

# MEDICAL ASSISTANT

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**STUDENT HANDBOOK**

**ACADEMIC YEAR  
2021-2022**



**Methodist College**  
UnityPoint Health



# Welcome to the Medical Assistant Program

Dear Methodist College Medical Assistant Student:

Welcome to the Methodist College, Department of Career Pathways and Continuing Education! It is a pleasure to have you in our division and we sincerely hope that you will achieve your academic and professional goals.

We are here to help you and want you to feel free to ask for assistance. Our schedule is flexible in case you need to make an appointment with us.

This handbook is one of the ways we have chosen to help you become familiar with the policies and procedures of the Methodist College Medical Assistant program. You are expected to not only understand, but to comply with all policies and procedures of the College. Your signature will attest to your agreement to do so.

Good luck and best wishes as you pursue your Medical Assistant diploma.

Sincerely,



Dr. Eileen Setti  
*Dean of Arts & Sciences &  
Chief Academic Officer*  
[esetti@methodistcol.edu](mailto:esetti@methodistcol.edu)  
(309) 282-8458



Dr. Amber Schappaugh,  
*Program Director-Medical Assistant &  
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(309) 671-2744

# Methodist College General Information

Program Sponsor:  
Methodist College of UnityPoint Health

Accredited by:  
Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, Illinois 60604-1411

Phone: 800-621-7440/312-263-0456  
[www.hlcommission.org](http://www.hlcommission.org)

CAAHEP  
(Commission on Accreditation of Allied Health Education Programs)  
9355 - 113th St. N, #7709  
Seminole, FL 33775  
Phone: 727-210-2350  
E: [mail@caahep.org](mailto:mail@caahep.org)

## Characteristics & Definitions:

Methodist College provides a high-quality education in nursing, health sciences, and human services through high quality programming and excellent clinical practice.

## Organization and Governance:

Methodist College is a four-year college affiliated with UnityPoint Health-Central Illinois. It is governed by a Board of Directors, composed of 12 members who represent the Peoria area community.

## Mission Statement:

Provide quality educational programs that promote the holistic development of a diverse student population to become healthcare professionals. The college is also committed to civic engagement, community service, and to meeting the healthcare needs of the diverse population it serves.

## Our Vision:

Methodist College will be the premier college of choice for excellence in Health Science and Human Service education within the Midwest.

## Methodist College Values:

**Human Dignity:** Unconditional respect for the inherent worth, uniqueness, and autonomy of individuals.

**Integrity:** Displaying strong moral character and acting in accordance with accepted standards of behavior and an appropriate code of ethics.

**Inquiry:** An active process of exploration and investigation that leads to understanding and construction of knowledge through one's life.

**Social Justice:** Acting in accordance with fair treatment regardless of gender, economic status, race, religion, ethnicity, age, citizenship, disability, or sexual orientation.

### UnityPoint Health Values (FOCUS):

**F – Fostering Unity:** Use the skills and abilities of each person to enable great teams. Collaborate across departments, facilities, business units, and regions.

**O – Own the Moment:** Connect with each person, treating them with courtesy, compassion, empathy, and respect. Enthusiastically engage in our work. Be accountable for our individual actions and our team performance. Take responsibility for solving problems, regardless of origin.

**C – Champion Excellence:** Commit to the best outcomes and highest quality. Have a relentless focus exceeding expectation. Believe in sharing our results, learning from our mistakes, and celebrating our successes.

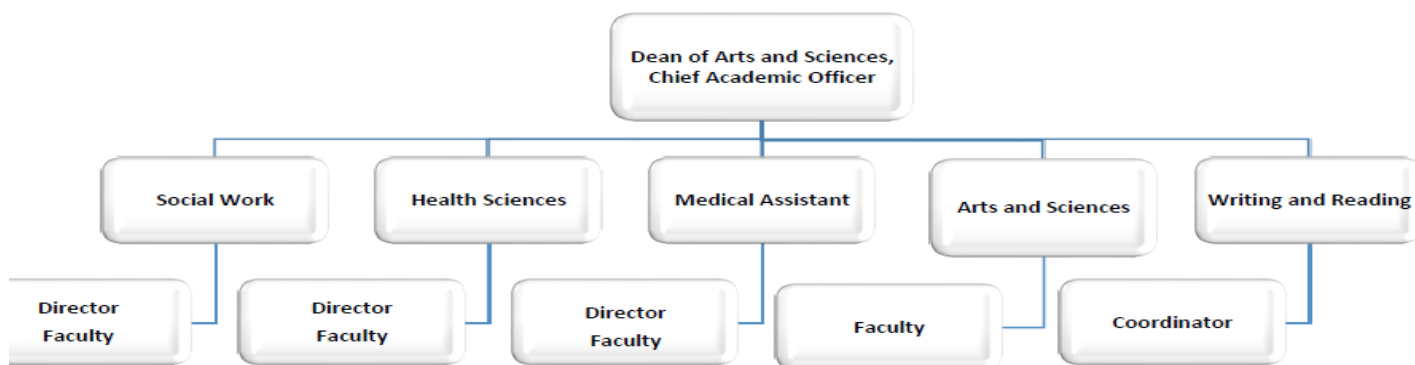
**U – Unity Point Health!**

**S – Seizing Opportunities:** Embrace and promote innovation and transformation. Create partnerships that improve care delivery in our communities. Have the courage to challenge the status quo.

### Institutional Goals:

- Create and support a positive, student-centered learning environment.
- Provide quality instruction and programs.
- Create quality student support services and programs.
- Recruit and retain a diverse, qualified workforce.
- Promote fiscal responsibility and accountability.
- Provide adequate resources to support institutional mission.
- Recruit and retain a qualified, diverse student body.
- Develop collaborative relationships for the benefit of the community.

### Organizational Chart:



# Medical Assistant Program Information

## Program Objectives:

Upon completion of the Medical Assistant program, the graduate will be able to:

1. Define professionalism
2. Demonstrate proper grammar, spelling, and computational math skills
3. Perform medical office administrative duties
4. Perform medical office clinical duties following OSHA guidelines
5. Apply ethical and legal issues related to healthcare
6. Provide healthcare instruction to patients
7. Demonstrate an understanding of medical practice reimbursement
8. Perform skills needed for safety in office and community

## Accreditation:

The Medical Assistant Program at Methodist College has earned accreditation by CAAHEP. Our next site visit will be no later than 2024.

## History and Development of the Medical Assistant Program:

Methodist College is dedicated to the education of health care and human service professionals. Established in 1901, the College is comprised of four departments, including Arts & Sciences, Nursing, Human Services, and Career Pathways and Continuing Education. The new department of Career Pathways and Continuing Education was established in the Fall of 2016 and was charged to develop a Medical Assistant program. UnityPoint saw the value in the medical assisting profession and asked the College to create this program as an added value to the healthcare profession in the wake of a severe nursing shortage.

The medical assistant diploma can be completed in approximately 18 months if full-time and slightly longer if part-time. The curriculum is designed to stimulate students' awareness of, motivation for, and commitment to the need for continuing education to achieve and maintain competency in the field.

The program also prepares the graduate for certification examination through the National Healthcareer Association. The Medical Assistant curriculum at Methodist College is designed to create a pathway to a Bachelor of Science degree in Health Sciences, Nursing, or Social Work as some credits may be transferable.

The goal for the Medical Assistant program at Methodist College is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The curriculum offers training in medical office administration and clinical tasks as well as courses in general education subjects. The program's ability to meet the outcome thresholds is achieved through multiple resources. These include faculty that are working professionals in the Medical Assistant field, experiential-based learning activities where students perform tasks and apply these tasks to real life scenarios, and simulation in the state-of-the art simulation center and clinical practice center. The Center for Student Success provides tutoring for multiple disciplines including writing, reading, mathematics, and other medical assisting core competencies. A well diverse advisory board have been developed to better suit the community outreach and to help improve performance on the outcomes.

## Laptop Requirements for Medical Assistant

- Minimum Laptop Requirements
- Please make sure all drivers are up to date prior to any exam. Prior to updating any operating system (OS) be sure to verify that Examsoft has a software release supporting the new OS. Most Surface Pro, Surface Books, and Surface Laptop devices are supported, provided they have a CPU that meets requirements.
- Non-pro Surface devices are NOT supported.
- No Chrome Books are supported
- iPads and Android Tablets are not supported

Laptop/Notebook	Specifications
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CPU	Intel Core i5 (or AMD Equivalent) or better. Devices with a Microsoft SQ series chips and Qualcomm CPUs will not support necessary software. MacBooks with any Intel CPU or M1 CPUs are OK.
RAM	8GB or more preferred
Hard Drive Space	256 GB or greater
Display	11 inches or larger
Screen Resolution	1024x768 or higher
Wireless	802.11 g/n/ac
Internet Connection	<b>Off campus</b> internet connection not below 8mbps upload and download
Operating System	Windows 10 is required. Must be update level 2004, 20H2, 21H1 or higher Mac OS X 10.14.6 or higher is required
For Support	Working USB, newer devices may require an adaptor
Adobe Reader	Version 9, 11, or DC
MS Office 365 can be attained, free of charge through the college. It can be accessed by logging in to office.com with your student email account.	Additional programs are also required: Adobe Acrobat plug-in <a href="http://get.adobe.com/reader">http://get.adobe.com/reader</a>

# Admission Requirements:

## Pathways to Admission:

Option 1: High school cumulative GPA of 2.5 (on a 4.0 scale) AND a minimum ACT score of 17 or minimum SAT score of 900/1600.

Option 2: High school cumulative GPA of 2.5 (on a 4.0 scale) AND 12 or more earned college credits with a 2.0 cumulative GPA.

Option 3: 30 or more earned college credits with a 2.0 cumulative GPA.

## Program Requirements:

All students prior to enrollment in an academic program at Methodist College are required complete and file the following with the Office of Admissions:

1. DCFS (Department of Children & Family Services) background check\*
2. Criminal background check\*
3. Fingerprinting

\*A background check that reveals a misdemeanor or felony conviction may affect the student's admission or enrollment status.

## Health Documentation Requirements:

All student documents and paperwork must be uploaded and complete in the Castle Branch Portal by the first day of class. These health documentation requirements include:

1. MMR – Series of 2 or titer
2. Tdap – within the last 10 years
3. Hep B – series of 3 or titer
4. Varicella – series of 2, titer, or healthcare provider's signature verifying history of the disease
5. TB test – 2 steps (meaning you get 1 TB test and it is read by the healthcare clinician and then you get another TB test and that is also read by the healthcare clinician)
6. Meningococcal – Must get if born after 1995
7. 5 panel drug urine screening

These above Program and Health Requirements are all paid at the student's expense. Please see Program Director for information on how/where to obtain these requirements.

## Certification:

Upon successful completion of the Medical Assistant program, students are eligible to sit for the CCMA exam administered by the National Healthcareer Association. Students are responsible for the exam fee.

## Methodist College Program Goals:

Prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for professional participation in the field of medical assisting. The Medical Assistant program emphasizes the experiential and dynamic nature of the medical assistant in ambulatory care medical practice.

## MA Practicum:

### Non-Remuneration for Practicum

An unpaid, supervised practicum of 170 contact hours in an ambulatory healthcare setting, demonstrating the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties, must be completed prior to graduation. Non-remuneration includes both direct and indirect remuneration. The practicum site cannot pay the students for their time, nor can students be provided with a travel allowance or a meal allowance or any other perk, such as gifts or gift cards that involves the exchange of funds. If students are asked to participate in staff meetings that include a lunch, that would not be considered remuneration.

### Onsite Supervision:

Onsite supervision of the student must be provided by an individual who has knowledge of the medical assisting profession. Methodist College MA Practicum students must be supervised by an employee at the practicum site at all times. Students are not permitted to stay unattended during any time during the practicum hours. If this occurs, the student must notify the MA Practicum Coordinator immediately.

The MA Practicum Coordinator should ensure that the practicum experience and instruction of students are meaningful and parallel in content and concept with the material presented in lecture and laboratory sessions. Sites should afford each student a variety of experiences congruent to the MAERB Core Curriculum.

### Performing Clinical Work:

1. Students may perform clinical work while enrolled in the program if it does not interfere with their practicum hours.
2. Students who work at an ambulatory site are not permitted to complete their practicum at the same site to avoid any interference with practicum hours versus work hours.
3. Students may find their own practicum site as far as it is coordinated with the Practicum Coordinator, meets the MAERB requirements, and an Affiliation Agreement is established.

### Attendance:

Attendance at practicum sites is required. Students are expected to treat the practicum experience like a job and adhere to the site attendance policies. A student who is dismissed from the practicum site will be required to write a formal apology letter to the practicum site supervisor. If another practicum site is available, the student will be placed at another site with the stipulation that attendance is mandatory. A student who is dismissed a second time will fail the course.

### Agreements:

There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, roles, and responsibilities of the sponsor and that entity. Practicum agreements must include a statement that students must be supervised and must not receive compensation for services provided as part of the practicum.

### Acceptable Sites to Perform Practicum:

- Medical Offices (hospital associated or other)
- Orthopedic Specialty Offices
- Dermatology Offices
- Family Practice
- Urgent Care/Prompt Care
- Pediatric Offices
- Internal Medicine Offices
- Outpatient Clinics
- OB-GYN Offices
- Cardiology Offices
- Multi-Specialty Groups
- Community Healthcare Clinics
- Ambulatory Care Clinics
- Ambulatory Care Clinics/Military and/or VA Offices
- Other Specialty Offices (ENT, Rheumatology, Orthopedic, etc.)
- Occupational Clinics

### Unacceptable Sites to Perform Practicum:

- Geriatric Day Care
- Nursing Home/Assisted Living
- Home Care
- Hospitals
- Hospice Homes
- Emergency Room



- Long-term Care Facilities

#### Dismissal from Practicum:

The following circumstances will result in automatic withdrawal of the student from clinical rotations. The circumstances for permanent dismissal from one of the programs includes but are not limited to: Violation of patient confidentiality. Student's behavior and/or performance are disruptive and hazardous to self, patient, or other healthcare providers. Sexual harassment of a Methodist College student, peer, preceptor or healthcare team member, or patient.

Students are expected to abide by the practicum site/organizational policies as well.

#### Safe and Professional Clinical Practice:

Student behaviors are expected to reflect ethical and legal accountability for actions taken while in professional practice. The ultimate attainment of professional behaviors is the responsibility of the student, but faculty assumes a mentoring role. Faculty accepts responsibility to evaluate, provide feedback, and initiate corrective action when necessary.

Safety is paramount. This includes students, peers, faculty, clinical instructors, members of the healthcare team, and above all, the patient.

Patient confidentiality is highly important. If a violation of patient confidentiality is reported, sanctions may be imposed upon the student up to dismissal from the program.

Refrain from participating in care if your physical or emotional condition is a threat to patients and others. Student health must be such that no potential harm can come to a patient from care provided by a student. If the clinical instructor/preceptor has reason to question a student's ability to provide appropriate care, the student will be excluded from the clinical setting. The student may not be supervised by a relative when in the clinical setting.

Students are expected to communicate effectively and positively in the clinical setting. It is sometimes necessary to report errors or omissions or commissions to appropriate persons. Don't ignore the situation – guidance and support are available. Students are expected to be drug, alcohol, and smoke free in classroom and clinical settings. Students should notify the instructor/preceptor if use of prescription or non-prescription drugs may cause adverse effects or affect the ability to do the work. Faculty accepts responsibility to evaluate, provide feedback, and initiate corrective action when necessary.

Unsafe clinical practice shall be deemed to be behaviors demonstrated by the student which threaten or violate the physical, biological, or emotional safety of the patient assigned to his/her care.

The following examples, although not inclusive, serve as guidelines for the student's understanding of unsafe clinical practices:

- Physical Safety: unsafe behavior includes: inappropriate use of side rails, wheelchairs, positioning straps, and equipment, lack of proper protection of the patient which potentiates falls, lacerations, burns, etc.
- Biological Safety: unsafe behavior includes: fails to recognize errors in aseptic technique, attends clinical site while ill, performs technical actions without appropriate supervision, fails to seek help when needed, etc.
- Emotional safety: unsafe behaviors includes: threatens patients, makes patient fearful, provides patient with inappropriate or incorrect information, fails to seek help when needed, and demonstrates unstable emotional behaviors.

Unprofessional practice shall be deemed to be behaviors demonstrated by the student which are inappropriate - patient interactions which may be taken to be unsafe practice or to reflect negatively upon Methodist College.

Examples of unprofessional behavior (not inclusive): verbal or non-verbal language, actions, or voice inflection which compromise rapport or working relations with patients, family members of patients, staff, physicians, or instructors which may compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal or ethical standards.

Violations of these standards are exceptionally serious. At the instructor's discretion, the student may be removed from the clinical site immediately. Such violation WILL result in the student being placed on social probation and MAY result in withdrawal from the program.

### Bioterrorism Preparedness:

As health care students, you are members of professions that will be needed in times of natural disasters, war, or attacks by terrorists. Your clinical experiences are in health care settings that are also activated in these conditions. If such an event occurs while you are in the clinical setting at an acute care hospital, the hospital will institute immediate lockdown procedures, making it impossible for you to leave the premises or for anyone else to get in. Therefore, it is your responsibility to develop an anticipatory plan that your family or caregivers for your children know about and will use if you cannot leave. Your children, family members, and childcare providers should be familiar with the plan and be able to institute it without being contacted by you should this event occur.

### Dismissal from practicum:

The following circumstances will result in automatic withdrawal of the student from clinical rotations. The circumstances for permanent dismissal from one of the programs includes but is not limited to: Violation of patient confidentiality. Student's behavior and/or performance are disruptive and hazardous to self, patient, or other healthcare providers.

Sexual harassment of a Methodist College student, peer, preceptor or healthcare team member, or patient.

# Degree Requirements

Students earn a Diploma in Medical Assisting once the following requirements are met.

## Summary of Degree Requirements Credit Hours

Certificate 46

HS100 Medical Terminology\*1

BIO101 Anatomy & Physiology I\*4

BIO102 Anatomy & Physiology II\*4

ACT101 Financial Accounting and Health Care

or

MAT101 Concepts of Math\*3

PSY101 Psychological Inquiry & Applications\*3

ENG101 College Composition\*3

HS200 Introduction to Informatics for Healthcare Professionals\*3

BH200 Holistic Healthcare\*2

MA121 The Medical Assistant as the Professional\*2

MA110 Foundations of Medical Assisting\*3

MA150 Foundations of Clinical & Lab Procedures in Medical Assisting I\*4

MA190 Foundations of Clinical & Lab Procedures in Medical Assisting II\*4

MA200 Administrative Medical Assisting\*3

MA210 Procedural and Diagnostic Coding and Reimbursement in Medical Assisting\*2

MA240 Medical Assisting Practicum\*5

\*These courses require a final grade of C or higher to earn credit in the Nursing program.

## Medical Assistant Advisory Board:

Advisory Board with members of our Communities of Interest meets yearly. Students and Graduates can be a part of this committee.

# Policies

## Grading Scale:

90-100 A

80-89 B

70-79 C

60-69 D

< 60 F

With PASS in Psychomotor Skills & Affective Behaviors

## Passing Score:

A minimum grade of “PASS” is required for Psychomotor and Affective Behaviors skills. To equal a Pass on each Psychomotor and Affective Behavior Skill, students must earn a 70% or better within three attempts. A grade of “NO PASS” for any Psychomotor Skill or Affective Behavior will result in an “F” for the course.

## Progression Requirements:

A final grade of a D is acceptable in this program with a PASS in Psychomotor Skills and Affective Behaviors. If a final grade of F is earned, then the course can be repeated once, and a final grade of C must be earned on the course repeat. Two final grades of an F constitute dismissal from the program.

## Medical Assistant Course(s) Attendance Policies:

Participation Requirements: For Medical Assistant courses, students may not miss more than 25% of the total class time. Methodist College is on a 16-week semester schedule with an 8-week summer schedule. Missing more than 25% of the course, students will receive a failing grade for the course and must repeat the course. If there is an extenuating circumstance or pregnancy, students must contact Danielle McCoy, Director of the Office of Access, Support, and Inclusion Services and the Title IX Coordinator.

## Medical Assistant Dress Code Policy:

Students must maintain professional appearance when representing Methodist College (MC).

Appropriate Clothing (when not in the clinical/lab setting)

- Clean, pressed, modest attire that reveals no cleavage or midriff
- No shorts, jeans, or open sandals, no flip-flops
- Name MC badge with first and last names clearly visible worn in a visible area above the waist.

Student uniform guidelines for lab courses and practicum sites:

- Hunter green scrub pants and tops (tops must have MC logo). Students may wear a white long or short sleeved t-shirt under uniform top. T-shirts must be tucked into pants and appear neat.
- Clean gym shoes must have a closed heel and toe. No sandals, flip-flops, or similar styles permitted.
- No detectable fragrances.
- Hair neatly groomed; long hair confined and away from the face.
- Moustaches and beards must be neatly trimmed.
- Jewelry is limited to a wristwatch, wedding ring, and engagement ring, and two small earrings per ear.
- Makeup is to be used in moderation.
- No visible body art/tattoos.
- All visible body piercing or gages jewelry must be removed for patient related experiences. (This includes tongue piercing, nose rings, or posts, and eyebrow and lip adornments) for student’s own safety.
- No acrylic fingernails are allowed. Nails should be trimmed short. Only flesh colored nail polish is allowed.
- Undergarments are to be worn but not visible through clothing.

## Academic Honesty:

As a community of students and professional healthcare workers (nurses, medical assistant, social work), the College strives to set and maintain the highest standards of integrity. Any dishonesty related to academic work in the classroom or clinical area will constitute misconduct and, as such, is incompatible with the standards of this College and subject to investigation and disciplinary action. Students are expected to read the policy in their handbook/catalog concerning academic conduct. Recording of a quiz or exam will be considered an attempt to give unauthorized aide and/or to obtain improper acquisition of a copy of a quiz or exam and will be considered to constitute academic misconduct.

#### Plagiarism:

Plagiarism is the representation of someone else's written work or thoughts as your own. To discourage plagiarism, students are advised the College may submit written work to an online detection service for evaluation of originality and proper use and attribution of sources.

#### Disability Statement:

Methodist College complies with the Americans with Disabilities Act of 1990, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1967. Inquiries or complaints may be addressed to the Chancellor of the College. Section 504 of the Rehabilitation Act of 1973 as amended states, in part under section 7(20), that —no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives Federal financial assistance. Reasonable accommodations will be made for qualified students with disabilities unless they impose an undue hardship on the College. An accommodation request can be made by contacting Danielle McCoy, Director of the Office of Access, Support, and Inclusion Services (OASIS). The OASIS is in room W160.

#### Client Confidentiality Policy:

Through the various educational experiences, nursing students are privileged to confidential information. As pre-professional nurses, students must adhere to the professional behaviors as directed by the American Nurses Association Code of Ethics for Nurses with Interpretive Statements which includes maintenance of confidentiality and requirements documented in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

MC students may not disclose any information regarding clients, their families, or information pertaining to clinical agencies outside of that specific care giving experience.

Every MC student will be required to sign the "Student Confidentiality Form" at the beginning of the first clinical course. The Confidentiality policy will be re-emphasized in each subsequent clinical course.

The signed "Student Confidentiality Form" will be kept on file in the office of the Registrar.

#### Family Educational Rights and Privacy Act (FERPA):

(See full Act in the current Student Handbook)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;  
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;  
Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and  
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

#### Student Responsibility Statement:

It is the student's responsibility to engage in professional and ethical behavior and to know the requirements to complete his or her degree, including—but not limited to—required courses, prerequisites courses, policies, procedures, payment and payment arrangements, awarding of financial aid, and catalog and handbook requirements. Methodist College faculty and staff will provide as much assistance as possible to help assure the students are able to complete their chosen degree program efficiently and in a timely manner. However, it is ultimately the student who is responsible for earning the degree. All policies and procedures can be found in the student handbook or college catalog.

#### Additional Policies:

For additional policies and procedures, refer to the Methodist College Undergraduate Catalog <http://www.methodistcol.edu/filesimages/Catalog-Handbook/Methodist%20College%20Catalog%202018-2019.pdf> and the Methodist College Undergraduate Student Handbook <http://www.methodistcol.edu/filesimages/Catalog-Handbook/Student%20Handbook%202018-2019%20FINAL%20for%20Board%20Approval.pdf>

#### Essential Functions/Technical Standards:

**In addition to the *Essential Functions* listed below, students are expected to provide proof of the following items while enrolled in the Medical Assistant program which may include, but are not limited to:**

- annual flu shots;
- all required immunizations including Hepatitis B series;
- annual TB skin testing (Mantoux) or other documentation for positive tests per CDC guidelines; (<http://www.cdc.gov/tb/publications/factsheets/default.htm>)



Functional Ability/ Category	Representative Activity/Attribute	Examples
<b>GROSS &amp; FINE MOTOR SKILLS</b>	Gross and fine motor abilities sufficient to respond promptly, manipulate equipment required in meeting patient's health needs and perform essential Clinical Medical Assistant skills.	Input data, calibrate and use equipment, manipulate small specimen collection, and position patients/clients.
<b>PHYSICAL ENDURANCE</b>	Major activities of this job include frequent movement from room to room (typically performed by walking), frequent stationary periods (typically in a standing position), and light physical effort performed on a level surface.	Take vitals, Perform EKG, Pulmonary function testing, venipuncture, capillary puncture, obtain specimen samples, perform first aid, perform CPR, Administer oral and parenteral medications
<b>PHYSICAL STRENGTH</b>	Major activities of this job include frequent walking, standing, and light physical effort performed on a level surface. Testing procedures require the Clinical Medical Assistant student to use a computer and telephone and employ writing and organizational skills. Manual dexterity, mobility and good vision that includes near acuity, depth perception and accommodation are physical requirements necessary for test performance and close technical work.	carrying, lifting, kneeling, bending, reaching, and squatting are involved in the medical office
<b>MOBILITY</b>	Physical abilities sufficient to move from room to room, to maneuver in small spaces, and to assist patient/clients in related activities.	Maneuver and move quickly around in exam rooms, workspaces, and treatment areas; administer CPR, and assist in ambulation/transfer and positioning.
<b>HEARING</b>	Sufficient auditory ability to detect verbal communication from patients/clients and members of the health team as well as responding to emergency signals.	Respond appropriately to monitor alarm, emergency signals, auscultatory sounds, cries for help, tape recorded transmissions, oral reports, and other auditory stimuli typically monitored through audition.
<b>VISUAL</b>	Sufficient visual ability to accurately prepare and perform tasks and the observe patient responses. Perform, visual testing, urinalysis, phlebotomy, and many other in office setting.	Observe and report patient/client responses. Observe and read equipment gauges and instrument printouts accurately and other activities that are typically accomplished through vision. Discern variations in color and intensity.
<b>TACTILE</b>	Tactile ability sufficient to perform typical patient care duties.	Able to prepare the patients for examination/procedures. Assist Healthcare Professional with examinations, palpate for veins with gloves on, and palpate pulses.
<b>SMELL</b>	Detect odor	Smoke, chemicals, gases, alcohol
<b>EMOTIONAL STABILITY AND INTERPERSONAL SKILLS</b>	Provide emotional support to patients while handling personal strong emotional responses, navigate for patients' well-being, adapt to changing environmental issues/stresses, monitor and focus attention on multiple things at once.	Abuse, neglect, death, aging, illness
<b>COMMUNICATION SKILLS</b>	Communication abilities sufficient to interact to communicate needs promptly with others in oral and written form.	Follow written and oral directions. Enter and retrieve data. Be able to respond to verbal and nonverbal communication with the doctors and patients. Be impartial and show empathy when dealing with patients.
<b>READING</b>	Read and understand documents	Policies, protocols, prescriptions, orders
<b>ARITHMETIC COMPETENCE</b>	Demonstrate knowledge of basic math, define units of measurement in metric and household systems, convert among measurement systems, identify abbreviations and symbols used in medication dosages, analyze tables and graphs	Calculate dosages, differentiate between normal and abnormal test results, maintain lab results and flow sheets, document growth charts, reassure patients

Functional Ability/ Category	Representative Activity/Attribute	Examples
		of test results.
<b>ANALYTICAL THINKING</b>	Transfer knowledge from one situation to another, process information, problem solve, prioritize tasks, evaluate outcomes, and utilize both, long- and short-term memory.	Charting information, keeping track of information while performing tasks, documenting pertinent information in multiple places.
<b>CRITICAL THINKING</b>	Critical thinking ability sufficient for clinical judgement and professional behavior	Maintain confidentiality identify cause-effect relationships in clinical situations, display ability to concentrate, display ability to identify problems and report to appropriate supervisor, prioritize and flex with change, follow a process from start to finish, utilizing sequential established steps, and calculate appropriately, dosages and measurements.
<b>INTERPERSONAL SKILLS</b>	Demonstrate positive interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of backgrounds	Establish rapport with patients'/clients' teachers, classmates, and coworkers from a variety of cultures and backgrounds. Be sensitive to the needs of others

### MAERB Core Curriculum for Medical Assistants

The Medical Assistant program uses the MAERB Core Curriculum Standards as a basis for the curricular content in the MA courses. Before a student is eligible for graduation, ALL competencies must be met, and the below documentation must be submitted to the Program Director for final approval.

<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>Describe structural organization of the human body</li> <li>Identify body systems</li> <li>Describe: <ol style="list-style-type: none"> <li>body planes</li> <li>directional terms</li> <li>quadrants</li> <li>body cavities</li> </ol> </li> <li>List major organs in each body system</li> <li>Identify the anatomical location of major organs in each body system</li> <li>Compare structure and function of the human body across the life span</li> <li>Describe the normal function of each body system</li> </ol>	<ol style="list-style-type: none"> <li>Measure and record: <ol style="list-style-type: none"> <li>blood pressure</li> <li>temperature</li> <li>pulse</li> <li>respirations</li> <li>height</li> <li>weight</li> <li>length (infant)</li> <li>head circumference (infant)</li> <li>pulse oximetry</li> </ol> </li> <li>Perform: <ol style="list-style-type: none"> <li>electrocardiography</li> <li>venipuncture</li> <li>capillary puncture</li> <li>pulmonary function testing</li> </ol> </li> <li>Perform patient screening using established protocols</li> </ol>	<ol style="list-style-type: none"> <li>Incorporate critical thinking skills when performing patient assessment</li> <li>Incorporate critical thinking skills when performing patient care</li> <li>Show awareness of a patient's concerns related to the procedure being performed</li> </ol>

8. Identify common pathology related to each body system including: <ol style="list-style-type: none"> <li>signs</li> <li>symptoms</li> <li>etiology</li> </ol> 9. Analyze pathology for each body system including: <ol style="list-style-type: none"> <li>diagnostic measures</li> <li>treatment modalities</li> </ol> 10. Identify CLIA waived tests associated with common diseases 11. Identify the classifications of medications including: <ol style="list-style-type: none"> <li>indications for use</li> <li>desired effects</li> <li>side effects</li> <li>adverse reactions</li> </ol> 12. Identify quality assurance practices in healthcare 13. List principles and steps of professional/provider CPR 14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting	4. Verify the rules of medication administration: <ol style="list-style-type: none"> <li>right patient</li> <li>right medication</li> <li>right dose</li> <li>right route</li> <li>right time</li> <li>right documentation</li> </ol> 5. Select proper sites for administering parenteral medication 6. Administer oral medications 7. Administer parenteral (excluding IV) medications 8. Instruct and prepare a patient for a procedure or a treatment 9. Assist provider with a patient exam 10. Perform a quality control measure 11. Obtain specimens and perform: <ol style="list-style-type: none"> <li>CLIA waived hematology test</li> <li>CLIA waived chemistry test</li> <li>CLIA waived urinalysis</li> <li>CLIA waived immunology test</li> <li>CLIA waived microbiology test</li> </ol> 12. Produce up-to-date documentation of provider/professional level CPR 13. Perform first aid procedures for: <ol style="list-style-type: none"> <li>bleeding</li> <li>diabetic coma or insulin shock</li> <li>fractures</li> <li>seizures</li> <li>shock</li> <li>syncope</li> </ol>	
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<b>CONTENT AREA II: Applied Mathematics</b>		
<b>Cognitive (Knowledge) II.C Applied Mathematics</b>	<b>Psychomotor (Skills) II.P Applied Mathematics</b>	<b>Affective (Behavior) II.A Applied Mathematics</b>
1. Demonstrate knowledge of basic math computations 2. Apply mathematical computations to solve equations 3. Define basic units of measurement in: <ol style="list-style-type: none"> <li>the metric system</li> <li>the household system</li> </ol> 4. Convert among measurement systems 5. Identify abbreviations and symbols used in calculating medication dosages 6. Analyze healthcare results as reported in: <ol style="list-style-type: none"> <li>graphs</li> <li>tables</li> </ol>	1. Calculate proper dosages of medication for administration 2. Differentiate between normal and abnormal test results 3. Maintain lab test results using flow sheets 4. Document on a growth chart	1. Reassure a patient of the accuracy of the test results

### CONTENT AREA III: Infection Control

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

### CONTENT AREA IV: Nutrition

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

## CONTENT AREA V: Concepts of Effective Communication

Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication	Affective (Behavior) V.A. Concepts of Effective Communication
<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> </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> </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>
<ol style="list-style-type: none"> <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. ethnic</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <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>	

### CONTENT AREA VI: Administrative Functions

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

### CONTENT AREA VII: Basic Practice Finances

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



**CONTENT AREA VIII: Third Party Reimbursement**

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

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

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

**CONTENT AREA X: Legal Implications**

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

<ul style="list-style-type: none"> <li>c. personal injury</li> </ul> <p>9. List and discuss legal and illegal applicant interview questions</p> <p>10. Identify:</p> <ul style="list-style-type: none"> <li>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</li> <li>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</li> <li>c. Americans with Disabilities Act Amendments Act (ADAAA)</li> </ul> <p>11. Describe the process in compliance reporting:</p> <ul style="list-style-type: none"> <li>a. unsafe activities</li> <li>b. errors in patient care</li> <li>c. conflicts of interest</li> <li>d. incident reports</li> </ul> <p>12. Describe compliance with public health statutes:</p> <ul style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, neglect, and exploitation</li> <li>c. wounds of violence</li> </ul> <p>13. Define the following medical legal terms:</p> <ul style="list-style-type: none"> <li>a. informed consent</li> <li>b. implied consent</li> <li>c. expressed consent</li> <li>d. patient incompetence</li> <li>e. emancipated minor</li> <li>f. mature minor</li> <li>g. subpoena duces tecum</li> <li>h. respondent superior</li> <li>i. res ipsa loquitur</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> <li>n. Good Samaritan laws</li> </ul>		
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#### CONTENT AREA XI: Ethical Considerations

Cognitive (Knowledge) XI.C Ethical Considerations	Psychomotor (Skills) XI.P Ethical Considerations	Affective (Behavior) XI.A Ethical Considerations
<ul style="list-style-type: none"> <li>1. Define:               <ul style="list-style-type: none"> <li>a. ethics</li> <li>b. morals</li> </ul> </li> <li>2. Differentiate between personal and professional ethics</li> <li>3. Identify the effect of personal morals on professional performance</li> </ul>	<ul 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> </ul>	<ul style="list-style-type: none"> <li>1. Recognize the impact personal ethics and morals have on the delivery of healthcare</li> </ul>

## CONTENT AREA XII: Protective Practices

Cognitive (Knowledge) XII.C Protective Practices	Psychomotor (Skills) XII.P Protective Practices	Affective (Behavior) XII.A Protective Practices
<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>

*Methodist College Medical Assistant  
Program Handbook Signature Page*

By my signature, I certify that I have read and understand the Methodist College Medical Assistant Handbook, and I am committed to demonstrating the skills and abilities detailed within.

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Signature

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Date

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Print Name

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Date