



**COLLEGE OF  
WESTERN  
IDAHO**

**Medical Assistant - Credit Program  
Student Handbook  
2021 - 2022**



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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 clinic, public health agency, urgent or emergency care clinic or similar setting, 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 effective (behavior) learning domains.
2. To prepare medical assistant students to successfully complete the CMA examination and practice as skilled practitioners.
3. To provide real life learning experiences to assist graduates in master of performing administrative and clerical skills to provide quality healthcare.
4. To provide a competent entry level Medical Assistant program to Treasure Valley in number sufficient to meet the needs of the health care community.

## **OBJECTIVES**

The quality and relevance of this program will be ensured by alignment of the curriculum with the core curriculum for medical assistants set forth by Medical Assisting Education Review Board (MAERB). The CWI Medical Assisting program is Accredited from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for initial accreditation. This is the Accrediting body that accredits allied health programs. They are located at 1361 Park Street, Clearwater Fla. 33756.

## **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)  
2015 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.

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

<b>CONTENT AREA I: Anatomy &amp; Physiology</b>		
<b>Cognitive (Knowledge) I.C Anatomy &amp; Physiology</b>	<b>Psychomotor (Skills) I.P Anatomy &amp; Physiology</b>	<b>Affective (Behavior) I.A Anatomy &amp; Physiology</b>
<ol style="list-style-type: none"> <li>1. Describe structural organization of the human body</li> <li>2. Identify body systems</li> <li>3. Describe:               <ol style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ol> </li> <li>4. List major organs in each body system</li> <li>5. Identify the anatomical location of major organs in each body system</li> <li>6. Compare structure and function of the human body across the life span</li> <li>7. Describe the normal function of each body system</li> <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> </ol> </li> <li>9. Analyze pathology for each body system including:               <ol style="list-style-type: none"> <li>a. diagnostic measures</li> <li>b. treatment modalities</li> </ol> </li> <li>10. Identify CLIA waived tests associated with common diseases</li> <li>11. 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>12. Identify quality assurance practices in healthcare</li> <li>13. List principles and steps of professional/provider CPR</li> <li>14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure and record:               <ol style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. pulse oximetry</li> </ol> </li> <li>2. Perform:               <ol style="list-style-type: none"> <li>a. electrocardiography</li> <li>b. venipuncture</li> <li>c. capillary puncture</li> <li>d. pulmonary function testing</li> </ol> </li> <li>3. Perform patient screening using established protocols</li> <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. Obtain 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. Produce up-to-date documentation of provider/professional level CPR</li> <li>13. Perform first aid procedures for:               <ol style="list-style-type: none"> <li>a. bleeding</li> <li>b. diabetic coma or insulin shock</li> <li>c. fractures</li> <li>d. seizures</li> <li>e. shock</li> <li>f. syncope</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate critical thinking skills when performing patient assessment</li> <li>2. Incorporate critical thinking skills when performing patient care</li> <li>3. Show awareness of a patient's concerns related to the procedure being performed</li> </ol>

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

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

**CONTENT AREA IV: Nutrition**

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

# APPLIED COMMUNICATIONS

## CONTENT AREA V

<b>CONTENT AREA V: Concepts of Effective Communication</b>		
<b>Cognitive (Knowledge) V.C Concepts of Effective Communication</b>	<b>Psychomotor (Skills) V.P. Concepts of Effective Communication</b>	<b>Affective (Behavior) V.A. Concepts of Effective Communication</b>
<ol style="list-style-type: none"> <li>1. Identify styles and types of verbal communication</li> <li>2. Identify types of nonverbal communication</li> <li>3. Recognize barriers to communication</li> <li>4. Identify techniques for overcoming communication barriers</li> <li>5. Recognize the elements of oral communication using a sender-receiver process</li> <li>6. Define coaching a patient as it relates to:               <ol style="list-style-type: none"> <li>a. health maintenance</li> <li>b. disease prevention</li> <li>c. compliance with treatment plan</li> <li>d. community resources</li> <li>e. adaptations relevant to individual patient needs</li> </ol> </li> <li>7. Recognize elements of fundamental writing skills</li> <li>8. Discuss applications of electronic technology in professional communication</li> <li>9. Identify medical terms labeling the word parts</li> <li>10. Define medical terms and abbreviations related to all body systems</li> <li>11. Define the principles of self-boundaries</li> <li>12. Define patient navigator</li> <li>13. Describe the role of the medical assistant as a patient navigator</li> <li>14. Relate the following behaviors to professional communication:               <ol style="list-style-type: none"> <li>a. assertive</li> <li>b. aggressive</li> <li>c. passive</li> </ol> </li> <li>15. Differentiate between adaptive and non-adaptive coping mechanisms</li> <li>16. Differentiate between subjective and objective information</li> <li>17. Discuss the theories of:               <ol style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-Ross</li> </ol> </li> <li>18. Discuss examples of diversity:               <ol style="list-style-type: none"> <li>a. cultural</li> <li>b. social</li> <li>c. ethic</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use feedback techniques to obtain patient information including:               <ol style="list-style-type: none"> <li>a. reflection</li> <li>b. restatement</li> <li>c. clarification</li> </ol> </li> <li>2. Respond to nonverbal communication</li> <li>3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients</li> <li>4. Coach patients regarding:               <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. health maintenance</li> <li>c. disease prevention</li> <li>d. treatment plan</li> </ol> </li> <li>5. Coach patients appropriately considering:               <ol style="list-style-type: none"> <li>a. cultural diversity</li> <li>b. developmental life stage</li> <li>c. communication barriers</li> </ol> </li> <li>6. Demonstrate professional telephone techniques</li> <li>7. Document telephone messages accurately</li> <li>8. Compose professional correspondence utilizing electronic technology</li> <li>9. Develop a current list of community resources related to patients' healthcare needs</li> <li>10. Facilitate referrals to community resources in the role of a patient navigator</li> <li>11. Report relevant information concisely and accurately</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate:               <ol style="list-style-type: none"> <li>a. empathy</li> <li>b. active listening</li> <li>c. nonverbal communication</li> </ol> </li> <li>2. Demonstrate the principles of self-boundaries</li> <li>3. Demonstrate respect for individual diversity including:               <ol style="list-style-type: none"> <li>a. gender</li> <li>b. race</li> <li>c. religion</li> <li>d. age</li> <li>e. economic status</li> <li>f. appearance</li> </ol> </li> <li>4. Explain to a patient the rationale for performance of a procedure</li> </ol>

# MEDICAL BUSINESS PRACTICES

## CONTENT AREAS VI-IX

<b>CONTENT AREA VI: Administrative Functions</b>		
<b>Cognitive (Knowledge)</b> <b>VI.C Administrative Functions</b>	<b>Psychomotor (Skills)</b> <b>VI.P Administrative Functions</b>	<b>Affective (Behavior)</b> <b>VI.A Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify advantages and disadvantages of the following appointment systems               <ol style="list-style-type: none"> <li>a. manual</li> <li>b. electronic</li> </ol> </li> <li>3. Identify critical information required for scheduling patient procedures</li> <li>4. Define types of information contained in the patient's medical record</li> <li>5. Identify methods of organizing the patient's medical record based on:               <ol style="list-style-type: none"> <li>a. problem-oriented medical record (POMR)</li> <li>b. source-oriented medical record (SOMR)</li> </ol> </li> <li>6. Identify equipment and supplies needed for medical records in order to:               <ol style="list-style-type: none"> <li>a. Create</li> <li>b. Maintain</li> <li>c. Store</li> </ol> </li> <li>7. Describe filing indexing rules</li> <li>8. Differentiate between electronic medical records (EMR) and a practice management system</li> <li>9. Explain the purpose of routine maintenance of administrative and clinical equipment</li> <li>10. List steps involved in completing an inventory</li> <li>11. Explain the importance of data back-up</li> <li>12. Explain meaningful use as it applies to EMR</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage appointment schedule using established priorities</li> <li>2. Schedule a patient procedure</li> <li>3. Create a patient's medical record</li> <li>4. Organize a patient's medical record</li> <li>5. File patient medical records</li> <li>6. Utilize an EMR</li> <li>7. Input patient data utilizing a practice management system</li> <li>8. Perform routine maintenance of administrative or clinical equipment</li> <li>9. Perform an inventory with documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Display sensitivity when managing appointments</li> </ol>

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

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

## CONTENT AREA IX: Procedural and Diagnostic Coding

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

## MEDICAL LAW AND ETHICS CONTENT AREAS X-XI

### CONTENT AREA X: Legal Implications

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

<p>9. List and discuss legal and illegal applicant interview questions</p> <p>10. Identify:</p> <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> <p>11. Describe the process in compliance reporting:</p> <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> <p>12. Describe compliance with public health statutes:</p> <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> <p>13. Define the following medical legal terms:</p> <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> <li>h. respondent superior</li> <li>i. res ipsa loquitor</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> <li>n. Good Samaritan laws</li> </ol>		
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<b>CONTENT AREA XI: Ethical Considerations</b>		
<b>Cognitive (Knowledge) XI.C Ethical</b>	<b>Psychomotor (Skills) XI.P Ethical Considerations</b>	<b>Affective (Behavior) XI.A Ethical Considerations</b>
<ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. ethics</li> <li>b. morals</li> </ol> </li> <li>2. Differentiate between personal and professional ethics</li> <li>3. Identify the effect of personal morals on professional performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a plan for separation of personal and professional ethics</li> <li>2. Demonstrate appropriate response(s) to ethical issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the impact personal ethics and morals have on the delivery of healthcare</li> </ol>

# SAFETY AND EMERGENCY PRACTICES

## CONTENT AREA XII

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

# **STUDENT POLICIES**

## **GENERAL POLICIES**

**A. INFANTS & CHILDREN:** Infants and children are not permitted in classes, laboratories, or clinical settings, even when a parent is present and involved in a scheduled learning experience. Children should not be left unsupervised in college or clinical facility hallways or lobby areas. Students who bring children to class will be asked to leave with the absence being treated as unexcused. When this policy creates a special hardship, the student should discuss the problem with his/her advisor.

**C. ELECTRONIC COMMUNICATION DEVICES:** Cellular phones and audible electronic devices should be turned off during classes, laboratory, and clinical laboratory sessions. If electronic communication becomes distracting, the student will be required to leave the setting and to not return for the remainder of the day at the instructor's discretion. Absences resulting from violating the policy are treated as unexcused absences. When this policy creates a special hardship, the student should discuss the problem with his/her advisor or with the relevant faculty person or the Program Chair.

**D. TRANSPORTATION:** Students are required to provide their own transportation to and from clinical sites, including those clinical experiences that are scheduled outside of the Treasure Valley. Students who are assigned to clinical learning experiences at government facilities are required to carry and provide proof of automobile liability insurance.

**E. COMPUTER COMPETENCIES:** Students need to gain basic skills in the use of computerized word processing programs prior to beginning the Medical Assistants Credit Program, as well as use of the CWI E-mail system and Blackboard. Use of E-mail and Blackboard will be required for all Medical Assistants Credit courses. (Refer to computer literacy requirement of CWI, requiring Computer Skills Assessment or CISA 101 of all CWI graduates)

**F. PERSONAL COMPUTERS:** Access to a personal computer with Internet access is strongly encouraged for all students enrolled in the Medical Assistants Credit Program. Computers are available for student use. Check the One Stop Student Services for information on access.

## **G. HEALTH**

1. In the event of health status change or pregnancy, a student may continue in the program provided she/he is receiving health care and is able to function according to the expectations of any other student at that level of their education.
2. As soon as a significant change in the state of health is determined, the student must present to the CWI Medical Assistants Credit Program a healthcare provider's statement of approval to continue in the program.
3. **The student must obtain and submit a written statement from his/her health care provider that identifies any restrictions placed on the student or any threats to patient safety, i.e., communicability, or limited lifting.**
4. Disability Services and the Assistant Dean retains final authority to decide if the student's health status will endanger patient care, even if the health care provider has written the student can return to clinical.

**H. EMPLOYMENT:** The Medical assistants Credit program recognizes the need for student employment. *Due to the rigorous schedule and multiple demands of the program, it is highly recommended that students work no more than 20 hours a week.* If students are to complete the program within the appropriate time span, priorities, including financial concerns and time management must be addressed. All students are expected to be on time, alert, and prepared to provide safe care in the clinical setting. Students are encouraged to contact their instructor, as necessary.

**I. SEXUAL HARASSMENT:** The College of Western Idaho is committed to maintaining a working and educational environment, which fosters appropriate and respected conduct and communication between all persons within the college community. CWI recognizes that sexual harassment can undermine the mission of the College and may threaten the careers of students, faculty and staff. CWI does not condone sexual harassment. The Medical Assistants Credit Program adheres to the College of Western Idaho policy on sexual harassment.

**J. ATTENDANCE/PERFORMANCE:** **Students are expected to attend ALL scheduled classes, clinical, and lab experiences. Any clinical absence in excess of 1 clinical day per clinical course may result in consideration for removal from the program.** The Medical Assistants Credit Program includes many psychomotor activities, which cannot be made up easily, so attendance and

performance are closely linked. Absences considered unavoidable are due to family emergencies, or serious illness.

It is the responsibility of the student to notify their faculty member **prior to any absence from scheduled class/clinical/lab**. Failure to notify faculty of the absence may result in failure in the clinical/skills lab. If absent from a scheduled class, clinical or lab, the student is still responsible for the clinical course objectives. **No makeup is offered for missed time or in class assignments.**

If make-up work is assigned due to extenuating circumstances, it must be completed within one week of receiving the assignment or the student will not be allowed to attend clinical. All assignments will lose up to 10% of the total points possible for each day late *UNLESS* the student has made arrangements with the instructor. No credit will be given after 5 days.

If a student does not take a test when scheduled, it will result in a "0" unless the student has made specific arrangements with the instructor *PRIOR* to the scheduled test time. Tests/exams must be made up during the class time upon the next class period that student returns after absence. It is the responsibility of the student to obtain the test from the instructor, failure of the student to do so will result in a zero score on test/exam. Please note, in some theory courses, attendance and participation may contribute to your grade. See individual course syllabi for additional information. **\*\* Any Lab absence is detrimental to the student's learning needs and experiences. Completion of the program is weighed heavily on Lab and Clinical performance.** Any clinical absence in excess of 1 clinical days per course may result in consideration for removal from the program. Absence may result in failure to meet course objectives and a non-pass in clinical. Extenuating circumstances will be discussed in committee on a case by case basis. No clinical make up is offered for missed time.

**K. JURY DUTY:** It is the policy of the College of Western Idaho to excuse students from classes for jury duty and also facilitate their success in the program. The student must immediately contact the Program Chair, informing them of their jury commitment. Upon consultation with the student, the Program Chair will prepare a letter requesting an excuse to reschedule jury duty when the student will not miss clinical hours, which the student delivers to the courts. If not excused, the student is responsible to:

1. Furnish instructors with immediate concrete evidence of the jury duty assignments.
2. Furnish instructors with concrete evidence (date, time, and court) and a signature of their service immediately after serving.

3. Make arrangements to obtain course notes and assignments from other students (this is not the instructor's responsibility)
4. Take responsibility for all course work or make-up work without penalty of late assignments.

## **INFORMATION RELATED TO STUDENT CONDUCT**

### **STUDENT CODE OF CONDUCT**

To ensure professional conduct, patient safety, and appropriate legal-ethical behavior on the part of all Medical Assistants Credit Program students, the following policies and expectations are held by the Program. All Medical Assistant Credit Program students must adhere to the following policies, guidelines and expectations for behavior:

### **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 the due to suspicion of or being under the influence of a chemical 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:
  - Giving injections;
  - Operating equipment and devices such as thermometers and blood pressure cuffs.
  - Efficiently operating equipment and devices in emergency situations;
  - 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.
- 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 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: 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 2<sup>nd</sup> 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 1<sup>st</sup> and November 1<sup>st</sup>; with a documentation due date of November 1<sup>st</sup>. The renewal date will be set for October 15<sup>th</sup> 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 an American Heart Association Healthcare Provider (AHA) 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. 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.

## **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 providone 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@cwidaho.cc](mailto:academicintegrity@cwidaho.cc) 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 black 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. 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 Black 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 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: \_\_\_\_\_