



Medical Assistant Program Student Handbook 2024 - 2025



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Medical assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession

PROGRAM DESCRIPTION

Medical Assistants help physicians examine and treat patients and perform routine tasks to keep offices running smoothly. The duties of Medical Assistants vary depending on the location and size of the practice and the physician's specialty. Clinical duties vary according to state law and include taking and recording vital signs and medical histories, explaining treatment procedures and educating patients, preparing patients for examination, assisting during the examination, collecting blood and other specimen samples, and performing basic lab procedures on those specimens, assist in minor office surgeries, and complete tests such as electrocardiogram, urinalysis, Holter monitor, and spirometry to name a few.

This program takes the students through all specialty areas such as orthopedics, cardiology, pediatrics, OB/GYN, dermatology, and gastroenterology. You will be dealing with the public, scheduling appointments, processing insurance claims, bookkeeping, etc. Your duties may also include management responsibilities as assigned by your employer which include a wide variety of clerical tasks. You may be employed by a medical office, multiple specialty clinics, public health agencies, urgent or emergency care clinics or similar settings, medical labs, insurance companies, and medical billing agencies.

DEPARTMENT CHAIR:

Dr. Tabinda Omair (Sabina)

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MISSION

1. To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor skills, and affective (behavior) learning domains to enter the profession.

OBJECTIVES

The quality and relevance of this program will be ensured by the alignment of the curriculum with the core curriculum for medical assistants set forth by the Medical Assisting Education Review Board (MAERB). The CWI Medical Assisting program is Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This is the Accrediting body that accredits allied health programs. They are located at 9355 113th St. N., #7709 Seminole, FL 33775

OUTCOMES

- Apply patient care procedures
- Collect clinical data
- Collect specimens for medical tests
- Draw blood
- Use medical record coding systems such as ICD10 and/or CPT codes
- Perform EKG
- Give injections
- Scheduling and Billing
- Minor in office procedures

OPPORTUNITIES

A Certified Medical Assistant credit program is being requested by the industry, specifically local hospitals, to meet the demand for Certified Medical Assistants in outpatient clinic settings. Employment of medical assistants is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to spur demand for preventive medical services, which are often provided by physicians. As their practices expand, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.

Medical Assistants are the most versatile allied health professionals. They are cross-trained to perform clinical and administrative responsibilities. Medical Assistants work alongside physicians, mainly in outpatient or ambulatory care facilities, such as medical offices and clinics. Most full-time Medical Assistants work a regular 40-hour week. Some work part-time, evenings, or weekends.

Bureau of Labor Statistics

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

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

[CONTENT AREA I: Anatomy & Physiology](#)

<p><u>I.P.1.</u></p> <p>Accurately measure and record:</p> <ul style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight (adult and infant) g. length (infant) h. head circumference (infant) i. oxygen saturation 	<p>NOTE: Documentation for recording may include:</p> <ul style="list-style-type: none"> 1. Patient chart 2. Skill sheet 3. Flow Sheet 4. Electronic medical record simulation program <p>A. Measure and document blood pressure using the following methods:</p> <ul style="list-style-type: none"> 1. anerobic blood pressure cuff 2. digital blood pressure cuff (in addition to the manual method) <p>B. Measure and document temperatures using the following equipment:</p> <ul style="list-style-type: none"> 1. Disposable thermometer 2. Digital thermometer 3. Tympanic thermometer 4. Temporal thermometer <p>C. Measure and document radial and/or apical pulse</p> <p>D. Measure and document respirations</p> <p>E. Measure and document height using the appropriate scale</p> <p>F. Measure and document weight using the appropriate scale:</p> <ul style="list-style-type: none"> 1. Balance scale 2. Electronic scale <p>G. Measure and document weight using the appropriate scale:</p> <ul style="list-style-type: none"> 1. Infant meter (length board) or 2. Measuring tape <p>H. Measure and document head circumference using appropriate equipment</p> <p>I. Measure and document the patient's O₂ saturation rate using the appropriate equipment</p>
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CONTENT AREA I: Anatomy & Physiology

<p><u>I.P.2.</u></p> <p>Perform the following procedures:</p> <ul style="list-style-type: none">a. Electrocardiographyb. Venipuncturec. Capillary punctured. Pulmonary function testing	<p>A. No suggestions needed for electrocardiography.</p> <p>B. Venipuncture</p> <p>Collect and document venous blood specimen using appropriate techniques:</p> <ul style="list-style-type: none">1. Multi-draw method (vacutainer)2. Winged-infusion method3. Syringe method <p>Methods may be used in conjunction with obtaining specimens for testing.</p> <p>C. Capillary puncture</p> <p>Collect and document capillary blood specimen using appropriate techniques:</p> <ul style="list-style-type: none">1. Finger stick2. Heel stick <p>Methods may be used in conjunction with obtaining specimens for testing.</p> <p>D. Pulmonary function testing</p> <p>Measure and document lung function using appropriate equipment:</p> <ul style="list-style-type: none">1. Spirometry2. Inhalation challenge tests3. Peak flow meter
<p><u>I.P.3.</u></p> <p>Perform patient screening following established protocols</p>	<p>A. Using a provider-approved step-by-step screening protocol to determine the next course of action (for example, appointment today, next available, report to the hospital, call for emergency transport).</p> <p>B. Screen the patient for visual acuity.</p> <p>C. Screen the patient for hearing acuity.</p>
<p><u>I.P.4.</u></p> <p>Verify the rules of medication administration:</p> <ul style="list-style-type: none">a. Right patientb. Right medicationc. Right dosed. Right routee. Right timef. Right documentation	<p>No suggestions are needed.</p> <p>This competency can be bundled effectively with I.P.6 and I.P.7</p>

CONTENT AREA I: Anatomy & Physiology

<p><u>I.P.5.</u> Select proper sites for administering parenteral medications</p>	<p>Using anatomical landmarks, locate sites on infants, children and adults for the following injections:</p> <ol style="list-style-type: none">1. intradermal2. subcutaneous3. intramuscular (deltoid, vastus lateralis, ventrogluteal, and dorsogluteal) Please note that there are options. There might be one that would not be appropriate for your students based upon the needs of the communities of interest, so you can plan accordingly.
<p><u>I.P.6.</u> Administer oral medications</p>	<p>Administer and document oral medication using the appropriate technique:</p> <ol style="list-style-type: none">1. Preparation and administration of solid and liquid medication2. Simulated sublingual medication
<p><u>I.P.7.</u> Administer parenteral (excluding IV) medications</p>	<p>Administer and document the following:</p> <ol style="list-style-type: none">1. intradermal injection2. subcutaneous injection
<p><u>I.P.8.</u> Instruct and prepare a patient for a procedure or a treatment</p>	<p>Instruct, position and prepare a “patient” for a minor office procedure. Examples might include but are not limited to the following: Mole removal, ingrown toenail, EKG, sterile dressing change, Pap smear, etc.</p>
<p><u>I.P.9.</u> Assist provider with a patient exam</p>	<p>Scenario; medical assistant assists a provider with a pelvic exam, post-op exams, and/or complete physical exam.</p>
<p><u>I.P.10.</u> Perform a quality control measure</p>	<ol style="list-style-type: none">A. Run appropriate quality control specimen on CLIA-waived test equipment, such as glucose or cholesterol testing equipment.B. Check expiration dates and storage instructions on all reagents and test kits.C. Calibrate and document spirometry results.D. Measure and document the temperature of equipment (i.e., refrigerator and/or freezer).

CONTENT AREA I: Anatomy & Physiology

<p><u>I.P.11.</u></p> <p>Collect specimens and perform the following:</p> <ul style="list-style-type: none"> a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis d. CLIA waived immunology test e. CLIA waived microbiology test 	<p>You will note that there are a variety of options under each test, and you can pick and choose based upon the needs of your community of interest.</p> <ul style="list-style-type: none"> A. CLIA waived hematology test <ul style="list-style-type: none"> 1. Perform and document the results of a spun microhematocrit. 2. Perform and document the results of an automated hemoglobin by a single analyze instrument. 3. Perform and document the results of an erythrocyte sedimentation rate (ESR). B. CLIA waived chemistry test <ul style="list-style-type: none"> 1. Perform and document the results of a blood glucose. 2. Perform and document the results of cholesterol testing. 3. Perform and document the results of a human thyroid stimulating hormone (TSH). C. CLIA waived urinalysis <ul style="list-style-type: none"> 1. Perform and document the results of a urinalysis <ul style="list-style-type: none"> a. Manual b. Automated D. CLIA waived immunology test <ul style="list-style-type: none"> 1. Perform and document the results of beta HCG testing (urine) 2. Perform and document the results of mononucleosis testing (blood sample) E. CLIA waived microbiology test <ul style="list-style-type: none"> 1. Perform and document the results of rapid strep testing (throat swabbing) 2. Perform and document the results of influenza A/B testing (throat or nasopharyngeal swab) 3. Perform and document HIV testing (blood or oral swab) 4. Perform and document the results for COVID testing (nasopharyngeal swabbing) 5. Perform and document the results for H. pylori (throat or nasopharyngeal)
<p><u>I.P.12.</u></p> <p>Provide up-to-date documentation of current provider/professional level CPR</p>	<p>Participate in and complete healthcare provider/professional level CPR certification offered by an approved organization such as the American Red Cross or the American Heart Association. The certification must assess the students' skills.</p>

CONTENT AREA I: Anatomy & Physiology

<p><u>I.P.13.</u></p> <p>Perform first aid procedures for:</p> <ul style="list-style-type: none">a. Bleedingb. Diabetic coma or insulin shockc. Stroked. Seizurese. Environmental emergencyf. Syncope	<p>A First Aid Card can be sufficient if the certification includes all the competencies outlined, and the course outline clearly indicates that all the components are covered.</p> <p>Perform and document first aid procedures for the following:</p> <ul style="list-style-type: none">a. Bleedingb. Diabetic coma or insulin shockc. Stroked. Seizurese. Environmental emergency (i.e. broken bones, sprains, bites, stings, hypothermia)f. Syncope
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CONTENT AREA II: Applied Mathematics

<p><u>II.P.1.</u></p> <p>Calculate proper dosages of medication for administration.</p>	<p>A. Use drug references and medication labels to obtain information on the correct dosage of a medication to be administered.</p> <p>B. Calculate the correct dose ordered using the appropriate method such as, but not limited to, the following:</p> <ol style="list-style-type: none">1. Body Surface Area calculation in metric or household units2. Measurement unit conversion3. Measurement system conversion4. Kilogram of body weight5. Formula method <p>C. Verify calculations.</p> <p>D. Select appropriate equipment, measure accurately, and dispense/withdraw correct dose.</p> <p>E. Reconstitution of medications</p>
<p><u>II.P.2.</u></p> <p>Record laboratory test results into the patient's records</p>	<p>A. Record one of the following types of laboratory test results:</p> <ol style="list-style-type: none">1. Prothrombin/INR2. Glucose3. Glycosylated hemoglobin (hemoglobin A1C)4. Lipid panel5. Liver function panel
<p><u>II.P.3.</u></p> <p>Document on a growth chart</p>	<p>A. Measure and record infant length, weight, head, and chest circumference on a growth chart.</p> <p>B. Measure and record height and weight of a child on a growth chart.</p>
<p><u>II.P.4.</u></p> <p>Apply mathematical computation to solve equations</p>	<p>A. Use a provider order to convert within the metric system.</p> <p>B. Calculate BMI using proper formula.</p> <p>C. Use formulas to convert temperature scales.</p> <p>D. Use ratio and proportion to determine appropriate calculations.</p>
<p><u>II.P.5.</u></p> <p>Convert among measurement systems</p>	<p>Perform a dosage calculation for an oral medication order that needs to be converted from household to metric.</p>

CONTENT AREA III: Infection Control

<p><u>III.P.1.</u> Participate in bloodborne pathogen training</p>	<p>A. Participate in bloodborne pathogen training offered by an approved organization such as the American Red Cross or the American Heart Association with documentation.</p> <p>B. Participate in scenario-based bloodborne pathogen training with documentation.</p>
<p><u>III.P.2.</u> Select appropriate barrier/personal protective equipment (PPE)</p>	<p>A. Select appropriate barrier/personal protective equipment for an office or medical procedure. Options could include but are not limited to the following: sanitizing instruments, performing wound care, and performing venipuncture. The protection equipment could include gloves, gowns, masks, and eye protection.</p> <p>B. Role-play a scenario, selecting correct and incorrect PPE:</p> <ol style="list-style-type: none"> 1. Performing vital signs on a patient who has tested positive for tuberculosis and who has not yet initiated antimicrobial treatment. 2. Changing a dressing on a patient with second degree burns 3. Performing venipuncture to obtain blood for a CBC and fasting glucose 4. Obtaining sample of wound exudate for microbiology
<p><u>III.P.3.</u> Perform hand washing</p>	<p>A. Differentiate between direct and indirect contact, and apply to hand washing techniques</p> <p>B. Perform medical septic hand wash and hand sanitization</p> <p>C. Perform a surgical scrub</p> <p>D. Perform hand sanitization using antibacterial gels and foams</p>
<p><u>III.P.4.</u> Prepare items for autoclaving</p>	<p>A. Select a solution and sanitize instruments in preparation for wrapping and sterilization.</p> <p>B. Sanitize and wrap an item or items to be used in autoclave.</p>
<p><u>III.P.5.</u> Perform sterilization procedures</p>	<p>A. Operate an autoclave, observing instructions for time, temperature and pressure appropriate for the item(s) being sterilized.</p> <p>B. Perform cold sterilization procedures for heat sensitive items.</p>
<p><u>III.P.6.</u> Prepare a sterile field</p>	<p>Prepare a sterile field for a minor office surgery (e.g. cyst removal, ingrown toenail, suturing, mole removal, etc.).</p>

CONTENT AREA III: Infection Control

<p><u>III.P.7.</u></p> <p>Perform within a sterile field</p>	<p>A. Assist with minor surgery.</p> <p>B. Provide assistance within a sterile field to physician during a sterile procedure.</p> <p>C. Maintain a sterile field while donning sterile gloves.</p> <p>Catheterization: Catheterization may not be a common day-to-day task of a medical assistant; however, some communities of interest may see a need for training in this area due to local physician office needs. Laws for catheterization performed by medical assistants will vary by state. It is important to know and follow the specific state regulations for medical assistants performing catheterization procedures.</p>
<p><u>III.P.8.</u></p> <p>Perform wound care</p>	<p>A. Assess and irrigate a wound using one of the following options:</p> <ol style="list-style-type: none">1. Chronic and non-healing wounds2. Post-op incision care3. Ostomy care4. Sterile dressing change
<p><u>III.P.9.</u></p> <p>Perform dressing change</p>	<p>A. Assess and perform a dressing change.</p> <p>B. Apply dry dressing after removal of staples or sutures.</p>
<p><u>III.P.10.</u></p> <p>Demonstrate proper disposal of biohazardous material:</p> <ol style="list-style-type: none">a. sharpsb. regulated wastes	<p>A. Disposal of injection or phlebotomy needles</p> <p>B. Disposal of contaminated wound dressing change material</p> <p>C. Prepare a biohazard container for pick-up and transport including the required documentation.</p>

CONTENT AREA IV: Nutrition

IV.P.1.

Instruct a patient according to a patient's special dietary needs.

- A. Using a meal plan for a patient's special dietary needs (Diabetes Plate Method, Lactose Intolerance, Gluten free, Heart Healthy), instruct the patient on how to follow the plan.
- B. Instruct a patient with a newly identified special dietary need (Diabetes Plate Method, Lactose Intolerance, Gluten free, Heart Healthy) in proper nutrition.
- C. Scenario: Role play providing a patient instruction regarding a heart healthy diet.
- D. Have the student create a video of themselves providing instructions using My Plate for a special dietary need.
- E. Scenario: Explain a food label to patients, considering specific dietary needs.

CONTENT AREA V: Applied Communication

<p><u>V.P.1.</u> Respond to nonverbal communication.</p>	<p>A. Scenario: Identify and respond to nonverbal communication such as personal space, posture, facial expressions or gestures.</p> <p>B. Scenario: Demonstrate interaction with a patient or co-worker using appropriate eye contact, touch, and facial expression.</p> <p>C. Observe patient for signs of pain by observing the nonverbal communication and respond appropriately. Identify and respond to grimaces, posture, facial expressions, gestures, gait.</p>
<p><u>V.P.2.</u> Correctly use and pronounce medical terminology in health care interactions.</p>	<p>A. Scenario: Communicate with a “patient” about his/her diabetes or other chronic condition, using medical terms appropriately and pronouncing the words correctly. If necessary for understanding, translate the medical terms used for the patient.</p> <p>B. Scenario: Verbally transfer patient information to a health care provider using correct pronunciation of medical terms.</p>
<p><u>V.P.3.</u> Coach patients regarding:</p> <ul style="list-style-type: none">a. office policiesb. medical encounters	<p>A. Prepare an Office Policy manual or brochure which includes policies regarding “office hours,” “appointments,” “patient’s financial responsibilities,” “medication refill policies,” and so on and identify how you would communicate the information to a new patient in the practice.</p> <p>B. Provide patient education on the importance of health and wellness that is age appropriate for the patient and assess the patient’s level of understanding.</p> <p>C. Provide appropriate office brochure(s) pertaining to a particular condition such as diabetes and the importance of diet, exercise, weight control, and so on, in relation to that disease, assessing the patient’s level of understanding.</p> <p>D. Scenario: Converse with an elderly patient who does not understand the importance of recommended immunizations, assessing the patient’s level of understanding.</p> <p>E. Scenario: Converse with a patient who does not want to follow physician instructions for a prescribed diet, physical therapy regimen or medication, assessing the patient’s level of understanding.</p> <p>F. Instruct a patient on how to use a glucometer and ensure their understanding by a return demonstration.</p>

CONTENT AREA V: Applied Communication

<p><u>V.P.4.</u></p> <p>Demonstrate professional telephone techniques</p>	<p>A. Demonstrate the correct technique to use when answering the telephone in a medical office.</p> <p>B. Demonstrate professional telephone techniques, emphasizing how projecting a professional image as a medical assistant affects the public’s impression of the medical facility.</p> <p>C. Use proper telephone etiquette when receiving calls, making outgoing calls and utilizing telehealth in the medical office, including but not limited to courtesy, attitude, quality of voice, smiling, and so on</p>
<p><u>V.P.5.</u></p> <p>Document telephone messages accurately.</p>	<p>A. Scenario: The patient reports inability to take the prescribed medication. Obtain the reason for the patient being unable to take the medication and a telephone message for the physician documenting the information.</p> <p>B. Scenario: Retrieve simulated phone messages and accurately document specific details.</p>
<p><u>V.P.6.</u></p> <p>Using technology, compose clear and correct correspondence</p>	<p>A. Prepare a business letter to communicate medical information such as a letter of referral, patient test results, or an insurance prior authorization.</p> <p>B. Respond via email within the patient information system (EHR) sharing directions from the provider for an upcoming procedure.</p> <p>C. Utilizing electronic technology, complete an electronic form to obtain prior authorization or approval for a workers compensation claim.</p> <p>D. Using Microsoft Word, compose a dismissal letter to send to a patient.</p>
<p><u>V.P.7.</u></p> <p>Use a list of community resources to facilitate referrals</p>	<p>A. Generate a referral for a patient, using a list of community resources.</p> <p>B. Scenario: Refer a patient who is unable to afford prescribed medications to an appropriate community resource.</p> <p>C. Work with local social service agencies or other community-based organizations in your area to develop a list of resources for referral.</p>
<p><u>V.P.8.</u></p> <p>Participate in a telehealth interaction with a patient</p>	<p>A. Using a communication platform, such as the phone, Zoom, WebEx, or features within the learning management system, implement the following type of scenarios:</p> <ol style="list-style-type: none"> 1. Role play: Conduct a two week follow up with patient on medication change. 2. Role play: Screen a patient via telehealth (ex: mini mental state exam, depression, anxiety, or ADHD). 3. Role play: Interact with a patient complaining of symptoms that are exhibiting a potentially infectious such as influenza, COVID, or TB.

CONTENT AREA VI: Administrative Functions

<p><u>VI.P.1.</u> Manage appointment schedule, using established priorities</p>	<p>A. Schedule patients' appointments while following established guidelines for the following:</p> <ol style="list-style-type: none">1. New patient2. Established patient <p>B. Adhering to the office appointment policy, perform and document appropriately the following scheduling processes:</p> <ol style="list-style-type: none">1. A patient cancellation2. A no-show appointment3. A rescheduled appointment
<p><u>VI.P.2.</u> Schedule a patient procedure</p>	<p>A. Scenario: Schedule a patient for a diagnostic testing procedure that requires patient preparation such as a colonoscopy, radiology procedures, and so on. Obtain the consent for treatment form.</p> <p>B. Scenario: Schedule a simulated inpatient or outpatient procedure such as a surgical procedure or medical admission. Obtain the consent for treatment form.</p>
<p><u>VI.P.3.</u> Input patient data using an electronic system</p>	<p>A. Using an EMR, do the following:</p> <ol style="list-style-type: none">1. Enter patient information, such as medical history, social and family history, drug allergies, vital signs, and so on.2. Enter a physician-ordered diagnostic test or prescription. <p>B. Using a practice management system do the following:</p> <ol style="list-style-type: none">1. Enter new patient demographic information2. Update established patient demographic information
<p><u>VI.P.4.</u> Perform an inventory of supplies</p>	<p>A. Utilize an inventory check list of administrative and/or clinical supplies or equipment that includes the following:</p> <ol style="list-style-type: none">1. Date of inventory2. Supplies or equipment inventoried3. Location of supplies or equipment4. Indication if reordering is necessary

CONTENT AREA VII: Basic Practice Finances

<p><u>VII.P.1.</u></p> <p>Perform accounts receivable procedures to patient accounts, including posting:</p> <ul style="list-style-type: none">a. chargesb. paymentsc. adjustments	<p>Using simulated services, post the following to a patient's account:</p> <ul style="list-style-type: none">a. chargesb. payments (personal or third party)c. adjustments (personal or third party)
<p><u>VII.P.2.</u></p> <p>Input accurate patient billing information in an electronic system</p>	<p>Scenario: Obtain accurate patient billing information (such as a photo ID, insurance card, Explanation of Benefits and so on) in the PMS.</p>
<p><u>VII.P.3.</u></p> <p>Inform a patient of financial obligations for services rendered</p>	<p>A. Scenario: Using a practice's financial policies, determine the amount owed by a patient for services rendered, and inform the patient of the financial obligation.</p> <p>B. Develop a patient brochure that details the patient's financial obligations in accordance with the practice's financial policies.</p>

CONTENT AREA VIII: Third Party Reimbursement

<p><u>VIII.P.1.</u> Interpret information on an insurance card</p>	<p>A. Scenario: Determine carrier policy requirements based on patient's insurance card.</p> <p>B. Role play: Working with a partner/patient to describe the components of the insurance card.</p>
<p><u>VIII.P.2.</u> Verify eligibility for services</p>	<p>A. Scenario: Verify patient eligibility with insurance company using telephone or online systems as available.</p> <p>B. Role play: Interact with a partner engaging in the communication between carrier and office.</p>
<p><u>VIII.P.3.</u> Obtain precertification or preauthorization with documentation</p>	<p>Scenario focused on the following to include all four steps.</p> <ol style="list-style-type: none">1. Determine need for precertification or preauthorization.2. Identify information needed to obtain precertification or preauthorization.3. Simulate obtaining the required permission4. Document appropriately in the patient's record
<p><u>VIII.P.4.</u> Complete an insurance claim form</p>	<p>Utilizing electronic medical records/practice management software program to generate insurance claims.</p>
<p><u>VIII.P.5.</u> Assist a patient in understanding an Explanation of Benefits (EOB)</p>	<p>Scenario: Utilizing sample EOBs roleplay with a patient explaining patient coverage.</p>

CONTENT AREA IX: Procedure & Diagnostic Coding

<p><u>IX.P.1.</u> Perform procedural coding</p>	<p>A. Locate and document codes from the current CPT using hardcopy or digital resources.</p> <p>B. Analyze a simulated patient chart and code the procedures from the current CPT manual, using hardcopy or digital resources.</p> <p>C. Develop various case studies (office visit, injection, diagnostic testing, ear lavage, suturing, lesion removal, etc) and find the procedural code in hardcopy or digital resources.</p>
<p><u>IX.P.2.</u> Perform diagnostic coding</p>	<p>A. Locate and document codes from the most current diagnostic coding system using hardcopy or digital resources.</p> <p>B. Extract diagnoses from sample medical records and code to the highest level of specificity, using hardcopy or digital resources.</p> <p>C. Develop various case studies and have students identify the diagnostic codes and order them based on the scenario. As an example, a patient could be seen for chest pain and have a history of diabetes and hyperlipidemia. The student would order the chest pain first followed by the co-morbidities.</p>
<p><u>IX.P.3.</u> Utilize medical necessity guidelines</p>	<p>A. Using medical necessity guidelines (national or local), review a case study to determine if the documentation supports a physician-ordered diagnostic test.</p> <p>B. Scenario: Link diagnostic codes to the proper procedure codes based on medical necessity guidelines. Given a list of patient conditions and procedures, identify the code that would be appropriate for reimbursement by the insurance company. For example, if an X-ray of leg revealed fracture, then a splint was provided. For a patient with difficulty hearing, there was an ear lavage or audio screening. If a patient had a foreign body in the eye, then an eye exam with supplies and equipment was used to detect abrasion.</p>

CONTENT AREA X: Legal Implications

<p><u>X.P.1.</u></p> <p>Locate a state's legal scope of practice for medical assistants</p>	<p>A. Have students research the scope of practice for medical assistants in the state in which they reside or plan to reside and submit a summary of the scope of practice and where it is located.</p> <p>B. Assign students a state to research the scope of practice and then share/present that information to the rest of the class.</p>
<p><u>X.P.2.</u></p> <p>Apply HIPAA rules in regard to:</p> <p>a. privacy</p> <p>b. release of information</p>	<p>A. Scenario (release of information): A family member of a patient calls and requests information regarding the patient. Demonstrate how this situation should be handled.</p> <p>B. Complete an authorization to release medical records.</p> <p>C. Scenario (privacy): Develop a check-in procedure that includes gathering information from the patient at the front desk, or using a sign-in system that focuses on protecting privacy.</p> <p>D. Scenario (privacy): Simulate phone interactions to focus on preventing a breach of privacy (two-patient authentication, avoiding others overhearing conversations, etc).</p>
<p><u>X.P.3.</u></p> <p>Document patient care accurately in the medical record</p>	<p>A. Record/document vital signs and chief complaint on paper or electronic progress notes.</p> <p>B. Scenario: Document in a patient's medical record, the removal of sutures, including the number of sutures removed.</p> <p>C. Document the preparation of a patient for a surgical procedure, x-ray or other treatment in an outpatient facility.</p> <p>D. Scenario: Document the results of laboratory tests and treatments using correct medical terminology.</p> <p>E. Document a phone conversation in which you are delivering instructions from the provider regarding a medication change. Use proper spelling and abbreviations.</p>
<p><u>X.P.4.</u></p> <p>Complete compliance reporting based on public health statutes</p>	<p>A. Scenario: Follow proper procedure when a reportable communicable disease is confirmed in a patient by identifying and notifying the proper agency.</p> <p>B. Scenario: A child is seen with suspected physical abuse in your office. Based on office policy and procedures, identify and notify the proper agencies for investigation and document the actions taken in the medical record.</p> <p>C. Scenario: A patient has presented at the office with an apparent dog bite. Despite the patient's opposition to reporting the incident, describe and complete and document the actions you would take.</p>

CONTENT AREA X: Legal Implications

<p><u>X.P.5.</u></p> <p>Report an illegal activity following the protocol established by the healthcare setting</p>	<p>A. Scenario: Follow proper reporting protocol when an OSHA violation has occurred.</p> <p>B. Scenario: You have witnessed a co-worker removing scheduled drug samples from the storage cabinet for personal use and distribution to family members. Role-play the steps and chain of command for reporting the incident.</p> <p>C. Scenario: Role-play the reporting of a co-worker who is calling in prescriptions for personal use.</p> <p>D. Scenario: The MA witnesses a co-worker taking petty cash and/or writing checks to themselves for personal use without authorization.</p> <p>E. Scenario: A co-worker has accessed medical records of a family member without authorization and is making copies of specific records. Role play the actions to be taken in reporting the incident</p>
<p><u>X.P.6.</u></p> <p>Complete an incident report related to an error in patient care</p>	<p>A. Document a patient injury, adverse reaction to immunization/ medication, or other incident that occurred in the medical office.</p> <p>A. The wrong tube was used in collecting a blood specimen. Discuss the implications of the incident and follow-up procedures. Complete an incident report.</p>

CONTENT AREA XI: Ethical & Professional Considerations

<p><u>XI.P.1.</u></p> <p>Demonstrate professional response(s) to ethical issues</p>	<p>A. Scenario: A patient pays his bill in cash. At the end of the day, the medical assistant discovers that he/she failed to give the correct change to that patient, resulting in a significant cash overage. Identify the ethical issue and demonstrate the appropriate response.</p> <p>B. Scenario: During a particularly busy day while setting up a sterile field, the medical assistant inadvertently contaminates the field, but continues setting up for the procedure and does not inform the provider of the breach. Identify the ethical issue and demonstrate the appropriate response.</p> <p>C. Scenario: A patient offers a gratuity to the medical assistant who helped him/her obtain samples of medication. Identify the ethical issue and demonstrate the appropriate response.</p> <p>D. Scenario: A medical assistant who is ethically opposed to abortion is asked to refer a patient to a clinic that performs elective abortions. Develop a plan detailing how the medical assistant would fulfill professional duties without allowing personal ethics to influence the care of the patient.</p> <p>E. Scenario: A situation occurs in which the medical assistant would set aside personal beliefs in order to provide compassionate and professional care to a patient who practices a different religion than his/her own and details how he or she would respond.</p>
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CONTENT AREA XII: Protective Practices

<p><u>XII.P.1.</u></p> <p>Comply with safety practices</p>	<p>A. Scenario: Perform a review of the facility to ensure that the following have the appropriate labels and correct as necessary:</p> <ol style="list-style-type: none"> 1. Refrigerator used to store reagents, test kits, or biological specimens are labeled with biohazard symbol and bear the legend "not for storage of food or medications." 2. Biohazard waste receptacles bear the biohazard symbol and are lined with red plastic bags. Biohazard waste is not disposed of in inappropriate receptacles 3. Chemicals and reagents are evaluated for hazard category classification and labeled with the National Fire Association's color and number coding. 4. Signs are clearly posted in appropriate places for prohibiting smoking, eating, drinking, or application of cosmetics or contact lenses in the facility. 5. Identify workplace safeguards utilizing safety signs, symbols and labels. 6. Prepare biohazardous waste for pickup by an outside organization. 7. Perform checks on the appropriate fill level on sharps containers. 8. Working in teams, discuss various methods of promoting safety for patients and staff and identify potential hazards and how to handle them. 9. Perform an inventory for expired supplies. 10. Inspect office equipment for damage 11. Post wet floor signs at the door when snow or rain is brought in on shoes, or spills are present 12. Locate fire extinguishers and review date of service for compliance with fire standards. 13. Locate evacuation plans throughout the building 14. <p>B. Research develop a training on safety practices for co-workers in a health care setting or particular area of the office</p>
<p><u>XII.P.2.</u></p> <p>Demonstrate proper use of:</p> <ol style="list-style-type: none"> a. Eyewash equipment b. fire extinguishers 	<p>A. Demonstrate or simulate the use of the eyewash station and explain how the nature of the contaminant influences the length of time for flushing the eyes after exposure.</p> <p>B. Follow manufacturer procedures and office policies to conduct eye wash station maintenance and testing.</p> <p>C. Demonstrate or simulate the use of eyewash solution for exposure to an eye contamination.</p> <p>D. Demonstrate or simulate the proper method of using a fire extinguisher according to the manufacturer's instructions</p>

CONTENT AREA XII: Protective Practices

<p><u>XII.P.3.</u></p> <p>Use proper body mechanics</p>	<p>A. Scenario: A female is having a GYN exam, demonstrate correct body mechanics to safely assist the patient to lie down and the physician during an examination.</p> <p>B. Scenario: An elderly patient who is using a walker is asked to stand on the scales. The MA must position themselves to protect the patient and prevent injury to themselves. Demonstrate correct body mechanics while assisting the patient on and off a scale.</p> <p>C. Scenario: A patient is paraplegic and unable to get on the examination table. Demonstrate correct body mechanics while assisting a patient during wheelchair transfer.</p> <p>D. Scenario: Supplies have been delivered and the MA is tasked with putting them away. Demonstrate correct body mechanics while lifting or moving a heavy box.</p>
<p><u>XII.P.4.</u></p> <p>Evaluate the environment to identify unsafe working conditions</p>	<p>A. Utilizing a checklist, perform a safety inspection of your facility at intervals according to institution policy and report to your instructor.</p> <p>B. Using scenarios, perform safety inspections of a facility at intervals according to institutional policy and report findings to the instructor.</p> <p>C. Verify that needle stick prevention devices (safety needles) are used, and proper disposal is performed.</p> <p>D. Do a safety check of fire extinguishers identifying the location, date of expiration and the fill of the tanks.</p> <p>E. Complete a scavenger hunt finding pictures and maps of evacuation maps for emergencies.</p> <p>F. Assess a specified environment for safety hazards documenting the findings and how to correct them.</p> <p>G. Develop a blueprint or floorplan with various hazards and have students circle the unsafe conditions.</p> <p>H. Scenario: Assign students the task to evaluate their home environment and identify any unsafe conditions such as excessive use of extension cords, lack of covers in outlets with children in the home, and so on.</p>

AFFECTIVE SKILLS

The affective competencies are designed to be bundled with the psychomotor competencies, as medical assistants utilize affective skills with any patient contact, be it physical or virtual. Below the specific required affective competency is listed, with specific scenarios in the second column. In the final column, there is a suggested psychomotor competency that can be bundled with the affective competency.

<p><u>A.1</u> Demonstrate critical thinking skills</p>	<p>Using critical thinking skills, screen a patient calling with several symptoms to determine the next course of action (for example, appointment today, next available, report to hospital, call for emergency transport).</p>	<p><u>I.P.3</u></p>
<p><u>A.2</u> Reassure patients</p>	<p>Medical assistant reassures a patient undergoing a blood draw for the first time who expresses concern and apprehension.</p>	<p><u>I.P.2</u></p>
	<p>Medical assistant reassures a patient undergoing her first gynecological exam who is nervous and anxious.</p>	<p><u>I.P.8</u></p>
	<p>Respond appropriately to a child who verbalizes fear that a throat culture will be painful.</p>	<p><u>I.P.8</u></p>
	<p>Respond appropriately to a patient who questions why you are using PPE when changing a wound dressing.</p> <ul style="list-style-type: none"> • Accuracy of blood pressure readings obtained using a home monitor • Accuracy of OTC pregnancy tests • Accuracy of home glucose tests 	<p><u>III.P.8</u></p>
<p><u>A.3</u> Demonstrate empathy for patients' concerns</p>	<p>New heart patient has been instructed to change diet but is concerned that the change will be difficult to adopt, since the rest of his family has no dietary restrictions. Medical assistant uses appropriate body language and verbal acknowledgment to display empathy, provide supportive resources, and follow proper protocol.</p>	<p><u>IV.P.1</u></p>
	<p>Demonstrate empathy (facial expressions, verbal utterances, gestures and body language) when interacting with a patient who has just been diagnosed with a chronic debilitating disease.</p>	<p><u>IV.P.1</u></p>

AFFECTIVE SKILLS

<p><u>A.4</u></p> <p>Demonstrate active listening</p>	<p>Interview a patient and prepare a medical history using active listening skills.</p>	<p><u>I.P.3</u></p>
	<p>Use appropriate body language and other nonverbal skills to demonstrate active listening, when obtaining/updating a patient's medical history or reason for the current visit.</p>	<p><u>I.P.3</u></p>
	<p>Interact with a patient who displays behaviors of anxiety and nervousness. She is fidgeting and has tears in her eyes. How would you determine her needs which would require active listening skills of clarification, reflection, and/or restatement?</p>	<p><u>V.P.1</u></p>
	<p>Obtain a patient history asking about allergies. When the patient responds in the affirmative, use a clarification technique to determine the patient's specific allergies.</p>	<p><u>I.P.3</u></p>
	<p>The provider gave the patient post-procedural instructions. The medical assistant uses reflection, restatement and clarification to verify the patient understands.</p>	<p><u>I.P.9</u></p>
	<p>During a telehealth phone encounter, reconcile the medications utilizing restatement and clarification.</p>	<p><u>I.P.4</u></p>
	<p>Demonstrate assertive but professional, communication with third-party representatives.</p>	<p><u>VII.P.2</u></p>
<p><u>A.5</u></p> <p>Respect diversity</p>	<p>Exhibit behaviors and communication techniques that may be necessary when dealing with a diverse range of patients such as a patient who is homeless or a child who has been separated from their parent due to abuse in regard to Maslow's Hierarchy of Needs.</p>	<p><u>I.P.8</u></p>
	<p>Consider and demonstrate respect for diversity if a patient refuses immunizations or treatments based on their religious background or beliefs.</p>	<p><u>I.P.8</u></p>
	<p>Converse with a patient whose cultural beliefs limit understanding of a medical procedure.</p>	<p><u>I.P.8</u></p>
	<p>Gather information for a patient's record on sexual orientation and gender identity.</p>	<p><u>I.P.8</u></p>
<p><u>A.6</u></p> <p>Recognize personal boundaries</p>	<p>Describe a situation in which personal morals and boundaries might interfere with the ability to perform duties as a medical assistant. Respond to this dilemma in a professional manner without compromising patient care or personal integrity.</p>	<p><u>XI.P.1</u></p>
	<p>As a medical assistant you are opposed to vaccines, yet administration of medications is required in your job responsibilities. What impact does your personal ethics/morals/boundaries have on the delivery of healthcare?</p>	<p><u>XI.P.1</u></p>

AFFECTIVE SKILLS

<p><u>A.7</u></p> <p>Demonstrate tactfulness</p>	<p>A child presents to your office with a parent and you notice abnormal bruising and other suspicious marks on the body. Tactfully ask questions without accusing them of abuse. What steps or professional actions would you take next?</p>	<u>XI.P.1</u>
	<p>Using tact, respond to a patient's request when he/she requests your personal number, in case of questions after hours.</p>	<u>XI.P.1</u>
	<p>Communicate tactfully with medical providers regarding third-party requirements:</p> <ul style="list-style-type: none"> • additional documentation needed to support medical necessity • preauthorization for prescribed medications • second opinion before elective surgery 	<u>VIII.P.2</u>
	<p>Demonstrate tactfulness when communicating with patients regarding third-party requirements such as copayments, coinsurance amounts, deductibles, or a past due bill. Role play the dialogue if a patient indicates that they have no available funds.</p>	<u>VIII.P.1</u> <u>VIII.P.5</u>
	<p>Demonstrate tactfulness when explaining to the patient (in terms that they can understand) regarding third-party requirements:</p> <ul style="list-style-type: none"> • preauthorization or precertification requirements • copayments, coinsurance, deductibles • second surgical opinions • EOB 	<u>VIII.P.1</u> <u>VIII.P.2</u> <u>VIII.P.4</u>
	<p>Demonstrate tactfulness when making an appointment for a patient with an abnormal mammogram.</p>	<u>VI.P.2</u>
<p><u>A.8</u></p> <p>Demonstrate self-awareness</p>	<p>Perform a self-evaluation of your knowledge and skills required in an emergency situation.</p>	<u>XI.P.1</u>
	<p>Create scenarios of how you would handle emergency situations.</p>	<u>XII.P.4</u>

STUDENT POLICIES

cwi.edu/student-handbook

STUDENT PERFORMANCE RESPONSIBILITIES

1. Students are responsible for their own behavior and learning in the classroom and clinical areas. Emotional and behavioral responses **that hinder learning and/or functioning** in the classroom, skills lab, or patient care situation may be cause for dismissal from the program.
2. Students will perform medical care only under the direction of the faculty. When directed by the faculty, the student may perform medical care in the presence of or under the direction of an assigned agent of the facility.
3. When the student is assigned to a preceptor, the student may perform medical care under the supervision of the preceptor or the assigned agent of the preceptor.
4. Students must **be prepared** in the clinical area to provide responsible, safe medical care as assigned. Performance **hazardous to patient safety, and/or endangering patients**, may be cause for dismissal from the program.
5. Students are expected to behave in a professional manner to all staff, patients, and faculty. This behavior includes, but is not limited to, courtesy, honesty, ethical actions, and responsible interpersonal communication skills. Behavior that interferes with agency, staff, or faculty relationships may be cause for removal, or dismissal from the program.
6. Students are responsible for keeping the Medical Assistants Credit Program informed with a current address and phone number.
7. When in the classroom, clinical or lab setting, cell phones must be set on silent and personal phone calls must be limited to breaks. Use of cell phones are not allowed during class. Unless instructed by the instructor. Should an emergent need be determined, the student is required to have the instructor's permission.

Substance Abuse Policy

Students are expected and required to report to class in appropriate mental and physical condition. It is our intent and obligation to provide a drug-free, healthy, safe, and secure learning environment. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on college premises or clinical sites is absolutely prohibited. Violations of this policy will result in disciplinary action.

Engaging in clinical labs or coming to class, while under the influence of alcohol or controlled substances constitute unprofessional medical practice and will not be tolerated. Possessing and/or using alcohol or controlled substances on campus violate CWI policy and will subject the student to discipline. Abuse of chemical substances, including alcohol, prescribed drugs, and illegal drugs, is incompatible with success as a medical professional. (Described in the CWI Student Handbook)

Procedure when the student's physical appearance or pattern of behavior gives faculty reason to believe the student may be impaired:

1. The faculty will confront the student with his/her suspicion that the student is exhibiting physical or mental signs of impairment suggestive that the student is under the influence of a chemical substance (drugs [prescription or non-prescription] or alcohol). The faculty will share the specific observations that led to the suspicion with the student.
2. If the student admits that s/he is under the influence of a chemical substance, s/he will be required to leave the class/clinical/lab setting immediately and will not be allowed to return until a satisfactory plan for preventing future occurrences has been achieved.
3. The Department Chair or Instructors may request a drug or alcohol test at a lab selected by the Department Chair. If the drug or alcohol test is inconclusive, the student must ensure that the approved lab forwards the original sample for more sensitive and/or specific testing. The student bears all expenses associated with all testing.

Students may be asked to leave due to suspicion of or being under the influence of a chemical and will not be allowed to drive home. Other forms of transportation will be utilized at the student's expense.

The plan for preventing future occurrences will include, but may not be limited to, the following elements:

1. Requirement for a substance abuse evaluation by a qualified counselor approved by the Department Chair or designee;

2. Requirement that the student comply with counseling recommendations resulting from the evaluation with documentation of compliance to be provided by the counselor to the College at least every four weeks until, in the judgment of the counselor, treatment is no longer required and;
3. Requirement that the student agree to undergo an immediate toxicology screening when requested to do so "for cause" in the clinical setting. "For cause" is defined as exhibiting behaviors suggestive of being under the influence of a chemical substance.

Refusal to agree to a plan including the elements described above (or any additional requirements) will result in the student being recommended for dismissal from the medical assisting credit program

UNPROFESSIONAL CONDUCT (May be cause for dismissal from the program)

Unprofessional conduct includes, *but is not limited to*:

1. Unethical behavior
2. Substance abuse - drug or alcohol
3. Tardiness - in lab, classroom, or clinical sites
4. Excessive/unexcused absences
5. Breach of patient confidentiality
6. Disruptive behavior in lab, classroom or clinical sites
7. Academic dishonesty (see academic dishonesty consequences)
8. Inappropriate attire
9. Potential harm to self or others
10. Unsafe clinical practice
11. Unprofessional communication or insubordination to instructors or fellow students placed in leadership roles.
12. Missing deadlines repeatedly
13. Incivility

CONSEQUENCES/PROCESSES FOR BREACH OF CODE OF CONDUCT

Behaviors violating the Student Code of Conduct affect the welfare and safety of patients, students, faculty and/or other members of the campus and community. For a code of conduct violation, decisions/recommendations may include:

1. **Decision of no sanctions:** Dismissal of the situation with a report being maintained in the student file until the student graduates from the Medical Assistant Credit Program.
2. **Decision to develop a growth contract with the student aka Success Contract with the Student:** which if not met successfully by the student will result in failure of a course and/or dismissal from the program.
3. **Recommendation for dismissal:** of the student from the Medical Assistant Credit Program.

Procedure

- A. If a student violates the Student Code of Conduct, the faculty member making the allegation will meet with the student to discuss the situation, generally within 3 working days of the occurrence of the incident. Faculty must notify the Program Chair of the incident. Based on the severity of the incident, the faculty member making the allegation may, upon consultation with the Program Chair, choose to remove the student from class or clinical while the incident is being investigated.
- B. A meeting is held to discuss the incident/behavior. The faculty member making the allegation may choose to invite the Program Chair and or the Assistant Dean, and the student may choose to invite their faculty advisor or faculty mentor and/or another support person to attend the meeting. However, the faculty advisor or mentor or support person may not participate without the approval of the faculty member making the allegation. A discussion of the behavior will occur between the student and the faculty person. The student will be provided with ample opportunity to explain the behavior exhibited.
- C. The Medical Assistant - Credit Program faculty will keep documentation of the meeting and a CARE report will be submitted.
- D. A recommendation/decision by the faculty (with consultation from academic leadership) will be made generally within 5 working days of the meeting. The student will be notified of the decision in writing via e-mail and a formal letter will be mailed to the student's residence.

HEALTH REQUIREMENTS

Mental and Physical Eligibility Criteria

In keeping with the requirements of the Americans with Disabilities Act, pre-admission inquiries about medical or disabling conditions are prohibited. The following essential skills and abilities are listed so that potential students may be able to complete the requirements for the Medical Assistant Credit Program. Students who are unsure if they can meet these criteria, or know they will need help in meeting them, should contact disability support through students' services to discuss the use of accommodations and/or auxiliary aids. Students must be able to:

1. Perform motor skills safely, such as:
 - a. Lifting, positioning, and transporting patients;
 - b. Moving efficiently enough to meet the needs of several clients in a timely fashion;
 - c. Lifting, or positioning unconscious clients in order to perform lifesaving procedures.
2. Perform activities requiring manual dexterity, adequate vision and hearing, such as:
 - a. Giving injections;
 - b. Operating equipment and devices such as thermometers and blood pressure cuffs.
 - c. Efficiently operating equipment and devices in emergency situations;
 - d. Auscultating body sounds, blood pressure
3. Perform activities requiring accurate and efficient interpretation and communication of information in English, both written and spoken. For example:
 - a. Responding to a physician's order;
 - b. Reading and recording information;
 - c. Gathering accurate patient assessment data through interview
 - d. Effective, clear communication with patients and staff
4. Respond to signals, alarms, and other displays indicating urgent client need, and take immediate action.
5. Perform effectively under stress.
6. Demonstrate ability to analyze data, calculate, and measure.
7. Disabilities: Any student with a documented disability may be eligible for related

accommodations. To determine eligibility and secure services, students should contact Disability Services through Student Services at their first opportunity after acceptance into class.

All students are required to meet the health, TB screening, immunization, CPR, health insurance, clinical facilities policies, and background check requirements below.

Additional Health Requirements:

- A. **Physical Examination** - completed no earlier than 6 months prior to admission. Provide your College Health Assessment Form completed and signed by a medical professional; which certifies that the applicant is physically and emotionally capable to actively participate in the Medical Assisting courses (classroom and clinical). The College Health Assessment form is available to download from the COMPLIO website – *NO OTHER FORM WILL BE ACCEPTED.*
- B. **Verified negative TB skin test** - One of the following is required: Total of 1 – 2 Step baseline TB Skin Test within a 12 month period OR QuantiFERON Gold Blood Test within a 6 month period (**lab report required**) OR TSpot Blood Test (**lab report required**) OR if positive results, provide a clear Chest X-Ray (**lab report required**). Renewal date will be set for one year.
- C. **Measles, Mumps & Rubella (MMR)*** - One of the following is required: positive antibody titer for all 3 components (**lab report required**) OR Documented administration of two MMR vaccines OR If submitting a booster injection, please provide documentation of a negative titer test.
- D. **Varicella (Chicken Pox)** – Documented administration of two Varicella vaccines OR A positive antibody titer (**lab report required**) OR documented history of varicella or herpes zoster based on physician diagnosis.
- E. **Hepatitis B Series** - One of the following is required: Documented administration of 3 vaccinations OR positive antibody titer (**lab report required**). If series is in process, new alerts will be created for you to complete series. If the titer is negative or equivocal, new alerts will be created for you to submit one booster injection and provide a 2nd titer.

- F. **Tetanus/Diphtheria (Tdap)** – Documentation of a Tetanus Booster within the last 10 years. The renewal date will be set for 10 years from the administered date of the booster.
- G. **Influenza (Flu)** - Submit documentation of a flu shot administered during the current flu season. The shot must be administered between September 1st and November 1st; with a documentation due date of November 1st. The renewal date will be set for September 1st of the following flu season.
- H. **Other Immunizations and Testing:** Clinical agencies may require additional immunizations and testing for students to be allowed to attend Clinicals at the site. Students will be informed about these.
- * The Medical Assistant Credit Program will not interpret these results. The reports submitted by the student must state that the student is protected (**serologically immune**). Students who do not seroconvert after two MMR immunizations will be handled on an individual basis by Program Chair.

HEALTH INSURANCE

Provide a copy of your current health insurance card (both sides of the card are required) OR proof of coverage. **Current proof of Health Insurance is required ANNUALLY**

CPR CERTIFICATION

Must be a Basic Life Support (BLS) American Heart Association Healthcare Provider (AHA) or American Red Cross (ARC) course. Printed Name and Expiration Date must be visible on card or certificate. The renewal date will be set according to the expiration date on card or certificate. Cardiopulmonary Resuscitation Certification (BLS for adult and child). The certification must be valid through the graduating year.

BACKGROUND CHECKS

This will need to be completed only upon official acceptance into the program. A criminal and background screening must be completed annually. If for any reason, the student leaves the

program for a semester they will be required to repeat the background check. If the student is coming from another program, they are required to complete the background check. If the background check reveals previous criminal charges, the Department Chair will review the charges with the student and determine if the student will be allowed to enter and or complete the program. **Some clinical sites may require additional criminal and background checks or additional drug screenings at the student's expense.**

Please Note: Students are responsible for all costs in meeting and maintaining health requirements, background checks, drug screening, CPR certification and all requirements for the Medical Assistant Credit Program. Submit all documents together, to COMPLIO (OR CURRENT PLATFORM) at cwicomplio.com after notification of admission into the Medical Assistant Credit Program. **Failure to meet the Immunization, Physical Exam, TB Screening, BLS, Health Insurance, Drug/Alcohol Screening, and Criminal Background screening requirements could result in dismissal from the program.**

Unsatisfactory Clinical Performance

When a student's clinical performance is designated as unsatisfactory, whether during a clinical day, or through an accumulation of incidences, the MA Credit Faculty will conference with the student, share the concerns of the student's clinical performance and determine the outcome.

1. The student will receive a success contract, which will be read and signed by the student, the program instructor/faculty.
2. The success contract will address the goal for improvement for the student, which will be signed by the student and the program instructor/faculty.
3. If the clinical performance of the student does not improve then the program instructor/faculty member will give an unsatisfactory grade for that clinical evaluation, and the student shall receive a failing grade. Students given a failing grade in clinical will be recommended for dismissal from the program and will be unable to sit for the practical exam and will be considered a practical exam failure. Should the clinical performance be deemed **unsafe**, the student will be pulled immediately from clinicals.

Absences / Illnesses

Any lab or clinical absence is detrimental to the student's learning needs and experiences. Active participation in all lab and clinical/lab experiences is an essential component of the Program. Absences may result in failure to meet course objectives and a grade of "D, F or Fail" in the course. Extenuating circumstances will be discussed in committee on a case by case basis. No clinical make up is offered for absences.

GENERAL SAFETY PRECAUTIONS

1. Maintain adult-like conduct.
2. Walk, never run, in rooms or hallways. Be aware of your voice level-do not shout.
3. Minimize distractions; concentrate on the procedure being performed.
4. Any question about your ability to perform or knowledge of a procedure should be discussed with a supervisor.
5. Be knowledgeable of safety procedures for equipment and supplies before attempting use.
6. Check all equipment and supplies for defects or damages before use and report any discrepancy immediately.
7. Store all equipment and supplies in proper place.
8. Handle equipment carefully to prevent injury to yourself or others.
9. Use principles of body mechanics when lifting, pulling or pushing objects.
10. Remove any hazardous objects or spills from the floors or hallways immediately.
11. All chemicals, reagents and caustic solutions are to be used only under direct supervision of a supervisor.
12. Syringes and needles are to be used under direct supervision of a supervisor. Adhere to the no-cap procedure for contaminated syringes. Utilize sharps containers.
13. Be knowledgeable of universal blood and body fluids precautions for all patients. (Refer to "*Guidelines for Blood-Borne Pathogens.*")
14. Know the procedures to report a cardiac or respiratory arrest. Follow designated procedures.
15. Report fire to person in charge of immediate area. Know the disaster policy of the practicum facility and be able to follow designated procedures.

OCCUPATIONAL RISKS

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030. Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility.

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

- Exposure to infectious diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure

- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

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

Medical Assisting program at CWI teaches students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

PROCEDURE FOR ACCIDENTAL EXPOSURE TO BLOOD AND BODY FLUIDS

For safety to the student, all contaminated needle sticks or bloody body fluid splash to mucous membranes or open skin will be treated as if there is a potential risk of pathogen exposure.

1. If a student sustains a puncture wound:
 - a. Withdraw needle or other object promptly.
 - b. Immediately wash hands and puncture area using soap and water; then apply povidone iodine and/or alcohol.
 - c. Encourage increased bleeding for a few seconds while using gentle pressure at the site of the puncture.
 - d. Wipe away any excess blood.
2. If the student receives a spray or splash of body fluids:
 - a. To eyes, nose or mouth: Irrigate with large amount of water.
 - b. To a break in the skin: Follow procedure for puncture wound (#1 above.)
3. The student will report the incident immediately to the clinical instructor, to the agency clinical supervisor, and to the agency Infection Control/Health Services Provider.
4. The student will follow the clinical agency's procedures for exposure, including the incident report sheet. Any required incident report should be completed before leaving the clinical facility.
5. The student will seek a risk assessment and determination of recommended screening, treatment, and/or follow up from the Infection Control practitioner, clinical supervisor, emergency department, private physician, or other health care provider, if no infection controls person/clinical supervisor in agency. This assessment should be performed within one hour of the injury.
6. A student Injury/Exposure Report is filled out on the Unusual Occurrence form.

The student should seek information regarding the need for serum globulin (HBIG-hepatitis B immune globulin), Hepatitis B vaccination, testing for Hepatitis B and C, HIV testing prophylactic treatment for HIV exposure and tetanus immunization or other recommended treatment. The student will be responsible for any cost.
7. The student may seek assistance in decision-making from their provider of choice.
8. The student may seek counseling and referral regarding implications of the exposure.

Referral resources will be provided upon request.

Grading Policy

Continuance and progression in the Medical Assistant Credit Program is based on ***successful completion*** of each subject and clinical area in sequence. If a student is not successful in completing a subject or clinical area, the student may be dismissed from the program as identified below. A grade of "C" or higher is required in each course. This includes any Anatomy and Physiology, Medical Terminology, Math, and Communications courses that the student applies toward graduation requirements. Any student who does not complete any of these with a minimum of a grade of "C", by the completion of the fall semester, is subject to be recommended to Dean School of Health for dismissal. A Grade of "C" or higher is required to pass the clinical portion of the class. If the Clinical portion of the class is not passed with a "C" or higher, the overall grade will be considered as "F". All standards must be met with a 70 % or better in order to progress in the Medical Assistant Program. Skills are progressive and the inability to pass a skill may inhibit the student's progression in the program (master competencies in student handbook).

Grade Appeal Procedures

The grade appeal policy and procedure is designed to provide all students at the College of Western Idaho with a clearly defined avenue for appealing the assignment of a course grade, following the posting of final grades. A final grade is the instructor's evaluation of the student's work and achievement throughout a semester's participation in a course. Factors upon which the final grade may be based include attendance; recitation and class participation; written, oral, and online quizzes; reports; papers; final examinations; and other class activities. There is a presumption that the instructor who has conducted the course is professionally competent to judge the student's work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. If the student fails to pursue any step of the grade appeal procedure within its allotted time, the decision made in the previous step shall be final (see Steps 1 and 2, below). All correspondence and records shall be retained in the office in which the complaint is finally resolved. The grade initially

assigned by an instructor remains in effect until and unless a change is determined by the appeal process.

A. Conditions for an Appeal

In all cases, the student shall have the burden of proof with regard to all allegations in their complaint and in their request for review or hearing. Students may appeal grades they believe were based on prejudice, discrimination, arbitrary or capricious action, the results of extenuating circumstances (e.g., emergencies), or other reasons not related to academic performance. A grade appeal cannot be based upon differences in assigned grades between multi-section courses, whether or not the course sections are taught by the same instructor.

B. Grade Appeal Procedure and Time Schedules

☐ **Step 1.** Informal Consultation with Instructor. This must be initiated within thirty calendar days of the posting of the course grade for viewing by students. The student shall first consult with the instructor in an effort to reach a satisfactory resolution of his or her appeal. It is a part of the professional obligation of College instructors to meet with students who wish to avail themselves of this academic grade appeal procedure for the purpose of reviewing the grade assigned and attempting to resolve the matter. In the event that the student cannot schedule a face-to-face meeting with the instructor, the student may attempt to consult with the instructor by email or phone, or the student may ask the instructor's supervisor to schedule the meeting between the student and the instructor. Informal consultation is a required first step, and no further grade appeal is permitted unless informal consultation is first attempted. The only exception to this procedure is when the instructor is no longer employed by the College or is otherwise unavailable so that it is impossible to complete Step 1. If the student has attempted to contact the instructor via email and has not received a reply within ten business days, the student may proceed directly to Step 2. The instructor's decision after the consultation must be

completed and communicated to the student within ten business days of the informal consultation.

☒ **Step 2.** Appeal to the Instructor’s supervisor. If a student wishes to appeal a grade further, they must submit a written appeal to the instructor’s supervisor responsible for the course being appealed within ten business days following the end of Step 1. The appeal to the instructor’s supervisor must be submitted in writing and must contain the student’s name, ID, the course/section, instructor, written communication resulting from Step 1, and description of how the case meets the conditions of a grade appeal.

(See Conditions for an Appeal, section 2.2.A, above.) The instructor’s supervisor will then review the information provided to reach a decision. The decision will be communicated to the student and the instructor within ten business days of the receipt of the appeal.

☒ **Step 3.** Appeal to Academic Integrity Board. If the student wishes to appeal a grade further, they may submit an appeal to the Academic Integrity Board by sending an email to academicintegrity@cw.edu within ten business days of the end of Step 2. The appeal to the instructor’s supervisor must be submitted in writing and must contain the student’s name, ID, the course/section, instructor, communication resulting from Step 1 and 2, and description of how the case meets the conditions of a grade appeal. The Academic Integrity Board will then review the information provided to reach a decision. The decision will be communicated to the student, the instructor, and the instructor’s supervisor within ten business days of the receipt of the appeal. All decisions made in Step 3 are final.

C. Retention of Records

As part of the College’s grade appeal procedure, instructors are required to keep grade-related materials until the appeal time frame has elapsed. Material that applies to an ongoing grade appeal process must be retained for six months following completion of the grade appeal process. Grade-related material refers to examinations, projects, term papers, and records on grades, attendance records, electronic files, and other material that is used in the grading process and is not returned to the student. If materials are returned to the

student, a student desiring to appeal must present any tests, examinations, term papers, or other graded material that form the basis for his or her appeal.

Fire and Disaster Procedure

Turn off any electrical equipment being used.

Close all doors and windows. Exit the classroom to the hallway and use the nearest stairwell, travel down the stairs, and exit the doorway immediately to your left. Proceed in a quiet and orderly manner. If a hallway or stairway is blocked, use the alternate stairway.

DO NOT RUN! DO NOT USE THE ELEVATOR!

As soon as you exit the building, gather on the east end of the building, on the grass area. This will enable us to determine that everyone was able to exit the building.

STUDENT DRESS CODE FOR CLINICAL

The Medical Assistant - Credit Program requires that students adhere to a dress code when they are in a clinical/Lab setting. Students not adhering to the dress code will be sent home to dress appropriately and will lose clinical hours. Repeated violations will result in failure of the program.

- **Uniform: Teal V-neck scrub tops** that extend below the waist, with **white embroidery** including CWI logo and program identification. **Black scrub pants** (this may include cargo pants, flares, drawstring or elastic waist). Uniform material must be of a thick enough material to avoid visibility of undergarments. See brand information below. Hip hugger or low-rise style pants, yoga, exercise, stretch or sweat type pants are NOT allowed. **** Black scrub skirt can be substituted for pants, but must be below knee length****
- **CWI Student Photo ID badge**
- **Supplies for clinical include:**
 1. **A watch that can indicate seconds**
 2. **Black ink pen**

Additional Information: The dress code for the clinical area is based upon principles of medical asepsis, as well as appearance appropriate to a hospital area. The following guidelines will be enforced:

- The uniform will be modest style (women-no cleavage visible), clean and neat daily.
- A matching teal scrub jacket may be worn for warmth, but must also have the white embroidered CWI logo on it.
- Women may wear a plain white, black or matching teal top under the uniform scrub top. Men SHOULD wear a white, crew neck T-shirt under their top.

- Jeans, knits, **skin-tight clothing**, or pants with stirrups Hip hugger or low-rise style pants, yoga, exercise, stretch or sweat type pants or skirts **will not be allowed**.
- Socks or hose are required and must be clean and without holes or runs. The hose may be skin color or white.
- Shoes are a safety factor as well as an important consideration in your health and comfort. Select a well-fitting shoe, either a tie-up, Velcro, or slip-on with a heel strap. Shoes must be solid white or black, in good repair, and clean. Opened-toe shoes or shoes without a full back or strap (Clogs) will NOT be allowed.
- The Student ID badge will be worn on the right side of the uniform.
- Two (2) uniform sets are required, 3 sets are highly recommended.
- For cultural or religious dress wear, please contact the Program Chair.
- Hair must be restrained appropriately to prevent contamination. Unusual colors are not professional and must be covered with a surgical cap.
- Fingernails must be clean, well-manicured, reasonable length without nail polish. Absolutely no artificial nails shall be allowed in the clinical care of patients.
- The only jewelry allowed in the clinical area will be one pair of stud earrings (no dangles), a wedding band without raised settings, and a watch.
- Any tattoos must be non-visible to patients or staff.
- No false eyelashes

More details on Scrubs for Uniforms are listed below:

- A. Students may pick the scrub style that suits them best as long as they are from Cherokee (for consistency in material and color) and the color is Teal with White embroidery.
- B. **Uniforms must have the official College of Western Idaho logo embroidered on each scrub top and/or jacket or lab coat.** Because of the variety of uniform top styles available to students, and the need to add the logo, students must allow sufficient time for the uniform to be ordered and embroidered. Uniforms should be purchased and submitted for embroidery **no later than August 1st** for students beginning in the fall semester. Students will submit clothing items to be embroidered to the pre-approved uniform vendor listed below.
- C. In some clinical or observational experiences, the facility may recommend varied dress. However, students must **always wear their CWI Student Photo ID Badge**. Students will be notified by the faculty of the specific requirements for these non-uniform situations.

Uniform Vendor approved for CWI Logo:

*Career Uniforms
1603 S. Latah (Corner of Latah and Overland)
Boise, ID
208-342-8346*

STUDENT HANDBOOK RECEIPT FORM

I have received a copy of the College of Western Idaho Medical Assistant Credit Program Student Handbook. I agree to obtain a copy of the College of Western Idaho Student Handbook from One Stop Student Services Office and read it.

I understand that I have the responsibility to read and adhere to the policies contained in these handbooks during my education at the College of Western Idaho.

I understand that changes and/or amendments to the Medical Assistant Credit Program Student Handbook may occasionally be distributed. Such changes and/or amendments will immediately supersede this handbook unless stated otherwise and I will be immediately responsible to adhere to said changes, additions, and/or amendments.

Print Name: _____

Signature: _____

Date: _____

Consent for Sharing of Personal Information with Clinical Agencies

As a student in the Medical Assistant Credit Program at CWI, I give my consent for the Program Chair to provide my personal information to clinical agencies as required by the agencies in order for them to provide me with clinical learning experiences within the agency. I am aware this may include, but is not limited to, my phone number, social security number, health and immunization records, and background check information.

Print Name: _____

Signature: _____

Date: _____