiences extenuating circumstances that prohibit completion of the background screen by the deadline should contact the Associate Dean, Health Sciences. In the event that a student is allowed to proceed with background screening beyond the designated deadline, he/she will not be allowed to attend any clinical experiences until the full background screen process is completed.

## **Results**

- A. Results of background screening are confidential and will be released only to the individual student and to the approved College designee.
- B. If required by affiliate contracts, clinical affiliates will be provided with a copy of negative results for students assigned to the specific agency.
- C. Receipt of a positive background screening report will require further review by the College designee and appointed affiliate representatives.

1. Background screens which could render a student ineligible to obtain clinical learning experiences include, but are not limited to:
  - a) Certain convictions or criminal charges which could jeopardize the health and safety of patients.
    - (1) Crimes against the person, such as battery or assault.
    - (2) Crimes based on dishonesty or untruthfulness, such as theft or embezzlement.
  - b) Drug or substance abuse-related crimes, including but not limited to, use, manufacture, distribution, possession, and/or purchase of illegal substances
  - c) Sanctions or debarment.
  - d) Felony or repeated misdemeanor activity.
  - e) Office of the Inspector General violations including inclusion of one's name on an excluded party list.
  - f) Other crimes as deemed ineligible by appointed affiliate representatives
2. In the event of a positive background screen, the student will be notified of the results by the College designee and the screening vendor.
3. Students will be provided an opportunity to challenge the accuracy of reported findings through the Adverse Action process provided by the College-approved vendor.
4. Students with a positive background screen will not be allowed to participate in clinical assignments pending resolution of the background finding.
5. Students who are unable to resolve positive background findings will not be allowed to continue in a health program at Wallace Community College. The student will be advised by the College designee as to their future eligibility for program re-entry and the mechanisms for readmission application to a health program.
  - (1) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
  - (2) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.
- D. Background screening results will be securely filed in the office of the College designee.
  - a) Any conditions associated with positive background screens, which, upon review by designated clinical affiliate representatives are deemed allowable, may still have licensure implications upon graduation from a health program.

# SUBSTANCE ABUSE CONTROL POLICY

## 1) Policy Purpose

- a) 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.
- b) 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.

## 2) Standards of Conduct and Enforcement Thereof

- a) Any incident relating to alcohol or drug use by students should be reported to the Associate Dean, Health Sciences.
- b) 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.
- c) 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.

## 3) General Guidelines

- a) 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.
- b) Laboratory Requirements
  - i) Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
  - ii) 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.
- c) Persons to be Tested

- i) Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
- ii) 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.

#### **4) Student Guidelines**

##### ***a) Pre-clinical Screening***

- i) 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.
- ii) 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.
- iii) 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.
- iv) Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
- v) 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.
- vi) 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.
- vii) Readmission to health science programs will follow guidelines established by each health program.

##### ***b) Reasonable-Suspicion Screening***

- i) 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:

- (a) 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.
- ii) Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

**c) *Positive Screens***

- i) No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
- ii) Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
- iii) 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.
- iv) 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.

**d) *Readmission***

- i) 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.
- ii) 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.
- iii) 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.

- iv) Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
- v) Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

## HEALTH & CLINICAL RECORDS POLICY

Validation and documentation of required health records must be received in the Allied Health Program Office by all students enrolled in the ADN program. **Students that fail to submit required records by the announced deadline(s) will not be allowed to continue in the program.**

**NOTE:** *Any changes or updates will be communicated, as needed. WCC operates in conjunction with local clinical facilities and all medical assisting students are subject to the requirements of those facilities in order to complete clinical courses. Examples of this would be requirements for annual flu vaccination or COVID19-related documentation.*

All students are required to have a physical examination at the student's expense. The physical examination / health requirements protect the student by identifying any potential or real health problems that may be exacerbated by the demands of the clinical portion of the program.

Health professions are strenuous, both physically and psychologically. The student's ability to handle these demands must be established. It is also imperative that students do not expose clients or agency personnel to communicable disease or risk their safety, due to the inability to handle the physical or psychological stress of client care.

**The following are required for ALL students:**

- **PHYSICAL EXAMINATION** – A **physical examination**, completed within the past year, is required for all students before being placed for their practicum. The physical must be signed by a licensed physician or nurse practitioner. The examination must be documented on the Program's **standardized health examination form** as required by The Alabama Community College System.
- **IMMUNIZATIONS / TITERS** – It is the student's responsibility to keep all health records current. **Documentation of any required updates should be submitted to the Allied Health Program Office as soon as possible.** In addition to the following requirements, additional items may be requested, as deemed necessary by local clinical facilities. At minimum, the following are required:

**Tetanus (Tdap) Vaccine:** Students must provide documentation of an adult **Tdap vaccine** (tetanus, diphtheria, and pertussis) to be placed for practicum. If the documented Tdap vaccine

is over ten (10) years old, documentation of a Td (tetanus and diphtheria) or Tdap booster that is less than ten (10) years old is also required. An update is required every ten (10) years.

**TB Skin Test** : A **two-step** TB Skin Test is required to be placed for practicum. This consists of one test followed by a second test 7-21 days later. The results cannot be more than four (4) weeks apart. *The test must be within the last year.*

Students who are unable to receive the TB skin test due to a previously positive TB result or previous BCG vaccination, must submit documentation stating such along with documentation of a clear **chest x-ray**. Completion of an annual *Tuberculosis Questionnaire* (provided by the WCC health program) will also be required.

**MMRV Titer**: A **MMRV (Measles, Mumps, Rubella, and Varicella) titer** is required to enter be placed for practicum.

If any results are negative or non-immune, the student must sign the *MMRV Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection.

**Proof of vaccination is not required and will not be accepted in place of titer results.**

**Hepatitis B**: A **Hepatitis B titer** is required to be placed for practicum.

If the results are negative or non-immune, the student must sign the *Hepatitis B Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection.

**Proof of vaccination is not required and will not be accepted in place of titer results.**

**Flu / COVID** : To comply with current clinical agency requirements, students will submit an **annual Flu Survey** with copy of vaccination (if received), an **annual COVID-19 Survey** with copy of vaccination (if received)

**CPR**: Students are required to obtain **current Basic Life Support (BLS) CPR** before being placed for practicum. CPR certification must come from an American Heart Association or American Red Cross provider. **NO ONLINE ONLY CPR CERTIFICATIONS WILL BE ACCEPTED.**

**Clinical Training Forms** Each clinical facility we use has policy and procedural documentation required for students to participate in clinicals at their location. These training forms will be assigned upon entry to the program and are required by a given deadline prior to attendance in clinicals.

- **CONTINUING HEALTH STATUS** – It is a student’s responsibility to notify the MAT faculty of any changes in his/her health status, i.e. pregnancy, surgery, injuries, etc. Additional examinations from a health care provider, with documentation of results, may be required by an instructor for any changes in a student’s health status.
- **PROFESSIONAL LIABILITY INSURANCE** – Students in the MAT program are required to purchase professional liability insurance (malpractice insurance) through the College, each semester they enroll in a course with a clinical component. This fee is automatically added at the time of registration in applicable courses. The blanket policy only provides coverage for **incidents occurring during required clinicals** and it expires at the end of each term.
- **HEALTH INSURANCE** – Wallace Community College and the MAT Program **do not provide health insurance coverage** for students. Students are responsible for costs incurred as a result of an accident/injury in the clinical or college laboratory. This may include follow-up testing and/or treatment mandated by the program/clinical agency. Students are not entitled to any Workmen’s Compensation benefits from agencies. Health insurance coverage is strongly recommended.

### **Important Information for Health and Clinical Records**

1. It is the student’s responsibility to ensure that all records are submitted and are up to date. **Any student who fails to meet announced deadlines for each semester will be removed from class, lab, clinical, etc. and will not be allowed to return until all records comply.**
2. Updates to health records may be required while a student is enrolled in the ADN program, i.e. TB skin test, CPR, Tdap, etc. **All updates must be presented on the first day of class and must be good for the entire semester.** For example, TB skin tests are required annually for all students. If the semester begins on January 10<sup>th</sup> and ends on May 5<sup>th</sup>, and your TB skin test expires March 3<sup>rd</sup>, you will have to update your information prior to January 10<sup>th</sup> in order to have it available for class and to be current for TB throughout the semester.
3. **STUDENTS MUST KEEP PERSONAL COPIES OF ALL HEALTH-RELATED RECORDS.** Re-submission of records may be requested by ADN Program personnel at any time. Copies of records WILL NOT be provided back to students. In the event the student requires a copy of any health-related record, he or she must seek it from the original source, i.e. the healthcare provider.

# GENERAL POLICIES

## NOTIFICATION OF CHANGES

Policies and procedures for the Medical Assisting Program are communicated to students through multiple channels, including the MAT Student Handbook, Canvas, the College Catalog, and the WCC website.

The MAT Student Handbook is regularly updated to ensure the accuracy and relevance of the information provided, and is available on the WCC website.

While annual updates are mandatory, revisions may be made at any point during the academic year. Students are required to review the most current version of the handbook upon entering the program and annually thereafter.

## AUDITING FOR HEALTH SCIENCE CLASSES

Health Science courses are not eligible to be audited at WCC.

## PARKING

All students are required to have a Parking Decal. There is no charge for decals. Students may request a decal from the Switchboard operator located in the CTC building, room 124 or the Campus Police Station on the Wallace Campus. On the Sparks Campus students can obtain a decal in the Admissions Office located in the Administration building.

You will need to have the following information with you to complete the registration:

- Vehicle Make
- Vehicle Year
- Vehicle Model
- Vehicle Color
- Tag Number
- Student Number
- Driver's License Number
- Legal Owner of the Vehicle's
  - Name

- Relationship
- Address

Decals are mounted on the right rear window of your vehicle.

## **EMERGENICES / CAMPUS POLICE**

The mission of Wallace Community College's Campus Police Department is to provide a safe environment for all students, faculty, staff, and visitors by detecting and deterring crime, the fear of crime on campus, securing and protecting College property, and providing a variety of proactive programs/information on crime prevention and safety. Wallace Community College's Campus Police Department has primary responsibility for providing continuous patrol coverage and traffic operations on campus property.

In case of accidents or other emergencies that are not life threatening, students are instructed to advise the nearest faculty or staff member. In the absences of faculty or staff, students can locate any College telephone and dial "0" for the Switchboard operator for assistance.

If you feel that the situation is life threatening, if you fear for your personal safety, or are uncertain as to the exact nature of the emergency, dial "9-1-1" directly and tell them your location on campus.

Students can contact the Campus Police at any time by calling **(334) 798-1381**.

## **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.

# CORE CURRICULUM FOR MEDICAL ASSISTANTS

## MEDICAL ASSISTING EDUCATION REVIEW BOARD (MAERB) 2022 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 medical assisting profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) skills and the affective (A) behaviors.

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

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

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

## FOUNDATIONS FOR CLINICAL PRACTICE

### Content Area I

<b>Cognitive (Knowledge)</b> <b>I.C Anatomy, Physiology, &amp; Pharmacology</b>	<b>Psychomotor (Skills)</b> <b>I.P Anatomy, Physiology, &amp; Pharmacology</b>
<ol style="list-style-type: none"><li>1. Identify structural organization of the human body</li><li>2. Identify body systems*</li><li>3. Identify:<ol style="list-style-type: none"><li>a. body planes</li><li>b. directional terms</li><li>c. quadrants</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Accurately 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 (adult and infant)</li></ol></li></ol>

<p>d. body cavities</p> <ol style="list-style-type: none"> <li>4. Identify major organs in each body system*</li> <li>5. Identify the anatomical location of major organs in each body system*</li> <li>6. Identify the structure and function of the human body across the life span</li> <li>7. Identify the normal function of each body system*</li> <li>8. Identify common pathology related to each body system* including:             <ol style="list-style-type: none"> <li>a. signs</li> <li>b. symptoms</li> <li>c. etiology</li> <li>d. diagnostic measures</li> <li>e. treatment modalities</li> </ol> </li> <li>9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases</li> <li>10. Identify the classifications of medications including:             <ol 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> </ol> </li> <li>11. Identify quality assurance practices in healthcare</li> <li>12. Identify basic principles of first aid</li> <li>13. Identify appropriate vaccinations based on an immunization schedule.</li> </ol> <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. oxygen saturation</li> <li>2. Perform the following procedures:             <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 following established protocols</li> <li>4. Verify the rules of medication administration:             <ol 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> </ol> </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. Collect specimens and perform:             <ol 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> </ol> </li> <li>12. Provide up-to-date documentation of provider/professional level CPR</li> <li>13. Perform first aid procedures             <ol style="list-style-type: none"> <li>a. bleeding</li> <li>b. diabetic coma or insulin shock</li> <li>c. stroke</li> <li>d. seizures</li> <li>e. environmental emergency</li> <li>f. syncope</li> </ol> </li> </ol>
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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>
<ol style="list-style-type: none"> <li>1. 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>2. Identify abbreviations used in calculating medication dosages</li> <li>3. Identify normal and abnormal 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. Record laboratory test results into the patient's record</li> <li>3. Document on a growth chart</li> <li>4. Apply mathematical computations to solve equations</li> <li>5. Convert among measurement systems</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>
<ol style="list-style-type: none"> <li>1. Identify major types of infectious agents</li> <li>2. Identify 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. Identify 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. Identify the principles of standard precautions</li> <li>6. Identify personal protective equipment (PPE)</li> </ol> <p>Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings</p>	<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> </ol> </li> </ol> <p>regulated wastes</p>

Content Area IV: Nutrition

<b>Cognitive (Knowledge)</b> <b>IV. C Nutrition</b>	<b>Psychomotor (Skills)</b> <b>IV. P Nutrition</b>
<ol style="list-style-type: none"> <li>1. Identify 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. Identify 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> <li>i. eating disorders</li> </ol> </li> </ol> <p>Identify the components of a food label</p>	<ol style="list-style-type: none"> <li>1. Instruct a patient regarding a dietary change related to patient's special dietary needs</li> </ol>

Content Area V: Concepts of Effective Communication

<b>Cognitive (Knowledge)</b> <b>V.C Concepts of Effective Communication</b>	<b>Psychomotor (Skills)</b> <b>V.P. Concepts of Effective Communication</b>
<ol style="list-style-type: none"> <li>1. Identify types of verbal and nonverbal communication</li> <li>2. Identify communication barriers</li> <li>3. Identify techniques for overcoming communication barriers</li> <li>4. Identify the steps in the sender-receiver process</li> <li>5. Identify challenges in communication with different age groups</li> <li>6. Identify techniques for coaching a patient related to specific needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to nonverbal communication</li> <li>2. Correctly use and pronounce medical terminology in health care interactions</li> <li>3. Coach patients regarding:               <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. medical encounters</li> </ol> </li> <li>4. Demonstrate professional telephone techniques</li> <li>5. Document telephone messages accurately</li> <li>6. Using technology, compose clear and correct correspondence</li> </ol>

<ol style="list-style-type: none"> <li>7. Identify different types of electronic technology used in professional communication</li> <li>8. Identify the following related to body systems*:             <ol style="list-style-type: none"> <li>a. medical terms</li> <li>b. abbreviations</li> </ol> </li> <li>9. Identify the principles of self-boundaries</li> <li>10. Identify the role of the medical assistant as a patient navigator</li> <li>11. Identify coping mechanisms</li> <li>12. Identify subjective and objective information</li> <li>13. Identify the basic concepts of the following theories of:             <ol style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-Ross</li> </ol> </li> <li>14. Identify issues associated with diversity as it relates to patient care</li> <li>15. Identify the medical assistant's role in telehealth</li> </ol> <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> <li>7. Use a list of community resources to facilitate referrals</li> <li>8. Participate in a telehealth interaction with a patient</li> </ol>
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Content Area VI: Administrative Functions

<b>Cognitive (Knowledge)</b> <b>VI.C Administrative Functions</b>	<b>Psychomotor (Skills)</b> <b>VI.P Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify critical information required for scheduling patient procedures</li> <li>3. Recognize the purpose for routine maintenance of equipment</li> <li>4. Identify steps involved in completing an inventory</li> <li>5. Identify the importance of</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. Input patient data using an electronic system</li> <li>4. Perform an inventory of supplies</li> </ol>

<p>data back-up</p> <p>6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system</p>	
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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>
<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> <li>f. end of day reconciliation</li> </ol> </li> <li>2. 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>3. Identify 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> </ol> <p>Identify patient financial obligations for services rendered</p>	<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. Input accurate billing information in an electronic system</li> </ol> <p>Inform a patient of financial obligations for services rendered</p>

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>
<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. steps for filing a third-party claim</li> </ol> </li> <li>2. Identify managed care requirements for patient referral</li> <li>3. Identify processes for:               <ol style="list-style-type: none"> <li>a. verification of eligibility for</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret information on an insurance card</li> <li>2. Verify eligibility for services</li> <li>3. Obtain precertification or preauthorization with documentation</li> <li>4. Complete an insurance claim form</li> </ol>

<ul style="list-style-type: none"> <li>services</li> <li>b. precertification/preauthorization</li> <li>c. tracking unpaid claims</li> <li>d. claim denials and appeals</li> </ul> <p>4. Identify fraud and abuse as they relate to third party reimbursement</p> <p>5. Define the following:</p> <ul style="list-style-type: none"> <li>a. bundling and unbundling of codes</li> <li>b. advanced beneficiary notice (ABN)</li> <li>c. allowed amount</li> <li>d. deductible</li> <li>e. co-insurance</li> <li>f. co-pay</li> </ul> <p>Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements</p>	<p>5. Assist a patient in understanding an Explanation of Benefits (EOB)</p>
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Content Area IX: Procedural and Diagnostic Coding

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

Content Area X: Legal Implications

<p><b>Cognitive (Knowledge)</b> <b>X.C Legal Implications</b></p>	<p><b>Psychomotor (Skills)</b> <b>X.P Legal Implications</b></p>
<ul style="list-style-type: none"> <li>1. Identify scope of practice and standards of care for medical assistants</li> <li>2. Identify the provider role in terms of standard of care.</li> <li>3. Identify components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</li> <li>4. Identify the standards outlined in The Patient Care Partnership</li> </ul>	<ul 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:               <ul style="list-style-type: none"> <li>a. privacy</li> <li>b. release of information</li> </ul> </li> <li>3. Document patient care accurately in the medical record</li> <li>4. Complete compliance reporting based on public health statutes</li> </ul>

<ol style="list-style-type: none"> <li>5. Identify licensure and certification as they apply to healthcare providers</li> <li>6. Identify 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. Identify the purpose of medical malpractice insurance</li> <li>9. Identify legal and illegal applicant interview questions</li> <li>10. Identify:       <ol style="list-style-type: none"> <li>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</li> <li>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</li> <li>c. Americans with Disabilities Act Amendments Act (ADAAA)</li> </ol> </li> <li>11. Identify the process in compliance reporting:       <ol 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> </ol> </li> <li>12. Identify compliance with public health statutes related to:       <ol style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, neglect, and exploitation</li> <li>c. wounds of violence</li> </ol> </li> <li>13. Define the following medical legal terms:       <ol 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> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>5. Report an illegal activity following the protocol established by the healthcare setting</li> <li>6. Complete an incident report related to an error in patient care</li> </ol>
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<ul style="list-style-type: none"> <li>h. respondeat superior</li> <li>i. res ipsa loquitur</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> </ul>	
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Content Area XI: Ethical and Professional Considerations

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

Content Area XII: Protective Practices

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

<p style="text-align: center;">b. ergonomics</p> <p>8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency</p> <p>9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency</p>	
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### AFFECTIVE SKILLS

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

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

# WALLACE COMMUNITY COLLEGE MEDICAL ASSISTING PROGRAM PREPAREDNESS PLAN

This preparedness plan is in place to assure continuity of education services in the event of an anticipated interruption. This plan is in accordance with Commission on Accreditation of Allied Health Education Programs (CAAHEP) 2022 Standards and Guidelines

It is the mission of Wallace Community College to provide a safe environment for all students, faculty, staff, and visitors. Wallace strives to take a proactive role in safety with the Emergency Operations Plan. <https://www.wallace.edu/wp-content/uploads/2023/09/Emergency-Operations-Plan-2023-2024.pdf>

## Emergency Closings

Wallace Community College recognizes the need to prepare for unexpected situations or respond to weather that may require the closure of all or part of a campus or to reduce operations, to identify the decision-making hierarchy for such closures, to ensure timely notification to students, staff, faculty and visitors, and to confirm employee responsibilities in the event of a closure or reduced operations.

## DEFINITIONS

Word/Term	Definition
Adverse Conditions	Adverse conditions include severe inclement weather conditions (such as snow, ice, high winds, tornadoes, earthquakes, hurricanes, flooding, etc.) that pose serious risk to the health or safety of college personnel and/or students.
Campus Closure	All functions and operations are suspended due to imminent threat or danger to life or safety of individuals.
Emergency/Disaster Situations	Emergency/Disaster situations may exist as a result of a natural or human-caused disaster, a civil disorder that poses an imminent threat of serious injury to persons or property, public health emergency or other seriously disruptive events where extraordinary measures are required immediately to avert, alleviate or repair damage to college property or to maintain the orderly operation of the campus.

In emergency situations – inclement weather, power outages or any other conditions constituting an emergency situation – the college may delay opening or close campuses for the day.

- If college campuses are closed, classes at all sites are canceled; however, online classes continue as scheduled, and on-campus instruction may be transitioned to online. All students should check their online course site (Canvas) for class-specific information and assignments.
- If there is a delayed opening, any in-person class with 30 or more minutes of instructional time remaining will meet on campus. Students should check Canvas for information about their courses.
- A campus-specific emergency may result in only one campus being closed, while others remain open. Campus-specific information will be clearly communicated.
- Classes being held on community sites, high schools, or career centers will follow the protocols enacted at that site.

#### Notification

Delays and closings will be announced via the Wallace Warn emergency alert system. All Wallace students and employees will sign up for Wallace Alerts, text messaging service. Wallace will also email students through student email, as well as instructors will also inform students of emergencies through Canvas.

Delays and closings will also be posted on [www.wallace.edu](http://www.wallace.edu), social media and local radio and television stations. An announcement will also be recorded on the college switchboard, 334-983-3521. In the event that an emergency situation occurs after the opening of the college, announcements about class dismissals and closings will come from the administrative officer in charge.

#### Students

When college campuses are closed due to inclement weather or other adverse conditions, students are expected to check their online course site (Canvas) for class-specific information and assignments. Students who are unable to participate in online instruction due to a power outage or other circumstances are responsible for contacting their instructor and making up class assignments

If Canvas becomes inaccessible or power outages occur, assignment due dates will be clearly posted when service resumes. Due dates may also be extended on a case-by-case basis at the discretion of instructors, and announcements will be posted accordingly.

#### Employees

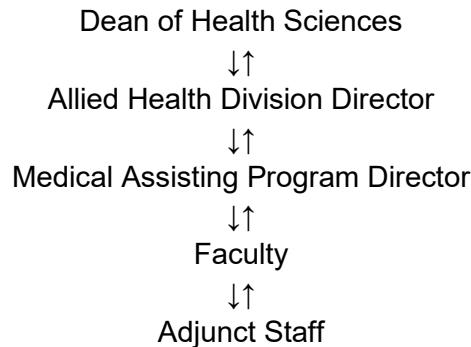
When college campuses are closed due to inclement weather or other emergency conditions, employees who can work remotely should do so. The college does not expect employees to work in any environment that is unsafe. Employees who are not able to work remotely due to a power outage or other emergency situation should contact their supervisor. Employees who are

not able to work remotely may be required to take annual leave or arrange to make up the time. Depending on the circumstances, the time lost may be counted as an excused absence at the discretion of the supervisor.

#### CONTACT INFORMATION:

#### Medical Assisting Session Plan

The following plan is in place to assure continuity of educational services when key personnel within the Medical Assisting department are absent for a prolonged period of time.



#### Disruption of on campus instruction

If there is any disruption of on campus instruction- the medical assisting faculty members will utilize Microsoft Teams or Canvas Conference to assist with live virtual instruction.

#### Unanticipated Interruptions

In the event of unanticipated interruptions which may include, but are not limited to, unexpected departure of key personnel, natural disaster, public health crisis, fire, flood, power failure, failure of information technology services, or other events that may lead to inaccessibility of educational services, the Medical Assisting program will utilize the following preparedness plan to assure continuity of education services. Continuity of education is the main focus for each adaptation to the plan.

- Unexpected departures of key personnel that cannot be immediately replaced will warrant schedule changes of students and current faculty. As necessary, with instructor departures, the Program Director/Practicum Coordinator and/or other Medical Assisting instructors and Adjunct Staff will substitute until a qualified replacement is onboarded and appropriately trained.
- In the event of an unexpected departure of the Program Director/Practicum Coordinator:
  - The Health Sciences Associate Dean, Division Director, and the program instructors have continuous access to all curriculum content and resources available via the Canvas to ensure continued curriculum delivery.
  - If access to Canvas is unavailable, instructors have alternate electronic access via their personal accounts with the publishers and/or hard copies of the program

textbook, study guide, course exams, answer keys, resources, and competency assessment forms.

- In the event of extended internet outage, course content in Canvas can be downloaded and viewed offline as an e-pub file by both students and instructors.
- The Associate Dean of Health Sciences, Division Director, and all program instructors will be provided with the most recent electronic and hard copies of the program Handbook, schedule, and Course Syllabus and Curriculum Guide at the start of every cohort.
- The Division Director, Program Director, and all instructors will receive copies of clinical schedules and contacts prior to students starting their practicum to ensure awareness and continuity of schedules.
- Upon completion and submission of each Annual Report Form, an electronic copy will be shared with the Associate Dean of Health Sciences and Division Director to assure programmatic continuity, along with all the raw data.

**For any event that leads to the inability to access educational services on campus, the following guidelines are to be utilized.**

- Communication of all program status changes will be through Handbook updates, email notifications, and course room announcements. All efforts will be made to execute communication of program status changes within 48 hours of the event. All communication and correspondence should be maintained in a file. Communication should be with the institution, faculty, students, and clinical affiliates when necessary or when changes occur.
- Students will be provided with the most recent handbook emergency prep plan through Canvas. These articles can also be found at [wallace.edu/programs-training/health/medical-assisting/](http://wallace.edu/programs-training/health/medical-assisting/)
- Virtual instruction methods will take the place synchronously to deliver the theory portion of the core curriculum. Skills will be scheduled when in-person instruction can resume. If other options are available such as using another facility with sufficient resources to demonstrate and evaluate skills this method will be utilized to provide continuity of the educational experience. Skills will continue to be documented on paper with signatures.
- Virtual instruction methods will be monitored for effectiveness by evaluating student progress and providing additional e-learning resources to assist students with adapting to this modality.
- Classroom and labs are equipped to hold virtual instruction via Canvas Conference, Zoom, and Microsoft Teams. The college utilizes the Canvas Learning Management System for assignments, discussions, and quizzes. Respondus Lockdown Browser will be utilized for all quizzes. The college will support the technology required. (Including but not limited to wi-fi hotspots and laptop loaner programs.) IT requests will be monitored.
- Program enrollment interviews and information sessions will be conducted virtually utilizing the same documentation until the program faculty can return to on ground interviews.

- Clinical assignments affected may delay graduation time due to the clinical hour requirements. In the event clinical is delayed, the Practicum Coordinator will work with each individual clinical site to determine current availability and/or changes to schedules that may be necessary. If a site is no longer able to accommodate a student, all efforts will be made to find an alternative site in a timely manner. There will be no change in clinical assessments or meeting clinical graduation requirements.
- In the event graduation will be delayed, the Program Director/ Practicum Coordinator will provide each student with an action plan to complete their education. All documents will be maintained.
- Provide any information that may help document how outcomes were affected by the interruption.
- Document any overlap of clinical slots due to the circumstances.
- Notify the Program Advisory Committee of the change. If necessary, plan an emergency meeting to assist with emergency plans. (For long term interruptions).
- Notify MAERB as appropriate. Maintain all records of action plans and courses of strategy for the emergency duration.

