

2024-2025

# **Medical Assisting Certificate**

## **Student Handbook**

**Academic Year 2024-2025**

# Welcome to the Medical Assistant Program

Dear Methodist College Medical Assistant Student:

Welcome to the Methodist College community! It is a pleasure to have you in our program and we sincerely hope that you will achieve your academic and professional goals. This program will prepare you to become a qualified member of the Medical Assisting profession.

We are here to help you and want you to feel free to ask for assistance. Our schedule is flexible in the 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. Amber Schappaugh DM-HCML, CHW, CMA(AAMA), CHW, AHI, MA, RMA



## Methodist College General Information

Program Sponsor:  
Methodist College of Carle 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:

Methodist College is committed to educating and preparing future health and human services professionals for careers that meet community and regional healthcare industry needs.

### Our Vision:

Methodist College will deliver quality transformational experiences that enable future healthcare leaders to enhance and contribute to positive health outcomes for our community.

### Methodist College Values:

Healthcare professionals are guided by strong core values. At Methodist College, faculty, staff, and students are dedicated to our 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 throughout 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.

### Carle Health Values

Methodist College is affiliated with Carle Health, and we seek to demonstrate the organization's values:

**Excellence:** We're committed to being the very best in all we do.

**Integrity:** We're grateful for the trust placed in us by those we serve, and we always strive to do the right thing.

**Inclusivity:** We welcome, respect and value every individual.

**Compassion:** We seek to understand and empathize with others.

**Accountability:** We take ownership of everything we do in a way people can count on.

### Institutional Goals:

- Provide rigorous academic experiential learning opportunities required of healthcare industry professionals.
- Support a positive, student-centered learning environment.
- Foster quality instruction and innovative programs.
- Offer quality student support services and programs.
- Recruit and retain a diverse qualified workforce.
- Demonstrate fiscal responsibility and accountability.
- Provide resources to support institutional mission.
- Recruit and retain a qualified, diverse student body.
- Cultivate collaborative community relationships to support the mission and vision of the college.

# 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 2029.

## 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 12 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 medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

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 help improve performance on the outcomes.

## Code of Ethics:

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

Members of the AAMA dedicated to the conscientious pursuit of their profession, and thus desiring the merit the highest regard of the profession and respect of the public in which they serve, do pledge to strive to always:

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

## Admission Requirements:

### Pathways to Admission:

High school diploma with a cumulative GPA of 2.3

High school diploma with a cumulative GPA below 2.3 will be considered for admission on a case-by-case basis.

A holistic admission review will be conducted by the Program Director of the Medical Assisting Program and the Dean of Arts & Sciences. Students not meeting the cumulative high school GPA requirements will develop a Success Plan with the Program Director to better position the student for academic success.

While college GPA is not considered for admission into the Medical Assisting program, official college transcripts will still be submitted. Incoming students with low cumulative college GPAs will develop a Success Plan with the Program Director to better position the student for academic success.

### 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 screens
8. Covid immunizations

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 Health Career Association. Students are responsible for the exam fee; it can be charged to your student account.

### Methodist College Program Goals:

Prepare medical assistants who are competent 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.

### Supplies Needed:

- Watch: With second hand
- Stethoscope
- At least one set of green professional scrubs (can be purchased in bookstore with book voucher)
- Name Badge

### 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 always under the supervision of an employee at the practicum site. Students are not permitted to stay unattended during any time during the practicum hours. If this occurs, the student must notify the MA Practicum Coordination 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

### *Non-Acceptable 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 include 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 during 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, the 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. All infectious control protocols will be followed while in the clinical or practicum experiences.

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 behaviors: 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 behaviors fail 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 threaten 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 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 include 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.



# Degree Requirements

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

Summary of Degree Requirements Credit Hours 26

Required Courses for the Medical Assistant Certificate Program		Credit Hours Required
MA1202	The Medical Assistant as a Professional	2
MA1203	Introduction to Medical Assisting	3
MA1204	Medical Assisting Clinical 1	4
MA1213	Foundations of Medical Assisting	3
MA1214	Medical Assisting Clinical 2	4
MA2202	Administrative Medical Assisting	2
MA2203	Medical Assisting Practicum	3
MA2212	Concepts of Coding & Billing	2
MA2213	Medical Assistant Certification Review	3
TOTAL Credit Hours		26

## Medical Assisting Advisory Board:

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

### Advisory Community of Interest

#### Current Student

Subject to Change per year

#### Graduate

Subject to Change per year

#### Physician

Dr. James Morse

Dr. Rahmat Na'Allah

#### Employer(s) of Graduates Representative

Jessica Rose

Stephanie Doss

Angela Kepler Brown

Tracey Dutton

#### Public Member

Bobbie Gossett

Amanda Walton

#### Program Director/ Division Chair

Dr. Amber Schappaugh

#### Faculty

Courtney Gehrig

Julie Davis

#### Sponsor Administration

Dr. Octavian Gabor

# 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 C 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. If a student has multiple failing grades in one semester, the next semester can be limited by the program director to help insure successful completion of the courses.

## 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 11week 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, the Office of Access and Support and Inclusion Services and Title IX Coordinator.

## Internet Access and D2L Based Courses:

Most Medical Assisting courses are D2L enhanced or offered in an online format with lectures in a synchronous manner. Students should have off campus internet and computer access to complete online course activities.

## Electronic Email Etiquette:

Electronic communication is a common way to communicate in our personal and professional lives. Effective communication skills are essential in today’s workplace. The following guidelines are to help you appropriately communicate with others in an online format.

1. Email is formal communication, be courteous when writing and responding to messages.
2. Use appropriate capitalization and punctuation. The use of all capital letters is considered “yelling” at someone, Lack of punctuation may change the context of your message.
3. Do not use slang or abbreviations as you might when texting friends. It is not appropriate in the workplace or at the College.
4. Be thoughtful in how you communicate. Ask yourself if you would communicate in the same way if you are meeting face to face.
5. If you are angry, wait. Do not immediately send the email. Save it as a draft, review it when you have regained your composure and see if you still want to send it or if a revision may be necessary. It is better to edit multiple times than to send a message you may regret.

## 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, 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, 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 no 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 considered to constitute academic misconduct.

### Academic Dishonesty:

Students are expected to be honest and forthright in their academic endeavors. Since assignments, papers, tests, and discussion are the core of the educational process, Methodist College demands the strictest honesty of students in the academic tasks. The following are considered types of academic dishonesty:

#### 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.

#### Cheating:

Cheating is the act of deception by which a student misrepresents that they have mastered information on an academic assignment that they have not in fact mastered. Examples are:

- Copying from another student
- Allowing another student to copy
- Using the text or other materials to take a test when not authorized.
- Collaboration during testing without permission.
- Using the internet to find the answers.

### Fabrication:

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. This includes the use of AI (artificial intelligence).

- Citing information not taken from the source indicated.
- Listing sources in the bibliography not used in the academic exercise.
- Inventing data or course information for research or other academic exercises.
- Submitting, as you own, any academic exercises prepared partially or in whole by another person.
- Taking a test for someone or permitting someone to take a test for you.
- Using AI software to answer questions or write a discussion, or paper.

### Disability Statement:

Methodist College follows 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 President 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 Tricia Fox, Director of the Center for Student Success (CSS).

### 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 in order 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 [\[\(methodistcol.edu\)\]](http://methodistcol.edu)

#### 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 Assisting 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, work spaces, 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 in order 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.

Functional Ability/ Category	Representative Activity/Attribute	Examples
<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 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.	Chart information, keep track of information while performing tasks, document 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.



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

<b>Cognitive (Knowledge)</b> <b>I.C Anatomy, Physiology, &amp; Pharmacology</b>	<b>Psychomotor (Skills)</b> <b>I.P Anatomy, Physiology, &amp; Pharmacology</b>
<ol style="list-style-type: none"> <li>1. Identify structural organization of the human body</li> <li>2. Identify body systems*</li> <li>3. Identify:               <ol style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ol> </li> <li>4. Identify major organs in each body system*</li> <li>5. Identify the anatomical location of major organs in each body system*</li> <li>6. Identify the structure and function of the human body across the life span</li> <li>7. Identify the normal function of each body system*</li> <li>8. Identify common pathology related to each body system* including:               <ol style="list-style-type: none"> <li>a. signs</li> <li>b. symptoms</li> <li>c. etiology</li> <li>d. diagnostic measures</li> <li>e. treatment modalities</li> </ol> </li> <li>9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases</li> <li>10. Identify the classifications of medications including:               <ol style="list-style-type: none"> <li>a. indications for use</li> <li>b. desired effects</li> <li>c. side effects</li> <li>d. adverse reactions</li> </ol> </li> <li>11. Identify quality assurance practices in healthcare</li> <li>12. Identify basic principles of first aid</li> <li>13. Identify appropriate vaccinations based on an immunization schedule.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurately measure and record               <ol style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight (adult and infant)</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. oxygen saturation</li> </ol> </li> <li>2. Perform the following procedures:               <ol style="list-style-type: none"> <li>a. electrocardiography</li> <li>b. venipuncture</li> <li>c. capillary puncture</li> <li>d. pulmonary function testing</li> </ol> </li> <li>3. Perform patient screening following established protocols</li> <li>4. Verify the rules of medication administration:               <ol style="list-style-type: none"> <li>a. right patient</li> <li>b. right medication</li> <li>c. right dose</li> <li>d. right route</li> <li>e. right time</li> <li>f. right documentation</li> </ol> </li> <li>5. Select proper sites for administering parenteral medication</li> <li>6. Administer oral medications</li> <li>7. Administer parenteral (excluding IV) medications</li> <li>8. Instruct and prepare a patient for a procedure or a treatment</li> </ol>
<p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> <li>9. Assist provider with a patient exam</li> <li>10. Perform a quality control measure</li> <li>11. Collect specimens and perform:               <ol style="list-style-type: none"> <li>a. CLIA waived hematology test</li> <li>b. CLIA waived chemistry test</li> <li>c. CLIA waived urinalysis</li> <li>d. CLIA waived immunology test</li> <li>e. CLIA waived microbiology test</li> </ol> </li> <li>12. Provide up-to-date documentation of provider/professional level CPR</li> <li>13. Perform first aid procedures               <ol style="list-style-type: none"> <li>a. bleeding</li> <li>b. diabetic coma or insulin shock</li> <li>c. stroke</li> <li>d. seizures</li> <li>e. environmental emergency</li> <li>f. syncope</li> </ol> </li> </ol>



Content Area II: Applied Mathematics

<b>Cognitive (Knowledge)</b> <b>II.C Applied Mathematics</b>	<b>Psychomotor (Skills)</b> <b>II.P Applied Mathematics</b>
<ol style="list-style-type: none"> <li>1. Define basic units of measurement in:               <ol style="list-style-type: none"> <li>a. the metric system</li> <li>b. the household system</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Calculate proper dosages of medication for administration</li> <li>2. Record laboratory test results into the patient's record</li> </ol>
<ol style="list-style-type: none"> <li>2. Identify abbreviations used in calculating medication dosages</li> <li>3. Identify normal and abnormal results as reported in:               <ol style="list-style-type: none"> <li>a. graphs</li> <li>b. tables</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Document on a growth chart</li> <li>4. Apply mathematical computations to solve equations</li> <li>5. Convert among measurement systems</li> </ol>

Content Area III: Infection Control

<b>Cognitive (Knowledge)</b> <b>III.C Infection Control</b>	<b>Psychomotor (Skills)</b> <b>III.P Infection Control</b>
<ol style="list-style-type: none"> <li>1. Identify major types of infectious agents</li> <li>2. Identify the infection cycle including:               <ol style="list-style-type: none"> <li>a. the infectious agent</li> <li>b. reservoir</li> <li>c. susceptible host</li> <li>d. means of transmission</li> <li>e. portals of entry</li> <li>f. portals of exit</li> </ol> </li> <li>3. Identify the following as practiced within an ambulatory care setting:               <ol style="list-style-type: none"> <li>a. medical asepsis</li> <li>b. surgical asepsis</li> </ol> </li> <li>4. Identify methods of controlling the growth of microorganisms</li> <li>5. Identify the principles of standard precautions</li> <li>6. Identify personal protective equipment (PPE)</li> <li>7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings</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>

Content Area IV: Nutrition

<b>Cognitive (Knowledge)</b> <b>IV. C Nutrition</b>	<b>Psychomotor (Skills)</b> <b>IV. P Nutrition</b>
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<ol style="list-style-type: none"> <li>1. Identify dietary nutrients including: <ol style="list-style-type: none"> <li>a. carbohydrates</li> <li>b. fat</li> <li>c. protein</li> <li>d. minerals</li> <li>e. electrolytes</li> <li>f. vitamins</li> <li>g. fiber</li> <li>h. water</li> </ol> </li> <li>2. Identify the function of dietary supplements</li> <li>3. Identify the special dietary needs for: <ol style="list-style-type: none"> <li>a. weight control</li> <li>b. diabetes</li> <li>c. cardiovascular disease</li> <li>d. hypertension</li> <li>e. cancer</li> <li>f. lactose sensitivity</li> <li>g. gluten-free</li> <li>h. food allergies</li> <li>i. eating disorders</li> </ol> </li> <li>4. Identify the components of a food label</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruct a patient regarding a dietary change related to patient's special dietary needs</li> </ol>
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Content Area V: Concepts of Effective Communication

<b>Cognitive (Knowledge)</b> <b>V.C Concepts of Effective Communication</b>	<b>Psychomotor (Skills)</b> <b>V.P. Concepts of Effective Communication</b>
<ol style="list-style-type: none"> <li>1. Identify types of verbal and nonverbal communication</li> <li>2. Identify communication barriers</li> <li>3. Identify techniques for overcoming communication barriers</li> <li>4. Identify the steps in the sender-receiver process</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to nonverbal communication</li> <li>2. Correctly use and pronounce medical terminology in health care interactions</li> <li>3. Coach patients regarding: <ol style="list-style-type: none"> <li>a. office policies</li> <li>b. medical encounters</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>5. Identify challenges in communication with different age groups</li> <li>6. Identify techniques for coaching a patient related to specific needs</li> <li>7. Identify different types of electronic technology used in professional communication</li> <li>8. Identify the following related to body systems*: <ol style="list-style-type: none"> <li>a. medical terms</li> <li>b. abbreviations</li> </ol> </li> <li>9. Identify the principles of self-boundaries</li> <li>10. Identify the role of the medical assistant as a patient navigator</li> <li>11. Identify coping mechanisms</li> <li>12. Identify subjective and objective information</li> <li>13. Identify the basic concepts of the following theories of: <ol style="list-style-type: none"> <li>a. Maslow</li> <li>b. Erikson</li> <li>c. Kubler-Ross</li> </ol> </li> <li>14. Identify issues associated with diversity as it relates to patient care</li> <li>15. Identify the medical assistant's role in telehealth</li> </ol> <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> <li>4. Demonstrate professional telephone techniques</li> <li>5. Document telephone messages accurately</li> <li>6. Using technology, compose clear and correct correspondence</li> <li>7. Use a list of community resources to facilitate referrals</li> <li>8. Participate in a telehealth interaction with a patient</li> </ol>

Content Area VI: Administrative Functions

<b>Cognitive (Knowledge)</b> <b>VI.C Administrative Functions</b>	<b>Psychomotor (Skills)</b> <b>VI.P Administrative Functions</b>
<ol style="list-style-type: none"> <li>1. Identify different types of appointment scheduling methods</li> <li>2. Identify critical information required for scheduling patient procedures</li> <li>3. Recognize the purpose for routine maintenance of equipment</li> <li>4. Identify steps involved in completing an inventory</li> <li>5. Identify the importance of data back-up</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage appointment schedule using established priorities</li> <li>2. Schedule a patient procedure</li> <li>3. Input patient data using an electronic system</li> <li>4. Perform an inventory of supplies</li> </ol>
<ol style="list-style-type: none"> <li>6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system</li> </ol>	

Content Area VII: Basic Practice Finances

<b>Cognitive (Knowledge)</b> <b>VII.C Basic Practice Finances</b>	<b>Psychomotor (Skills)</b> <b>VII.P Basic Practice Finances</b>
<ol style="list-style-type: none"> <li>1. Define the following bookkeeping terms:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. accounts receivable</li> <li>d. accounts payable</li> <li>e. adjustments</li> <li>f. end of day reconciliation</li> </ol> </li> <li>2. Identify precautions for accepting the following types of payments:               <ol style="list-style-type: none"> <li>a. cash</li> <li>b. check</li> <li>c. credit card</li> <li>d. debit card</li> </ol> </li> <li>3. Identify types of adjustments made to patient accounts including:               <ol style="list-style-type: none"> <li>a. non-sufficient funds (NSF) check</li> <li>b. collection agency transaction</li> <li>c. credit balance</li> <li>d. third party</li> </ol> </li> <li>4. Identify 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. Input accurate billing information in an electronic system</li> <li>3. Inform a patient of financial obligations 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
<ol style="list-style-type: none"> <li>1. Identify:               <ol style="list-style-type: none"> <li>a. types of third-party plans</li> <li>b. steps for filing a third-party claim</li> </ol> </li> <li>2. Identify managed care requirements for patient referral</li> <li>3. Identify processes for:               <ol style="list-style-type: none"> <li>a. verification of eligibility for services</li> <li>b. precertification/preauthorization</li> <li>c. tracking unpaid claims</li> <li>d. claim denials and appeals</li> </ol> </li> <li>4. Identify fraud and abuse as they relate to third party reimbursement</li> <li>5. Define the following:               <ol style="list-style-type: none"> <li>a. bundling and unbundling of codes</li> <li>b. advanced beneficiary notice (ABN)</li> <li>c. allowed amount</li> <li>d. deductible</li> <li>e. co-insurance</li> <li>f. co-pay</li> </ol> </li> <li>6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret information on an insurance card</li> <li>2. Verify eligibility for services</li> <li>3. Obtain precertification or preauthorization with documentation</li> <li>4. Complete an insurance claim form</li> <li>5. Assist a patient in understanding an Explanation of Benefits (EOB)</li> </ol>

Area IX: Procedural and Diagnostic Coding

Cognitive (Knowledge) IX.C Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P Procedural and Diagnostic Coding
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<ol style="list-style-type: none"> <li>1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II)</li> <li>2. Identify the effects of: <ol style="list-style-type: none"> <li>a. upcoding</li> <li>b. downcoding</li> </ol> </li> <li>3. Define medical necessity</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>
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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>
<ol style="list-style-type: none"> <li>1. Identify scope of practice and standards of care for medical assistants</li> <li>2. Identify the provider role in terms of standard of care.</li> <li>3. Identify components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</li> <li>4. Identify the standards outlined in The Patient Care Partnership</li> <li>5. Identify licensure and certification as they apply to healthcare providers</li> <li>6. Identify criminal and civil law as they apply to the practicing medical assistant</li> <li>7. Define: <ol style="list-style-type: none"> <li>a. negligence</li> </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. Complete compliance reporting based on public health statutes</li> <li>5. Report an illegal activity following the protocol established by the healthcare setting</li> <li>6. Complete an incident report related to an error in patient care</li> </ol>

<ul style="list-style-type: none"> <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> </ul> <p>8. Identify the purpose of medical malpractice insurance</p> <p>9. Identify 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. Identify 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. Identify compliance with public health statutes related to:</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. respondeat superior</li> <li>i. res ipsa loquitur</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> </ul>	
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Medical Assisting Essentials Standards Initially adopted in 1989; revised in 1994, 1997, 1984, 1994, 1999, 2003, 2014, 2022

<ul style="list-style-type: none"> <li>l. deposition</li> <li>m. arbitration-mediation</li> </ul>	
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#### Content Area XI: Ethical and Professional Considerations

Cognitive (Knowledge) XI.C Ethical and Professional Considerations	Psychomotor (Skills) XI.P Ethical and Professional 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. Identify personal and professional ethics</li> <li>3. Identify potential effects of personal morals on professional performance</li> <li>4. Identify professional behaviors of a medical assistant</li> </ul>	<ul style="list-style-type: none"> <li>1. Demonstrate professional response(s) to ethical issues</li> </ul>

#### Content Area XII: Protective Practices

Cognitive (Knowledge) XII.C Protective Practices	Psychomotor (Skills) XII.P Protective Practices
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<ol style="list-style-type: none"> <li>1. Identify workplace safeguards</li> <li>2. Identify safety techniques that can be used in responding to accidental exposure to: <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. Identify fire safety issues in an ambulatory healthcare environment</li> <li>4. Identify emergency practices for evacuation of a healthcare setting</li> <li>5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting</li> <li>6. Identify processes for disposal of a. biohazardous waste and b. chemicals</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> <li>9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency</li> </ol>	<ol style="list-style-type: none"> <li>1. Comply with safety practices</li> <li>2. Demonstrate proper use of: <ol style="list-style-type: none"> <li>a. eyewash equipment</li> <li>b. fire extinguishers</li> </ol> </li> <li>3. Use proper body mechanics</li> <li>4. Evaluate an environment to identify unsafe conditions</li> </ol>
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#### AFFECTIVE SKILLS

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

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