



**WAUBONSEE COMMUNITY COLLEGE**

**MEDICAL ASSISTANT PROGRAM**

**Student Handbook**

**2018-2019**



This certificate program prepares individuals for employment in the administrative and clinical areas of medical offices, clinics and other health care agencies. The Waubensee Community College Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB).

CAAHEP -Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19 North, Suite 158

Clearwater, FL 33763

(727)210-2350 Phone

(727)210-2354 Fax

[www.caahep.org](http://www.caahep.org)

MAERB -Medical Assisting Education Review Board

20 N. Wacker Drive, Suite 1575

Chicago, IL 60606

(800)228-2262 Phone

(312)899-1259 Fax

[www.maerb.org](http://www.maerb.org)



## Table of Contents

1.0	Statement of Program Philosophy .....	1
2.0	Courses.....	1
2.1	Medical Assistant Certificate Content .....	1
2.2	General Education Courses .....	1
3.0	Program Outcomes .....	2
4.0	Curriculum Plan.....	2
4.1	Medical Assistant Certificate of Achievement (422A) Major Code .....	2
4.2	Course Sequencing .....	2
5.0	Program Admission Procedures .....	4
5.1	Admission into Program .....	4
5.2	Admission Criteria .....	4
5.3	Admission Priority .....	4
6.0	Retention and Readmission for Medical Assistant (MLA) Courses .....	5
6.1	Progression.....	5
6.2	Definition for Reentry .....	5
6.3	Passing Grade Not Earned .....	6
6.4	Petitions for Reentry.....	6
6.5	Guidelines for Reviewing Petitions for Reentry.....	6
6.6	Appeal of Health Careers Petition Committee’s Recommendation ....	6
6.7	Readmission to the Program After Dismissal.....	6
6.8	Withdrawal Procedure .....	7
6.9	Changes in Health Status.....	7
7.0	General Course Criteria .....	7
7.1	Passing Grade.....	7
7.2	Attendance .....	7
7.3	Deadlines.....	7
7.4	Course Specific Policies .....	7
7.5	Grading.....	7
7.6	Clinical/Laboratory Evaluation.....	8
8.0	Student Grievance(s) and/or Grade Appeal(s).....	8
9.0	Health Requirements for Clinical/Laboratory Experiences .....	8
9.1	Pre-Entrance Medical Record .....	8
9.2	Immunization/Record of Immunity.....	8
9.2.1	Tuberculosis Test.....	8
9.2.2	Tuberculosis Policy .....	8
9.2.3	Rubella Titer .....	8
9.2.4	Rubeola.....	8
9.2.5	Hepatitis B .....	8
9.2.6	Tetanus/Diphtheria.....	9

9.2.7	Poliomyelitis .....	9
9.3	Changes in Health Status .....	9
9.4	Pregnancy .....	9
9.5	Use of Prescribed Medications .....	9
9.6	Criminal Background Check .....	9
9.7	Drug Screening .....	9
10.0	CPR and First Aid Certification .....	10
11.0	Health and Liability Insurance .....	10
11.1	Health Insurance .....	10
11.2	Liability Insurance .....	10
12.0	Attendance.....	10
12.1	Clinical/Laboratory Lateness .....	10
12.2	Clinical/Laboratory Absences.....	10
12.3	Missed Information/Examination .....	10
13.0	Personal and Professional Legal, Moral, and Ethical Behaviors .....	11
14.0	Use of Chemical Substances in the Clinical Agency .....	11
15.0	Physical or Emotional Jeopardy .....	11
16.0	Confidentiality .....	11
17.0	Student Responsibilities/Expectations in the Clinical Agency Setting .....	12
18.0	Student Responsibility to Report .....	13
19.0	Dress Code/Grooming.....	13
20.0	Transportation to Clinical Agency and Parking .....	14
20.1	Traveling.....	14
20.2	Injury En Route To Agency .....	14
20.3	Parking .....	14
21.0	PBT (ASCP) Certification Requirements-Venipuncture Log.....	14
22.0	Guidelines for Venipunctures/Skin Punctures Under Controlled Classroom Setting and in the Clinical Agency .....	14

## Appendices

**Waubonsee Community College does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, veteran's status, marital status, disability or any other characteristic protected by law in its programs and activities. For more information on the college's nondiscrimination policies, contact the Executive Director of Human Resources at (630) 466-7900, ext. 2367; Waubonsee Community College, Rt. 47 at Waubonsee Drive., Sugar Grove, IL 60554**

## **1.0 STATEMENT OF PROGRAM PHILOSOPHY**

The Medical Assistant Certificate program faculty, administrators and advisory committee believe that medical assisting serves an important function in the health care setting. As members of the health care team, medical assistants work together with physicians, nurses, and other health care providers in the performance of administrative and clinical procedures. The educational preparation of the medical assistant is appropriately accomplished in the community college setting. The Medical Assistant Certificate program is, therefore, an integral part of Waubensee Community College, and its philosophy and mission are consistent with those of the college. A basic common goal of the medical assistant program and college is to provide an opportunity for accessible, affordable, effective education which provides a foundation for professional development and lifelong learning.

## **2.0 COURSES**

### **2.1 MEDICAL ASSISTANT CERTIFICATE CONTENT**

The content is divided into the following 9 courses:

#### **Administrative Office Systems course:**

CIS 110 Business Information Systems

#### **Health Information Technology course:**

HIT 105 Medical Terms for Health Occupations

#### **Medical Assistant courses:**

MLA 150 Basic Administrative Procedures for the Medical Assistant **(8 week course)**

MLA 171 Medical Assistant Clinical I **(8 week course)**

MLA 172 Medical Assistant Clinical II **(8 week course)**

MLA 210 Lab Procedures for the Medical Assistant **(8 week**

**course)** MLA 220 Pharmacology for the Medical Assistant **(8**

**week course)** MLA 230 Medical Law and Ethics **(8 week**

**course)**

MLA 298 Medical Assistant Externship

MEDICAL ASSISTANT STUDENTS MUST PASS 100% OF ALL SKILL-BASED COMPETENCIES TO PASS EACH INDIVIDUAL MEDICAL ASSISTANT COURSE, AND SUBSEQUENTLY, THE MEDICAL ASSISTANT CERTIFICATE OF ACHIEVEMENT PROGRAM.

### **2.2 GENERAL EDUCATION COURSES** Four supportive (general education) courses are

required and include: BIO 260 Human Structure and Function, PSY 100 Introduction to Psychology, PSY 205 Life-Span Psychology, and COM 125 Communication Strategies for Healthcare Careers. These courses are integrated as part of the program sequencing. The biological and psychological sciences and communication courses provide a base upon which the medical assistant component is built.

## **3.0 PROGRAM OUTCOMES**

Upon successful completion of this program, the student will be able to:

- Collaborate with other health care team members in caring for patients and families.
- Utilize effective verbal and non-verbal communication with patients, families, and members of the health care team.

- Demonstrate professional behaviors in a consistent manner.
- Perform administrative and clinical skills competently and independently.
- Implement appropriate physical and emotional comfort measures for patients and families.
- Identify each patient as an individual, reflecting the values and dignity of each person.
- Maintain patient confidentiality at all times.
- Assess own needs for life-long learning for continued personal and professional growth.

#### **4.0 CURRICULUM PLAN**

##### **4.1 MEDICAL ASSISTANT CERTIFICATE OF ACHIEVEMENT (422A) MAJOR CODE**

The Medical Assistant Certificate program is designed to prepare persons to function as medical assistants in the administrative and clinical areas of medical offices, clinics, and outpatient and acute care facilities.

##### **4.2 COURSE SEQUENCING**

###### **SUMMER**

HIT 105	Medical Terms for Health Occupations.....	1
BIO 260	Human Structure & Function .....	4
MLA 220	Pharmacology for the Medical Assistant <b>(8 week course)</b> .....	2
PSY 100	Introduction to Psychology .....	3
	<b>Total</b>	<b>10</b>

###### **FALL**

CIS 110	Business Information Systems .....	3
MLA 150	Basic Administrative Procedures for the Medical Assistant <b>(8 week course)</b> .....	3
MLA 171	Medical Assistant Clinical I <b>(8 week course)</b> .....	2.5
MLA 230	Medical Law and Ethics <b>(8 week course)</b> .....	1
PSY 205	Life-Span Psychology.....	3
	<b>Total</b>	<b>12.5</b>

###### **SPRING**

COM 125	Communication Strategies for Healthcare Careers.....	2
MLA 172	Medical Assistant Clinical II <b>(8 week course)</b> .....	2.5
MLA 210	Laboratory Procedures for the Medical Assistant <b>(8 week course)</b> .....	3
	<b>Total</b>	<b>7.5</b>

###### **SUMMER**

MLA 298	Medical Assistant Externship .....	2
	<b>Total</b>	<b>2</b>

**TOTAL SEMESTER HOURS FOR CERTIFICATE.....32**



## **5.0 PROGRAM ADMISSION PROCEDURES**

**5.1 ADMISSION INTO PROGRAM** The Medical Assistant program sequence (MLA courses) begins in Summer. A student who has the following on file in the **Office of Health Professions and Public Service** by April 1 will be considered for Summer-Accelerated admission:

- Completed application for medical assistant program.
- Documented completion of medical assistant assessment entrance tests for reading and math.
- A student who wishes to transfer medical assistant courses from another college to Waubonsee should contact the Dean for Health Professions and Public Service for further information. A student who wishes to transfer administrative office systems or health information technology systems courses from another college to Waubonsee should contact the Dean for Health Professions and Public Service.

Any student who is enrolling in a certificate program must have the following on file in the **Office of Registration and Records** prior to program completion:

- Waubonsee Community College student information form.
- High school transcript or GED certificate.
- Transcripts from other colleges or vocational schools attended.
- Record of any proficiency credit in prerequisite or administrative office systems courses (CLEP administered test results).

Waubonsee Community College does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, veteran's status, marital status, disability or any other characteristic protected by law in its programs and activities. For more information on the college's nondiscrimination policies, contact the Executive Director of Human Resources at (630) 466-7900, ext. 2367; Waubonsee Community College, Rt. 47 at Waubonsee Drive., Sugar Grove, IL 60554

## **5.2 ADMISSION CRITERIA**

Criteria to be used for admission will be as follows:

- Complete required pre-entrance criteria pathway using either route A or B.
  - A. Pre-Admission Exam (PAX) assessment test  
Acceptance into the program is based on assessment results, with documentation of verbal, math and science of 50 percent as well as composite of 60 percent. A student has two opportunities to successfully meet assessment requirements.  
  
Eight weeks must elapse between testing sessions for the PAX assessment. Due to the eight week retest policy, students should plan accordingly for the initial test and possible retest. Guidance is provided by the Learning Assessment and Testing Service office for students who do not meet these entry requirements. Test scores are only valid for 24 months.
  - B. Documentation of completion of COM125 Communication Strategies for Health Care Centers, BIO260 Human Structure and Function and HIT105 Medical Terms for Health Occupations with a C or better within the last 5 years.
- Applicants must have achieved a grade of C or better in all major courses whether taken at Waubonsee Community College or another college

- Human structure and function (or anatomy and physiology) course(s) completed more than five years prior to the filing deadline must be retaken.
- In compliance with the Illinois Public Community College Act, in-district students shall be given preference over out-of-district students. Proof of residency will be required.

Official written notification of acceptance into the program will be mailed to eligible students approximately 4 to 6 weeks after the application deadline, **only after all entrance criteria have been met.**

**5.3 ADMISSION PRIORITY** When space is limited, admission priority will be guided by the following criteria:

**5.3.1** Priority for initial admission into Medical Assistant program.

**In district:**

- 1 meets all entrance criteria
- 2 advanced placement in good academic standing at another institution
- 3 advanced placement with one or more withdrawals/failures in medical assistant course(s) or the equivalent

**Out of district:**

- 1 meets all entrance criteria
- 2 advanced placement in good academic standing at another institution
- 3 advanced placement with one or more withdrawals/failures in medical assistant course(s) or the equivalent

**5.3.2** Priority for admission to subsequent medical assistant (MLA) courses

**In district:**

- 1 continuance from previous MLA course with a grade of C or better
- 2 interrupted continuing student in good academic standing, on a space available basis
- 3 repeater in good academic standing in the program (withdrawn with good academic standing in the program) on a space available basis
4. repeater due to failure (either voluntary withdrawal to avoid a course failure or a grade of D or F in an MLA course) on a space available basis

**Out of district:**

- 1 continuance from previous MLA course with a grade of C or better
- 2 interrupted continuing student in good academic standing on a space available basis
- 3 repeater in good academic standing in the program (withdrawn with good academic standing in the program) on a space available basis
4. repeater due to failure (either voluntary withdrawal to avoid a course failure or a grade of D or F in an MLA course) on a space available basis

**6.0 RETENTION AND READMISSION FOR MEDICAL ASSISTANT (MLA) COURSES**

**6.1 PROGRESSION** Once a student has been admitted into the first medical assistant course (MLA), the student may continue to enroll in each successive course until the student finishes the program provided a grade of A, B, or C is earned in each course. (Grades of D, F, or W are not considered passing.)

**6.2 DEFINITION FOR REENTRY** If a student has passed a medical assistant (MLA) course and for any reason does not continue into the next successive course, the student must petition to reenter the sequence. Space availability at the time of petitioning to reenter is one factor in considering a petition. In addition, placement may be affected by the amount of time which has elapsed since the student was last enrolled in an MLA course. A student who has been in- active in the program for one year or more may be required to remediate before proceeding. Remediation will be tailored to the individual's needs and may include, but not be limited to, the following: repeating a course or courses, testing, or tutoring.

**6.3 PASSING GRADE NOT EARNED** A student who does not earn a passing grade as defined in 6.1 will not be allowed to enroll in the next successive medical assistant (MLA) course. The student must petition to retake a course that was not passed. Space and time considerations as outlined in 6.2 will apply.

**6.4 PETITIONS FOR RE-ENTRY** Petitions for reentry must be filed with the Office of Health Professions and Public Service.

**6.5 GUIDELINES FOR REVIEWING PETITIONS FOR RE-ENTRY** In reviewing petitions for reentry, the Dean for Health Professions and Public Service shall use guidelines including, but not limited to, the following:

- The first time a student does not receive a passing grade in a medical assistant (MLA) course, the student is given an opportunity to reenter the program and repeat the course. Placement priority will be based on the readmission criteria listed in Section 5.3.2 **NOTE EXCEPTION: Administrative withdrawal (failing) secondary to a student having subjected patient(s) to physical or emotional jeopardy may preclude student readmission to the program (Section 15.0, Physical and Emotional Jeopardy).**
- Subsequent failure to receive a passing grade in the same (repeated) MLA course will be reviewed by the committee on an individual basis.
- A student who has voluntarily withdrawn will be considered for reentry on an individual basis. **NOTE: Any student who continually withdraws while failing may be at risk for not being readmitted to the program.**

**Successful petitioners are granted program reentry on a space available basis.**

**6.6 APPEAL OF THE RE-ENTRY RECOMMENDATION**

Upon receipt of the Dean for Health Professions and Public Service's determination, the student may, within **10 school days**, submit a written appeal to the Dean for Health Professions and Public Service for a procedural review to ensure that the petition process was conducted in accordance with established procedures.

**6.7 READMISSION TO THE PROGRAM AFTER DISMISSAL** A student who has failed academically and is denied readmission to medical assistant program based on the decision of the Dean for Health Professions and Public Service is allowed one (1) opportunity to re-apply for admission to the program. **NOTE: This does not apply to a student who has failed in the clinical setting nor has been denied readmission to the program due to physical or emotional jeopardy, as described in 15.0.**

The applicant requesting readmission after dismissal must meet all entry requirements as described in 5.1 and 5.2, and will be required to repeat all MLA prefix courses beginning with the first MLA prefix course in the program sequence, no matter if the applicant previously had successfully passed the course with a grade of C or higher. **NOTE: A student who is readmitted to the program after dismissal and then subsequently is withdrawn or fails one (1) major course will not be allowed to continue in the program. Any further requests for readmission will be denied.**

**6.8 WITHDRAWAL PROCEDURE** A student who wishes to withdraw from a medical assistant (MLA) course must have a withdrawal form signed by the course instructor and Dean for Health Professions and Public Service. The course instructor will complete a Student Non-Progression Form, which records the student's academic status at the time of withdrawal, which is then filed with the dean. The Student Non-Progression Form will be used as a record of the student's grade at the time of withdrawal.

**6.9 CHANGES IN HEALTH STATUS** The medical assistant faculty and administration reserve the right to request a physical or mental examination following a change in health status from the initial program admission medical record. A student who has had surgery, childbirth, extended illness, newly diagnosed or chronic illness, or an accident must obtain signed consent from a licensed physician/primary healthcare provider to attend the clinical component of MLA 171 Medical Assistant Clinical I, MLA 172 Medical Assistant Clinical II, MLA 210 Lab Procedures for the Medical Assistant or MLA 298 Medical Assistant Externship **without restrictions**. A student taking prescribed medications should refer to Section 9.5, Use of Prescribed Medication. **NOTE: It is the responsibility of the student to report changes in health status and provide official documentation that the student can enter the clinical site and participate without restrictions. It is possible that changes in the student's health status may negatively affect the student, members of the healthcare team, and patient/client health. Any student that experiences a change in health status and does not follow the reporting/documentation policy outlined in this paragraph may be withdrawn or dismissed from the course and or program, as outlined under 15.0 Physical or Emotional Jeopardy.**

## **7.0 GENERAL COURSE CRITERIA**

**7.1 PASSING GRADE** The student must receive a passing grade (minimum C or better) for each course in the Medical Assistant major. **A NON-PASSING GRADE WILL CONSTITUTE A FAILURE OF THE COURSE. Grades of D, F or W are not considered passing grades.** All of the individual course criteria and requirements must be met or a grade will not be awarded.

**7.2 ATTENDANCE** Absences, tardiness, late paperwork, and lack of participation may result in a lowering of the final grade and/or failure of the course. Absence from class prior to a test or failure to take a test at the designated time may incur a penalty, at the discretion of the instructor. A different equivalent test may be administered if a student is allowed to take a makeup test. Additional attendance requirements may be set by the instructor, as outlined in the course syllabus.

**7.3 DEADLINES** Assignments are due on the date indicated by the instructor to receive full credit. All assignments must be submitted to meet course requirements.

**7.4 COURSE SPECIFIC POLICIES** In addition, there may be course specific policies. The student is required to follow the criteria given by the course instructor.

**7.5 GRADING** The following will be used as a guideline for assigning grades:

91 - 100	A
83 - 90	B
75 - 82	C
70 - 74	D
Below 70	F

**7.6 CLINICAL/LABORATORY EVALUATION** Whenever a student's performance in the clinical or laboratory setting is deemed unsatisfactory or unacceptable, the instructor/supervisor will promptly discuss any identified deficiencies with the student. This will be followed by a written evaluation of the deficiency using the Student/Faculty Conference form. The student will be informed of the objective criteria which need improvement, measures recommended to correct the deficit(s), and the student's current status in the course. The student will be given the opportunity to respond in writing on the Student/Faculty Conference form. The student is required to sign the form in acknowledgment of having been advised of the instructor's/supervisor's concerns. The Student/Faculty Conference form will become a part of the student's record.

## **8.0 STUDENT GRIEVANCE(S) AND/OR GRADE APPEAL(S)**

The student grievance procedure, and/or grade appeal procedure is delineated in the Waubensee Community College Student Handbook.

## **9.0 HEALTH REQUIREMENTS FOR CLINICAL/LABORATORY EXPERIENCES**

**9.1 PRE-ENTRANCE MEDICAL RECORD** A pre-entrance medical record must be completed by the student and the student's licensed physician/primary healthcare provider and submitted to the office of the dean for Health and Life Sciences prior to the first day the student begins the MLA 171 Medical Assistant Clinical I course. The pre-entrance medical record shall include a 2- step tuberculosis test and proof of current immunizations or record of immunity. (Tuberculosis test 9.2.1). In compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), information related to a student's health and medical status is confidential and cannot be released except to agents of the college (e.g., clinical sites) when in the best interest of the student and any patients/clients the student may have direct contact with during the clinical experience.

### **9.2 IMMUNIZATIONS/RECORD OF IMMUNITY**

- 9.2.1 Tuberculosis test.** Documentation of freedom from active TB is **required** by an initial 2- step TB test. A student who requires greater than one (1) year to complete the medical assistant (MLA) courses may be required to have TB retesting, as recommended by State of Illinois guidelines. Any TB testing must be completed and the report submitted to the dean's office or the student will not be allowed to attend any clinical course component.
- 9.2.2 Tuberculosis policy.** A student with a positive tuberculosis test must provide: 1) signed documentation of freedom from active tuberculosis (as determined by chest xray), and 2) documented permission to enter the clinical area without restrictions from a licensed physician/ primary healthcare provider. In accordance with State of Illinois guidelines, the student will be required to provide appropriate documentation of continued freedom from active tuberculosis on an annual basis. In addition, the student is responsible for seeking care upon reoccurrence of probable signs and symptoms of active tuberculosis (Changes in Health Status 6.8).
- 9.2.3 Rubella titer.** Either documentation of immunity, regardless of age and/or gender, **OR** documentation of vaccination is **required**.
- 9.2.4 Rubeola.** Documentation of immunity is **required** of students born after 1957.
- 9.2.5 Hepatitis B** immunization is **strongly recommended** or documentation from a licensed physician/healthcare provider that the Hepatitis B series is in process, since medical assistant students will have direct exposure to or contact with blood, as well as other body fluids. Any student who does not receive the Hepatitis B vaccination series **must** sign a waiver, which will be kept on file in the office of the Dean for Health Professions and Public Service.

- 9.2.6 Tetanus/diphtheria is required.**  
**9.2.7 Poliomyelitis is recommended** if not previously vaccinated.

**9.3 CHANGES IN HEALTH STATUS** The medical assistant faculty and administration reserve the right to request a physical or mental examination following a change in health status. A student who has had surgery, childbirth, extended illness, newly diagnosed or chronic illness, or an accident must obtain signed consent from a licensed physician/primary healthcare provider to attend the clinical component of any MLA course. A student taking prescribed medications should refer to Section 9.5, Use of Prescribed Medication.

**9.4 PREGNANCY** A student who is pregnant must provide signed consent from her physician/primary healthcare provider to attend **without restrictions**, any medical assistant (MLA) course with a clinical component (MLA 171 Medical Assistant Clinical I, MLA 172 Medical Assistant Clinical II, MLA 210 Lab Procedures for the Medical Assistant, MLA 298 Medical Assistant Externship). This documentation should be submitted to the Dean for Health Professions and Public Service as soon as the student receives confirmation of pregnancy from her healthcare provider. The student should also submit to the dean expected date of confinement (delivery date).

**9.5 USE OF PRESCRIBED MEDICATIONS** It is the student's responsibility to discuss with the student's licensed physician/primary healthcare provider whether a medically prescribed drug may affect clinical performance. A student must report the use of such drugs or other substances which may impair clinical performance to the instructor. Physician/primary healthcare provider's documentation of ability to perform in the clinical setting **without restrictions** will be required. Failure to report the use of such drugs or substances or failure to provide proper evidence of medical authorization for use may result in the student's termination from the program.

**9.6 CRIMINAL BACKGROUND CHECK** Due to the requirements of our clinical/externship partner organizations, a criminal background fingerprint check will be required upon admission to the program.

Students who present with a criminal record may be asked to discuss that criminal record with a clinical/externship partner organization for approval before attending the clinical experience, externship or practicum.

In addition, prior criminal convictions may preclude or impede future employment and/or potential state or national industry-certification or licensing opportunities.

You are encouraged to ask counselors, faculty or the dean any questions you may have prior to registration.

**9.7 DRUG SCREENING** In order to comply with clinical agency requirements, Waubensee Community College medical assistant students must submit to a mandatory drug screening (initial, random, and reasonable suspicion). Students must show proof of a negative drug screen.

All drug screens include tests for amphetamines, benzoylecgonin-cocaine metabolites, Marijuana metabolites, opiates and phencyclidines. Students who present with positive results without documentation of medical necessity will not be allowed to continue in the program.

The student may apply for readmission and/or re-entry after one year pending evidence of subsequent treatment, counseling and negative drug screen. Refusal by a student to submit to testing will result in that student's dismissal from the program.

Instructions for completion of the drug screening process will be supplied by Waubensee Community College.

## **10.0 CPR AND FIRST AID CERTIFICATION**

Each student will receive instruction and certification in CPR and First Aid during enrollment in MLA 150 Basic Administrative Procedures for the Medical Assistant. A student who transfers in credit from another program for advanced placement status will be required to show current American Heart Association CPR for Healthcare Providers and First Aid certification prior to entry into the clinical site during MLA 171 Clinical I. **A student will not be allowed to enter any clinical or agency laboratory site without current CPR certification—no exceptions.**

## **11.0 HEALTH AND LIABILITY INSURANCE**

**11.1 HEALTH INSURANCE** Each student is urged to carry a personal health insurance policy. The student is responsible for individual medical expenses, whether due to an injury at clinical or on campus, an illness requiring treatment, or a test or procedure required by the college and/or the health care facility. A student who is injured during a clinical experience is responsible for personal health care costs.

**11.2 LIABILITY INSURANCE** A student in the medical assistant program is covered by the college's professional liability insurance policy once tuition and fees for a course have been paid. Any student who is not current in their responsibility for payment of tuition and/or fees will not be allowed to enter the clinical site.

## **12.0 ATTENDANCE**

**12.1 CLINICAL/LABORATORY LATENESS** Consistent attendance is required to demonstrate adequate performance. The student is expected to be on time and to attend all theory, clinical and laboratory experiences. If a student is unable to attend clinical/laboratory or will be late, proper notification must be made to the course instructor and clinical agency in advance. Failure to make proper notification will result in penalties. If a student is tardy to the clinical agency without prior notification, the clinical instructor and/or supervisor has the option of not permitting the student to participate in the day's experience, which may result in an absence.

**12.2 CLINICAL/LABORATORY ABSENCES** A predetermined number of clinical/laboratory days is required for the following courses: MLA 171 Medical Assistant Clinical I, MLA 172 Medical Assistant Clinical II, MLA 210 Lab Procedures for the Medical Assistant, and MLA 298 Medical Assistant Externship. Absences may be detrimental to demonstration of satisfactory performance by the student. Since each course setting and content is different, specific attendance and notification policies are set forth in each course syllabus. The student must conform to the policies determined by the course instructor.

The following excused absences will be recorded but not counted toward a student's grade if official documentation is produced within five (5) days of the absence: 1) court date, 2) funeral of immediate family member/significant other, 3) emergency medical care or hospitalization of the student (not regular appointments), 4) emergency medical care or hospitalization of the student's minor child or ward (not regular appointments), and 5) military obligations (reviewed on an individual basis).

- 12.3 MISSED INFORMATION/EXAMINATION** The student is responsible for obtaining missed information, announcements and for submitting any papers due. The ability for a student to make-up a missed examination is at the discretion of the course instructor. Arrangements must be made with the instructor prior to making up any exam.

### **13.0 PERSONAL AND PROFESSIONAL LEGAL, MORAL AND ETHICAL BEHAVIORS**

A student enrolled in the medical assistant program is expected to display conduct in accordance to the legal, moral and ethical standards of the medical assistant profession and the community.

- Each student is accountable for individual behavior and is expected to act in a responsible, mature manner that reflects the qualities of honesty, integrity, courtesy, reliability, and responsible interpersonal skills. Profanity, derogatory comments, and emotional responses which inhibit learning or effective functioning will not be permitted, and may result in a lowering of a course grade and/or dismissal from the course. Such conduct may be referred to the Waubensee Student Conduct Board for consideration.
- Student behavior must not interfere with agency/staff/faculty relationships.
- Honesty is expected of all medical assistant students both in the classroom and clinical/laboratory setting. Acts of lying, cheating, plagiarism, forgery, alteration and/or falsification of clinical/laboratory documents, written work, or academic records could lead to lowering of course grade, failure of a course and/or possible dismissal from the program. Such conduct is in violation of the Waubensee Code of Student Conduct as described in the WCC Student Handbook, and may be referred to the Waubensee Student Conduct Board for consideration.

### **14.0 USE OF CHEMICAL SUBSTANCES IN THE CLINICAL AGENCY**

Per the Waubensee Community College Student Handbook, "Students at Waubensee Community College are expected to demonstrate qualities of morality, honesty, civility, honor and respect. Behavior which violates these standards for which discipline may be imposed includes, but is not limited to...the use possession or distribution of a narcotic or other chemical substance...; the use, possession or distribution of alcoholic beverages...as well as public intoxication while on college premises, off-campus instructional sites or at college-sponsored or supervised functions."

Use of the above mentioned substances by the medical assistant student in the clinical setting **is prohibited**. Any student who places a patient in either physical or emotional jeopardy due to the use of undocumented (including medications required by student's healthcare provider) chemical substances in the clinical setting will be **immediately removed** from the clinical setting, and will be subject to the conditions described in 15.0 Physical or Emotional Jeopardy.

### **15.0 PHYSICAL OR EMOTIONAL JEOPARDY**

A student who places a patient or patients in either emotional or physical jeopardy may be dismissed from the clinical site, and possibly dismissed from the course and/or the medical assistant program. Physical or emotional jeopardy is described as, but not limited to (either intentional or non-intentional): causing patient(s) harm or injury, placing patient(s) at risk for harm or injury, causing a patient emotional distress, disregard for patient(s) safety, placing patient's physical or emotional health in jeopardy for own personal advancement or gain (e.g., falsifying documents, not reporting medication errors/incidents, failure to report patient status to instructor/supervisor). Student incidents involving placing patients in physical or emotional jeopardy may be submitted to the Dean for Student Development and the Waubensee Student Conduct Board for consideration.



## **16.0 CONFIDENTIALITY**

The student must act to protect confidentiality in all situations. In compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), information related to patients, health team members, or agency related incidences will be discussed with the instructor and/or the proper health care member in appropriate surroundings only. The student will not discuss these issues with other patients, friends, family or in public places.

The student will refer to patients and staff by initials only on written work or while relating clinical/laboratory experiences in the classroom setting, and will exercise caution as to the location and disposition of clinical data. **A student cannot, under any circumstances, photocopy or electronically reproduce any portion of a patient's chart or personal records for use outside the clinical agency.**

## **17.0 STUDENT RESPONSIBILITIES/EXPECTATIONS IN THE CLINICAL AGENCY SETTING**

Waubonsee Community College's Health and Life Sciences division acknowledges its responsibility to educate its students while maintaining the public trust. The rights, responsibilities, and conduct of all students are described in the WCC Student Handbook.

The medical assistant student has additional responsibilities as a member of the health care team to ensure the emotional and physical safety of patients during the educational process:

- The student must come to the clinical agency demonstrating preparation to give responsible, safe patient care.
- The student will perform care **only** when an instructor (or assigned supervisor) is present in the assigned agency during scheduled times for the following courses: MLA 171 Medical Assistant Clinical I, MLA 172 Medical Assistant Clinical II, MLA 210 Lab Procedures for the Medical Assistant, MLA298, Medical Assistant Internship **Under no circumstances is a student to assume the role of student medical assistant when in the agency at times other than during assigned course time(s).**
- When so directed by the instructor, the student may perform care in the presence of an assigned agent of the instructor or supervisor.
- The student is responsible to seek the assistance of the instructor/supervisor in the clinical agency before proceeding with new, unfamiliar, or uncertain aspects of patient care.
- The student is to follow policies, procedures, and student affiliation guidelines of the clinical agencies.
- If a student is tardy for clinical/laboratory experiences without prior notification, the clinical instructor/supervisor has the option of not permitting that student to participate in patient care for the day and/or dismissing the student for the clinical agency (Section 12.1).
- Notification of absence from clinical/laboratory experiences must be made directly to the instructor and clinical agency (Sections 12.1 and 12.2).
- The student must be physically and emotionally capable of effective, safe clinical performance. If the instructor/supervisor determines that a student's behavior places a patient at risk for physical or psychological injury on any clinical day, then that student will be dismissed from the clinical area (Section 14.0 Physical or emotional jeopardy).
- The student may be removed from the learning setting if the student's continued presence disrupts the learning process for other students.

**17.1 STUDENT SKILLS LOG** Students are responsible for maintaining a log (Appendix) of administrative and clinical skills observed/performed during clinical experiences (MLA 171, MLA 172, MLA 210, and MLA 298). The student log serves as a documented record of competencies required of the medical assistant, and is used in the evaluation of student outcomes. The student assumes accountability for any log that is misplaced, damaged or lost.

**17.2 MLA 298 MEDICAL ASSISTANT EXTERNSHIP** The student does not receive payment or remuneration for the medical assistant externship (MLA 298) experience. The student will be assigned to clinical sites outside of their place of employment, when possible. If no other sites other than the student's place of employment are available, the student will be assigned to work in areas or units outside the usual setting within the clinical site. Students cannot utilize work time at a place of employment in lieu of time contracted as meeting the requirements for the MLA 298 course.

**17.3 STUDENT EXTERN/SUPERVISOR/COURSE INSTRUCTOR AGREEMENT**

Following the first scheduled MLA 298 seminar, each student is required to meet with the site supervisor to determine the student's work schedule. Both student extern and site supervisor must schedule working hours per program guidelines. Every effort should be made to schedule the externship experience during the supervisor's (or designate) hours, and must adhere to the WCC Academic Calendar. The original agreement (Appendix ) must be signed by both student extern and site supervisor, and returned to the course instructor. Copies of the original will then be given to the student and site supervisor, with one copy retained by the instructor. The student is required to adhere to all policies and procedures outlined in this handbook and in the MLA 298 course syllabus.

**Any violation of these established standards may result in the immediate removal from the clinical/laboratory setting and/or the course. Readmission into the Medical Assistant program will require petition and approval by the Dean for Health Professions and Public Service. In addition, the student's actions may be subject to review by the Waubonsee Community College Student Conduct Board.**

**18.0 STUDENT RESPONSIBILITY TO REPORT**

It is the responsibility of any student who observes or has direct knowledge of another student in a condition which impairs the ability to perform clinical duties, or poses a hazard to the safety and welfare of others, to promptly report the incident to the instructor.

**19.0 DRESS CODE/GROOMING**

Student apparel and grooming must conform to health, sanitation, and safety standards. The students is required to follow the dress code set forth herein, in the clinical/laboratory setting:

- Waubonsee Community College name pin is **required**.
- Carribean blue scrub top and scrub pants are **required**. Hemlines should remain between the upper heels of the student's shoes and no greater than 3 inches above the tops of shoes. Inappropriate attire includes: jeans or jean-styled pants, stretch pants or leggings, ribbed or cordoroy materials, cropped or capri-style pants, and/or shorts.
- White or natural colored hosiery is **required**.
- White lab coat with Waubonsee Community College patch worn on the left sleeve, near the shoulder (may be required in some clinical agencies)
- Uniforms are to be clean and free of stains and wrinkles. Only lab coats are to be worn with the student uniform if necessary for additional warmth. A plain white tee shirt may be worn under the scrub top for warmth.

- Solid white leather or vinyl professional shoes, or athletic shoes (no colored soles) are **required**. No canvas shoes, clogs, sling-back, webbing/netting, or cut-out areas in leather or vinyl (OSHA standard). Shoes must be clean and polished with clean shoelaces (if appropriate). Shoes should be reserved for clinical/laboratory use only.
- The only **visible** body piercing that is acceptable is for earrings. Ornamental tongue piercing, facial piercing, or other visible body piercing is **unprofessional** and **unacceptable**. If the ears are pierced, only small stud (post) earrings may be worn with no greater than 2 earrings per ear. No hoop or dangle-style earrings. Plain ring bands can be worn in the clinical/laboratory setting. Wedding or other rings with pronged settings or stones can injure patients and are a source of contamination. Other jewelry such as necklaces or bracelets (with the exception of Medical Alert necklace/bracelet) that do not conform to reasonable health, sanitation and safety standards shall not be worn during clinical/laboratory experiences.
- A watch with a second hand is **required**.
- Hair must be pulled back and/or arranged off the collar. Elaborate hair ornaments (large bows, multiple decorative barrettes or combs) are not to be worn with the student uniform. A student is to be clean shaven, or if a beard or mustache is worn, it must be neat, clean and well trimmed.
- Fingernails are to be short, clean, and neatly manicured. Artificial nails are not permitted in the clinical/laboratory area. Nail polish must be clear or natural pastel in color and neat (blue, purple, black, green, yellow, red, and metallics are not permitted). Some clinical/laboratory assignments may require nail polish to be removed completely.
- Excellent personal hygiene practices are **required**.
- Smoking, eating, chewing gum or tobacco is unacceptable behavior in the clinical or laboratory environment. There is to be no tobacco use of any kind at either the college or clinical/laboratory/medical facilities.

Failure to comply with the dress code may result in dismissal from the clinical/laboratory area, a conference with the instructor/supervisor, and/or a lowering of the course grade.

If a conflict exists between the above standards and a clinical agency's dress code, the Medical Assistant program dress code shall apply. Exceptions to the dress code may be made with the prior written approval of the dean for Health and Life Sciences.

## **20.0 TRANSPORTATION TO CLINICAL AGENCY AND PARKING**

**20.1 TRAVELING** Students are responsible for transportation to and from clinical agencies.

**20.2 INJURY EN ROUTE TO AGENCY** Neither the college nor clinical agency is responsible for any personal injury or injury to property which may occur while a student is traveling to or from clinical/laboratory experiences.

**20.3 PARKING** The student is subject to the parking regulations established by the clinical agencies and is not considered to be part of the staff of the facility.

## **21.0 PBT (ASCP) CERTIFICATION REQUIREMENTS-VENIPUNCTURE LOG**

In order to be eligible for certification by the American Society of Clinical Pathology (ASCP) as a Phlebotomy Technician-PBT (ASCP), the student must demonstrate 100 successful venipunctures during enrollment in the Medical Assistant Program. The student will be responsible for maintaining a log (Appendix K) in which each successful technique is documented. The student will keep a running tally of each successful venipuncture, along with official verification by the instructor/agency supervisor. Only those venipuncture that are documented and verified by the instructor/supervisor will be considered valid and applicable toward meeting certification requirements. Completed logs will be submitted to the dean for Health and Life Sciences to be kept on file. Appendix J outlines the application procedure.

Students who do not meet the minimum venipuncture requirements may still be eligible for certification within five years following completion of the WCC Medical Assistant Certificate program. However, documentation/verification of the requisite skills would become the responsibility of the certificate holder and current/future employer. Graduates of the program (who have not met minimum requirements for venipunctures) would be responsible for submitting an application and proof of the minimum venipuncture requirements to the American Society of Clinical Pathology (ASCP), per ASCP requirements.

## **22.0 GUIDELINES FOR VENIPUNCTURES/SKIN PUNCTURES UNDER CONTROLLED CLASSROOM SETTING AND IN THE CLINICAL AGENCY**

A student enrolled in MLA 171 Medical Assistant Clinical I, MLA 172 Medical Assistant Clinical II, and MLA 210 Laboratory Procedures for the Medical Assistant will have the opportunity to perform skin/venipunctures on other students enrolled in the class, and skin punctures/venipunctures on patients per course syllabi. The instructor/assigned clinical supervisor and each student must follow specific guidelines for these procedures:

### **Skin Punctures (Classroom Setting):**

- No more than two (2) students may perform skin punctures at one time **under the direct supervision of the instructor**. The student **cannot perform** this technique outside of the controlled classroom setting (e.g., practice on friends/family members). **NOTE: Any student who has been found to perform this technique outside of the course/program guidelines will be immediately withdrawn failing from the program.**
- The student will perform skin punctures only on students enrolled in either MLA 171 or MLA 210 courses after demonstrating successful competency of the technique on lab models/simulations with the instructor.
- The student will perform no less than three (3) and no greater than ten (10) total skin punctures on other students
- The student will follow Standard Precautions in the performance of the technique
- Successful classroom skin punctures may be documented on the student log toward meeting PBT(ASCP) certification requirements

### **Venipunctures (Classroom Setting MLA 210 ONLY):**

- No more than one (1) student may perform venipuncture at one time **under the direct supervision of the instructor**. The student **cannot perform** this technique outside of the controlled classroom setting (e.g., practice on friends/family members). **NOTE: Any student who has been found to perform this technique outside of the course/program guidelines will be immediately withdrawn failing from the program.**
- The student will perform venipunctures only on students enrolled in the MLA 210 course after demonstrating successful competency of the technique on lab models/simulations with the instructor.

- The student will perform no less than five (5) and no greater than eight (8) total venipunctures
- The student will follow Standard Precautions in the performance of the technique
- Venipunctures must be performed in the designated classroom space in WGL 201
- Successful classroom venipunctures may be documented on the student log toward meeting PBT(ASCP) certification requirements

**Skin Punctures (Clinical Agency):**

- The student may perform skin punctures in the clinical agency under the direct supervision of the instructor or assigned supervisor.
- After successful demonstration of the technique, subsequent skin punctures may be performed independently **at the discretion of the instructor/assigned supervisor.**
- Successful clinical skin punctures may be documented on the student log.

**Venipunctures (Clinical Agency):**

- The student may perform venipunctures in the clinical agency under the direct supervision of the instructor or assigned supervisor.
- After successful demonstration of the technique, subsequent venipunctures may be performed independently **at the discretion of the instructor or assigned supervisor.**
- Successful clinical venipunctures may be documented on the student log toward meeting PBT(ASCP) certification requirements



# APPENDICES





# APPENDIX A



NAME \_\_\_\_\_

# Waubonsee Community College Medical Assistant Certificate Program Form A: Release of Information

### Please Print Legibly

Student Last Name	First	MI
Address (Street and Mailing)		
City	State	Zip Code
Phone Number (    )	Email Address	
Emergency Contact /Relationship	Phone # 1 Phone # 2	

**Release of Information**

Student ID #:
Date of Birth (MM / DD / YYYY)
Anticipated Program Start Date
Gender (Circle) F M
Ethnicity

I, \_\_\_\_\_, authorize \_\_\_\_\_  
Name of Student Health Care Provider  
to release information related to my medical and immunization records to Waubonsee Community College.

\_\_\_\_\_  
Signature of Student Date

and

I, \_\_\_\_\_, authorize the Waubonsee Community College  
Name of Student  
Health Professions and Public Service Department to release information related to my medical, immunization, and criminal background records or other history to its clinical/externship partner organization. I hereby authorize the sharing of these records at any time after receipt of this authorization and throughout my academic career. I also agree that a facsimile ("fax") or photographic copy of this authorization shall be as valid as the original.

\_\_\_\_\_  
Signature of Student Date

NAME \_\_\_\_\_

## Form B: Admission Health Summary (Completed by Student)

---

### Please Print Legibly (To be completed by student)

Student Last Name	First	MI	<b>Student ID #:</b>
Address (Street and Mailing)			Date of Birth (MM / DD / YYYY)
City	State	Zip Code	Anticipated Program Start Date
<b>Admission General Information:</b>			Gender (Circle)
1. Are you presently under a physician's care for any physical or mental health condition?			

- No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, please describe
2. Do you suffer from any chronic condition (i.e. diabetes, asthma, hypertension, back pain, mood disorder, etc.) requiring a physician's care?  
No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, please describe
3. What medications do you take on a regular basis? Please list and state reason why.

### Ongoing Health Through out Medical Assistant Program:

1. When pregnancy is known to exist, the student will inform the Health Professions and Public Service Department and Instructor(s) of her condition and expected delivery date.
2. The student will inform the Health Professions and Public Service Department and instructor(s) of any significant change in health status throughout enrollment in the program.
3. The faculty reserves the right to request additional information or completion of an additional physical or mental health examination.

To the best of my knowledge, the physical and mental health, immunization, and CPR information supplied within this admission packet is correct. I do not currently have a communicable disease or health condition that would put myself or patient at risk.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

NAME \_\_\_\_\_

STUDENT ID #: \_\_\_\_\_

# Form C: Admission Physical/Emotional Health Summary

(Completed by Health Care Provider)

**Examination must be within one year prior to program entrance.**

**Please Print Legibly (To be completed by student)**

Student Last Name	First	MI
Name of Health Care Provider	Professional Designation	
Health Care Provider Address (Street and Mailing)	City	State Zip Code
Health Care Provider Phone # ( )	Fax #	

**To the Health Care Provider:**

Please perform a complete health history and physical/emotional evaluation. Records of your findings should be available to the student later upon request. Please summarize your findings below, using additional pages as necessary.

Height	ft.	in.	Weight	lbs.	Blood Pressure	/
General Physical Appearance:						
Eyes:	Glasses: Yes ___ No ___		Contacts: Yes ___ No ___			
Hearing Impairment?	Yes ___ No ___					
Ears & Nose:	Extremities:					
Mouth & Throat:	Skin:					
Neck:	Scars & Marks (Tattoos):					
Breast:	Genitalia:					
Lungs:	Pelvic (Optional):					
Heart:	Rectal (Optional):					
Abdomen:	Neurological:					
Hernia:	Mental/Emotional:					

Explain any organ loss or impairment: \_\_\_\_\_

Is activity restricted in any way? (i.e.. lifting restriction, manual dexterity, etc.) Yes \_\_\_ No \_\_\_

If Yes, please explain: \_\_\_\_\_

Is there anything you think the Medical Assistant program should know about this individual's health status? (i.e. seizures, allergies, asthma, diabetes, mood disorder, etc.) Yes \_\_\_ No \_\_\_

If yes, please describe the nature of the problem, prescribed treatment, frequency of follow-up visits:

\_\_\_\_\_

Is this student physically and emotionally capable of providing safe Medical Assistant care to the public?

Yes \_\_\_ No \_\_\_

Signature of Health Care Provider \_\_\_\_\_

Date \_\_\_\_\_

NAME \_\_\_\_\_

STUDENT ID #: \_\_\_\_\_

## Form D: Immunization and Safety Records

Based upon the requirements of the Illinois Department of Public Health, as well as the *Immunization of Health-Care Workers: Recommendations of the Advisory Committee on Immunizations Practices (ACIP)* documentation of immunizations and TB testing are **required** as part of admission and ongoing enrollment within the Medical Assistant program. The following information must be confirmed by a physician, nurse practitioner, physician's assistant, or other practitioner qualified to review your status. You may have to present written records to obtain his/her signature.

**Please Print Legibly**

Student Last Name	First	MI
Name of Health Care Provider	Signature of Health Care Provider	Professional Designation
Address (Street and Mailing)	City	State Zip Code
Phone # ( )	Fax #:	

**Mandatory Immunizations (Attach Documentation)**

<p><b>MMR – Measles/Mumps/Rubella</b> (Regardless of Gender or Age)</p>	<p>Dates of Vaccines: #1 _____ #2 _____ (two doses at least 28 days apart)</p> <p><b>or Evidence of Immunity</b> Date: _____ Mumps Antibody Titer <input type="checkbox"/> Immune <input type="checkbox"/> Non-Immune Date: _____ Rubella Antibody Titer <input type="checkbox"/> Immune <input type="checkbox"/> Non-Immune (If born before 1957, can be considered immune) Date: _____ Rubeola Antibody Titer <input type="checkbox"/> Immune <input type="checkbox"/> Non-Immune <b>(If titer below immunity level, MMR must be re-administered)</b></p>	<p>HCP Initials</p>
<p><b>Chicken Pox - Varicella Zoster</b></p>	<p>Reliable History of Chicken Pox Date: _____ <b>or</b> Dates of Vaccines: #1 _____ #2 _____ (two doses 4-8 weeks apart) <b>or</b> Date: _____ Varicella Titer <input type="checkbox"/> Immune <input type="checkbox"/> Non-Immune <b>(If titer below immunity level, VAR must be re-administered)</b></p>	<p>HCP Initials</p>
<p><b>Hepatitis B</b> (Admission requires either a signed waiver or proof of first immunization. Subsequent proof of series completion must be submitted.)</p>	<p>Dates of Vaccine: #1 _____ #2 _____ #3 _____ (two doses 4 weeks apart, third dose 5 months after second)</p> <p><b>or</b> Date: _____ Hepatitis B Titer <input type="checkbox"/> Immune <input type="checkbox"/> Non-Immune <b>or</b> Waiver (Form F) signed and attached : <input type="checkbox"/> Yes</p>	<p>HCP Initials</p>
<p><b>Tetanus and Diphtheria</b> (every 10 years)</p>	<p>Date of Vaccine: _____</p>	<p>HCP Initials</p>

**Highly Recommended Immunizations**

<p><b>Influenza</b> (annually) Date: _____</p>	<p>HCP Initials</p>
--	-------------------------

NAME \_\_\_\_\_

STUDENT ID #: \_\_\_\_\_

**Mandatory Tuberculosis Screening (Attach Documentation)**

**A mandatory baseline two-step Mantoux test is required for program admission.**

- A two-step requires two tuberculin injections repeated between 1-3 weeks.
- The two-step Mantoux test is required even if you have had BCG vaccination.
- The amount of induration must be measured in mm – “positive” or “negative” is not sufficient.

Date: #1 Mantoux injection	Date #1 Injection Read:	# 1 Injection Result in mm:	HCP Initials
Date: #2 Mantoux injection (7-21 days after the first injection)	Date #2 Injection Read:	# 2 Injection Result in mm:	HCP Initials

**After the two-step Mantoux test:**

- Persons who have a **negative 2-step TB skin test** - A one-step Mantoux will then be required and submitted annually.
- Persons who have a **positive TB skin test** - A chest x-ray will be required to ensure there is no active disease. (You may be advised to take medication to prevent the development of TB.)
- Persons who have a **positive TB skin test and negative chest x-ray** - A statement from your physician that you are free from active disease will be required and submitted annually.

Date of Chest x-ray:	Result (Attach copy of report):	HCP Initials
----------------------	---------------------------------	--------------

INH Prophylaxis: No ( ) Yes ( ) Duration:	HCP Initials
---	--------------

**Safety Requirements  
(For Office Use Only)**

American Heart Association BLS for Health Care Providers (Every two years)	Date: _____ Date: _____
Criminal Background Check	Date: _____
Subsequent Annual TB or physical examination/symptom inquiry	Date: _____ Date: _____
TB Mask Fit Testing (N95 Respirator Mask)	Date: _____

**Students are required to keep copies of all certifications, medical test results and health forms.**





## OVERVIEW OF TB MONITORING

The use of two-step TB testing minimizes misinterpretation of TB test results. It is especially important to use two-step testing in establishing baseline data for persons entering into a situation which requires periodic TB testing, e.g. health-care workers. The two-step method helps distinguish boosted reactions from reactions to recent TB infections.

A boosted reaction occurs in people who have had a TB infection years earlier. As the years pass, the ability of the body to react to tuberculin lessens. If a tuberculin test is done several years after the TB infection occurred, the reaction to the test is negative. If the test is repeated within a year (as it would be in routine screening programs), the results will be positive. This is due to the "boost" given to the immune system by the previous skin test, enabling it to react again to tuberculin. Both skin tests in a situation like this are inaccurate and misleading.

To avoid this booster phenomenon, a two-step test is done for persons who have never tested positive or who have not been tested for a long time. A baseline test is given using 0.1 ml of 5 tuberculin units of liquid tuberculin intradermally (multi-puncture tests are no longer considered accurate). The test area is examined in 48-72 hrs. Positive results are determined by the extent of induration and the person's risk factors. If the test is positive, further skin tests are not necessary. If the first test is negative, it is repeated in 1-3 weeks. If the repeat test is positive, it is considered a boosted reaction; re-testing is no longer useful. If the repeat test is negative, the person probably does not have TB infection. Re-testing should be done at regular intervals. A subsequent positive reaction is probably due to recent TB infection.

As a student entering a health-care profession, you will be required by CDC guidelines to have an initial two-step TB test and regular re-testing. If you have already had a two-step baseline test and have been re-tested at least annually, you do not have to repeat the two-step test. However, you must bring documentation of two-step testing and annual negative re-testing.

If you have a history of previous TB infection (positive test) or previous active TB disease, we need documentation that you have undergone treatment and are currently inactive. Repeat skin tests and routine chest x-rays are not used to detect recurrent TB. You must be watchful for symptoms that may indicate a recurrence and consult a doctor immediately to get treatment and to prevent infecting others. General symptoms of TB disease include: weight loss, fatigue, malaise, fever, night sweats. Pulmonary TB coughing, coughing up sputum or blood. The presence of these symptoms in a person with a history of TB requires X-ray and/or lab studies.

**Source: CDC 1995**



STUDENT ID #:

**WAUBONSEE COMMUNITY COLLEGE**

Medical Assistant Program

**Student Release of Information**

I, \_\_\_\_\_ a student at Waubonsee Community College, grant  
(PRINT NAME)

\_\_\_\_\_ permission to release health information on my behalf.  
(PRINT HEALTHCARE PROVIDER NAME)

In consideration, therefore, I release Waubonsee Community College, its Board, agents and employees from any claims or actions that may arise.

\_\_\_\_\_  
(SIGNED)

\_\_\_\_\_  
(PRINT NAME)

\_\_\_\_\_  
(DATE)

**Change in Health Status Medical Clearance**

\_\_\_\_\_ has identified you as their primary healthcare provider. This individual is  
(NAME)  
enrolled in the Medical Assistant Program at Waubonsee Community College. In order to participate in the program, students must be able to participate with NO RESTRICTIONS.

Signature: \_\_\_\_\_  
(PRIMARY HEALTHCARE PROVIDER)

Date: \_\_\_\_\_

STUDENT ID #:

**WAUBONSEE COMMUNITY COLLEGE**

Medical Assistant Program

**Student Release of Information**

I, \_\_\_\_\_ a student at Waubonsee Community College, grant  
(PRINT NAME)

\_\_\_\_\_ permission to release health information on my behalf.  
(PRINT HEALTHCARE PROVIDER NAME)

In consideration, therefore, I release Waubonsee Community College, its Board, agents and employees from any claims or actions that may arise.

\_\_\_\_\_  
(SIGNED)

\_\_\_\_\_  
(PRINT NAME)

\_\_\_\_\_  
(DATE)

**Pre-Entrance Medical Clearance**

\_\_\_\_\_ has identified you as their primary healthcare provider. This individual is  
(NAME)  
enrolled in the Medical Assistant Certificate Program at Waubonsee Community College. In order to participate in the program, students must be able to participate with NO RESTRICTIONS.

Signature: \_\_\_\_\_  
(PRIMARY HEALTHCARE PROVIDER)

Date: \_\_\_\_\_

WAUBONSEE COMMUNITY COLLEGE  
Medical Assistant Program

**Student Release of Information**

I, \_\_\_\_\_ a student at Waubonsee Community College, grant  
(PRINT NAME)

\_\_\_\_\_ permission to release health information on my behalf.  
(PRINT HEALTHCARE PROVIDER NAME)

In consideration, therefore, I release Waubonsee Community College, its Board, agents and employees from any claims or actions that may arise.

\_\_\_\_\_  
(SIGNED)

\_\_\_\_\_  
(PRINT NAME)

\_\_\_\_\_  
(DATE)

**Pregnancy Medical Clearance**

**(ONLY NEEDS TO BE FILLED OUT IF YOU ARE PREGNANT)**

\_\_\_\_\_ has identified you as their primary healthcare provider. This individual is  
(NAME)  
enrolled in the Medical Assistant Program at Waubonsee Community College. In order to continue in the Medical Assistant Program at Waubonsee Community College, this individual must be able to participate with **NO RESTRICTIONS**.

Signature: \_\_\_\_\_  
(PRIMARY HEALTHCARE PROVIDER)

Date: \_\_\_\_\_

Student: \_\_\_\_\_

X#: \_\_\_\_\_

## Form D: Hepatitis B Immunization Waiver (Optional)

“Hepatitis B virus (HBV) infection is the major infectious hazard for health-care personnel. During 1993, an estimated 1,450 workers became infected through exposure to blood and serum-derived body fluids, a 90% decrease from the number estimated to have been thus infected during 1985 (18-20). Data indicate that 5%-10% of HBV-infected workers become chronically infected. Persons with chronic HBV infection are at risk for chronic liver disease (i.e., chronic active hepatitis, cirrhosis, and primary hepatocellular carcinoma) and are potentially infectious throughout their lifetimes. An estimated 100-200 health-care personnel have died annually during the past decade because of the chronic consequences of HBV infection (CDC, unpublished data).

The risk for acquiring HBV infection from occupational exposures is dependent on the frequency of percutaneous and per mucosal exposures to blood or body fluids containing blood. Depending on the tasks he or she performs, any health-care or public safety worker may be at high risk for HBV exposure. Workers performing tasks involving exposure to blood or blood-contaminated body fluids should be vaccinated.

The Occupational Safety and Health Administration (OSHA) follows current ACIP recommendations for its immunization practices requirements (e.g., pre-exposure and post exposure antibody testing). These regulations have accelerated and broadened the use of hepatitis B vaccine in HCWs and have ensured maximal efforts to prevent this occupational disease.”

Above information taken from: *Morbidity and Mortality Weekly Report*, December 26, 1997 / 46(RR-18);1-42 *Immunization of Health-Care Workers: Recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC)*  
<http://www.cdc.gov/epo/mmwr/preview/mmwrhtml/00050577.htm>

*I am aware of the risks of not being vaccinated and choose not to take the Hepatitis B vaccination series at this time. Further, I agree to release, hold harmless and indemnify Waubensee Community College, its trustees, officers, employees and agents from every claim, demand or cause of action, including the defense thereof, which may be asserted by any of the undersigned, or by some third party against Waubensee Community College, its trustees, officers, employees and agents, and which may arise as a result of not taking the vaccine.*

*I have read this entire agreement and agree to be bound by its terms.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### Please Print Legibly

Student Last Name	First	MI	
Address (Street and Mailing)	City	State	Zip Code

# APPENDIX B





**WAUBONSEE COMMUNITY COLLEGE**  
**MLA298 MEDICAL ASSISTANT EXTERNSHIP GRADING CRITERIA**

**MLA 298 EXTERNSHIP GRADE CRITERIA** The following criteria are utilized in the determination of a student's grade for MLA 298 Medical Assistant Externship:

Attendance	15%	150 points
Professionalism	10%	100 points
Communication/Class Participation	15%	500 points
Skill Competency	60%	<u>600 points</u>
		1000 points total

*Note: The student does not receive remuneration or payment for this learning experience.*

**ATTENDANCE** 160 contact hours (which equates to 134, 60-minute clock hours) are required in the clinical/laboratory/medical agency for MLA 298. In addition, the course requirement includes mandatory attendance at several on-campus seminar sessions (see **WEE** summer schedule). One seminar is scheduled prior to the start of the externship experience, and one is scheduled during the last week of the semester. **NOTE:** Any student who does not attend the mandatory seminar sessions and complete the required clinical hours clinical will be withdrawn from and/or fail the course. Only those exceptions specified in the WCC Medical Assistant Program Handbook under Clinical/Lab Attendance will be considered.

**PROFESSIONALISM** A student must adhere to certain standards of professional behavior required of all individuals working in the healthcare setting. These behaviors include (but are not limited to): genuine interest in assisting and serving the public; accountability for one's actions; honesty; integrity; maintaining client/agency confidentiality; concern for personal and public safety; ability to actively participate in a team atmosphere; and performing at a high level of ability and skill. Professional behaviors are also defined in the Medical Assistant program student handbook.

**COMMUNICATION** Communication skills are required in both patient interaction and in all other areas of the workplace. Clear communication, including verbal, nonverbal and written documentation is required to ensure the accuracy of patient information and to maintain patient safety. Each medical assistant student is required to establish lines of communication between patient, agency supervisor, agency staff, and the instructor. Failure to utilize and maintain proper communication skills may result in compromised patient safety, as well as impaired working relationships with other members of the healthcare team.

**SKILL COMPETENCY** The student is required to perform administrative and clinical skills and abilities acquired during the medical assistant program at a level necessary to maintain patient safety and within accepted medical assistant practice guidelines. Practicing skills and abilities in a manner that jeopardizes patient safety or agency/college relationships, and/or falls outside of accepted practice for the medical assistant may result in withdrawal or failure of the course.



# APPENDIX C



**COGNITIVE  
DOMAIN  
OBJECTIVES**



**Sponsoring Institution:** Waubensee Community College  
**City, State:** Sugar Grove, IL

Cognitive Domain Objectives	Course Number(s) in which the corresponding cognitive objective is taught (e.g. MED101, MED107)
<b>Foundations of Clinical Practice</b>	
<b>I. Anatomy &amp; Physiology</b>	
1. Describe structural organization of the human body	BIO260
2. Identify body systems	BIO260, MLA171, MLA172
3. Describe body planes, directional terms, quadrants, and cavities	BIO260, MLA171, MLA172
4. List major organs in each body system	BIO260, MLA171, MLA172
5. Describe the normal function of each body system	BIO260, MLA171, MLA172
6. Identify common pathology related to each body system	BIO260, MLA171, MLA172
7. Analyze pathology as it relates to the interaction of body systems	BIO260, MLA171, MLA172
8. Discuss implications for disease and disability when homeostasis is not maintained	BIO260, MLA171, MLA172
9. Describe implications for treatment related to pathology	BIO260, MLA171, MLA172
10. Compare body structure and function of the human body across the life span	BIO260, PSY205
11. Identify the classifications of medications, including desired effects, side effects and adverse reactions	BIO260, MLA220
12. Describe the relationship between anatomy and physiology of all body systems and medications used for treatment in each	BIO260, MLA171, MLA172
<b>II. Applied Mathematics</b>	
1. Demonstrate knowledge of basic math computations	MLA150, MLA210, MLA298
2. Apply mathematical computations to solve equations	MLA150, MLA210, MLA298
3. Identify measurement systems	MLA150, MLA210, MLA298
4. Define basic units of measurement in metric, apothecary and household systems	MLA150, MLA210, MLA298
5. Convert among measurement systems	MLA150, MLA210, MLA298
6. Identify both abbreviations and symbols used in calculating medication dosages	MLA150, MLA210, MLA298
7. Analyze charts, graphs and/or tables in the interpretation of healthcare results	MLA150, MLA210, MLA298
<b>III. Applied Microbiology/Infection Control</b>	
1. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit	MLA171, MLA210, MLA172
2. Define asepsis	MLA171, MLA210, MLA172
3. Discuss infection control procedures	MLA171, MLA210, MLA172
4. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA)	MLA171, MLA210, MLA172
5. List major types of infectious agents	MLA171, MLA210, MLA172
6. Compare different methods of controlling the growth of microorganisms	MLA171, MLA210, MLA172
7. Match types and uses of personal protective equipment (PPE)	MLA171, MLA210, MLA172
8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate	MLA171, MLA210, MLA172
9. Discuss quality control issues related to handling microbiological specimens	MLA171, MLA210, MLA172
10. Identify disease processes that are indications for CLIA waived tests	MLA171, MLA210, MLA172
11. Describe Standard Precautions,	MLA171, MLA210, MLA172

12. Discuss the application of Standard Precautions with regard to: a. All body fluids, secretions and excretions b. Blood c. Non-intact skin d. Mucous membranes	MLA171, MLA210, MLA172
13. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings	MLA171, MLA210, MLA172
<b>Applied Communications</b>	
<b>IV. Concepts of Effective Communication</b>	
1. Identify styles and types of verbal communication	COM125
2. Identify nonverbal communication	COM125
3. Recognize communication barriers	COM125
4. Identify techniques for overcoming communication barriers	COM125
5. Recognize the elements of oral communication using a sender-receiver process	COM125
6. Differentiate between subjective and objective information	COM125
7. Identify resources and adaptations that are required based on individual needs, i.e. culture and environment, developmental life stage, language, and physical threats to communication	COM125
8. Recognize elements of fundamental writing skills	COM125
9. Discuss applications of electronic technology in effective communication	COM125
10. Diagram medical terms, labeling the word parts	HIT105
11. Define both medical terms and abbreviations related to all body systems	HIT105
12. Organize technical information and summaries	MLA150, HIT105, COM125
13. Identify the role of self-boundaries in the health care environment	COM125
14. Recognize the role of patient advocacy in the practice of medical assisting	MLA150
15. Discuss the role of assertiveness in effective professional communication	MLA150, COM125
16. Differentiate between adaptive and non-adaptive coping mechanisms	MLA150, PSY100
<b>Medical Business Practices</b>	
<b>V. Administrative Functions</b>	
1. Discuss pros and cons of various types of appointment management systems	MLA150
2. Describe scheduling guidelines	MLA150
3. Recognize office policies and protocols for handling appointments	MLA150
4. Identify critical information required for scheduling patient admissions and/or procedures	MLA150
5. Identify systems for organizing medical records	MLA150
6. Describe various types of content maintained in a patient's medical record	MLA150
7. Discuss pros and cons of various filing methods	MLA150
8. Identify both equipment and supplies needed for filing medical records	MLA150
9. Describe indexing rules	MLA150
10. Discuss filing procedures	MLA150
11. Discuss principles of using Electronic Medical Record (EMR)	MLA150
12. Identify types of records common to the healthcare setting	MLA150
13. Identify time management principles	MLA150
14. Discuss the importance of routine maintenance of office equipment	MLA150
<b>VI. Basic Practice Finances</b>	
1. Explain basic bookkeeping computations	MLA150



2. Differentiate between bookkeeping and accounting	MLA150
3. Describe banking procedures	MLA150
4. Discuss precautions for accepting checks	MLA150
5. Compare types of endorsement	MLA150
6. Differentiate between accounts payable and accounts receivable	MLA150
7. Compare manual and computerized bookkeeping systems used in ambulatory healthcare	MLA150
8. Describe common periodic financial reports	MLA150
9. Explain both billing and payment options	MLA150
10. Identify procedure for preparing patient accounts	MLA150
11. Discuss procedures for collecting outstanding accounts	MLA150
12. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections	MLA150
13. Discuss types of adjustments that may be made to a patient's account	MLA150
<b>VII. Managed Care/Insurance</b>	
1. Identify types of insurance plans	MLA150
2. Identify models of managed care	MLA150
3. Discuss workers' compensation as it applied to patients	MLA150
4. Describe procedures for implementing both managed care and insurance plans	MLA150
5. Discuss utilization review principles	MLA150
6. Discuss referral process for patients in a managed care program	MLA150
7. Describe how guidelines are used in processing an insurance claim	MLA150
8. Compare processes for filing insurance claims bot manually and electronically	MLA150
9. Describe guidelines for third-party claims	MLA150
10. Discuss types of physician fee schedules	MLA150
11. Describe the concept of RBRVS	MLA150
12. Define Diagnosis-Related Groups (DRGs)	MLA150
<b>VIII. Procedural and Diagnostic Coding</b>	
1. Describe how to use the most current procedural coding system	MLA150
2. Define up coding and why it should be avoided	MLA150
3. Describe how to use the most current diagnostic coding classification system	MLA150
4. Describe how to use the most current HCPCS coding	MLA150
<b>Medical Law and Ethics</b>	
<b>IX. Legal Implications</b>	
1. Discuss legal scope of practice for medical assistants	MLA230
2. Explore issue of confidentiality as it applies to the medical assistant	MLA230
3. Describe the implications of HIPAA for the medical assistant in various medical settings	MLA230
4. Summarize the Patient Bill of Rights	MLA230
5. Discuss licensure and certification as it applies to healthcare	MLA230
6. Describe liability, professional, personal injury, and third party insurance	MLA230
7. Compare and contrast physician and medical assistant roles in terms of standard of care	MLA230
8. Compare criminal and civil law as it applies to practicing medical assistant	MLA230
9. Provide an example of tor law as it would apply to a medical assistant	MLA230

10. Explain how the following impact the medical assistant's practice and give examples a. Negligence b. Malpractice c. Statute of Limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. Living will/Advanced directives g. Medical durable power of attorney	MLA230
11. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession	MLA230
12. List and discuss legal and illegal interview questions	MLA230
13. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA	MLA230
14. Describe the process to follow if an error is made in patient care	MLA230
<b>X. Ethical Considerations</b>	MLA230
1. Differentiate between legal, ethical, and moral issues affecting healthcare	MLA230
2. Compare personal, professional and organizational ethics	MLA230
3. Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice	MLA230
4. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others	MLA230
5. Identify the effect personal ethics may have on professional performance	MLA230
Safety and Emergency	
<b>XI. Protective Practices</b>	
1. Describe personal protective equipment	MLA170
2. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment	MLA171
3. Describe the importance of Materials Safety	MLA171
4. Data Sheets (MSDS) in a healthcare setting	MLA171
5. Identify safety signs, symbols and labels	MLA150
6. State principles and steps of professional/provider CPR	MLA150
7. Describe basic principles for evacuation of a healthcare setting	MLA150
8. Describe fundamental principles for evacuation of a healthcare setting	MLA150
9. Discuss fire safety issues in a healthcare environment	MLA150
10. Discuss requirements for responding to hazardous material disposal	MLA210
11. Identify principles of body mechanics and ergonomics	MLA, BIO260
12. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency	MLA150
13. Identify emergency preparedness plans in your community	MLA150
14. Discuss potential role(s) of the medical assistant in emergency	MLA150

**PSYCHOMOTOR  
DOMAIN  
COMPETENCIES**



**Sponsoring Institution:** Waubensee Community College  
**City, State:** Sugar Grove, IL

<b>Psychomotor Domain</b>	<b>Course Number(s) in which the corresponding psychomotor objective is taught (e.g. MED101, MED107)</b>
<b>Foundations of Clinical Practice</b>	
<b>I. Anatomy &amp; Physiology</b>	
1. Obtain vital signs	MLA171
2. Perform venipuncture	MLA210
3. Perform capillary puncture	MLA210
4. Perform pulmonary function testing	MLA172
5. Perform electrocardiography	MLA172
6. Perform patient screening using established protocols	MLA172
7. Select proper sites for administering parenteral medication	MLA172
8. Administer oral medications	MLA172
9. Administer parenteral (excluding IV) medications	MLA172
10. Assist physician with patient care	MLA171, MLA172
11. Perform quality control measures	MLA210
12. Perform hematology testing	MLA210
13. Perform chemistry testing	MLA210
14. Perform urinalysis	MLA210
15. Perform immunology testing	MLA210
16. Screen test results	MLA210
<b>II. Applied Mathematics</b>	
1. Prepare proper dosages of medication for administration	MLA172, MLA210
2. Maintain laboratory test results using flow sheets	MLA210
3. Maintain growth charts	MLA171
<b>III. Applied Microbiology/Infection Control</b>	
1. Participate in training on Standard Precautions	MLA171
2. Practice Standard Precautions	MLA171, MLA172, MLA210
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations	MLA171, MLA172, MLA210
4. Perform handwashing	MLA171
5. Prepare items for autoclaving	MLA171
6. Perform sterilization procedures	MLA171
7. Obtain specimens for microbiological testing	MLA171
8. Perform CLIA waived microbiology testing	MLA210
<b>Applied Communications</b>	MLA210
<b>IV. Concepts of Effective Communication</b>	
1. Use reflection, restatement and clarification techniques to obtain a patient history	MLA171
2. Report relevant information to others succinctly and accurately	MLA171
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations	MLA171
4. Explain general office policies	MLA150
5. Instruct patients according to their needs to promote health maintenance and disease preventions	MLA171

6. Prepare a patient for procedures and/or treatments	MLA172
7. Demonstrate telephone techniques	MLA150
8. Document patient care	MLA150, MLA171, MLA172, MLA210
9. Document patient education	MLA150, MLA171, MLA172
10. Compose professional/business letters	MLA150
11. Respond to nonverbal communication	COM125
12. Develop and maintain a current list of community resources related to patients' healthcare needs	MLA150
13. Advocate on behalf of patients	MLA150
<b>Medical Business Practices</b>	
<b>V. Administrative Functions</b>	
1. Manage appointment schedule, using established priorities	MLA150
2. Schedule patient admissions and/or procedures	MLA150
3. Organize a patient's medical record	MLA150
4. File medical records	MLA150
5. Execute data management using electronic healthcare records such as the EMR	MLA150
6. Use office hardware and software to maintain office systems	MLA150
7. Use internet to access information related to the medical office	MLA150
8. Maintain organization by filing	MLA150
9. Perform routine maintenance of office equipment with documentation	MLA150
10. Perform an office inventory	MLA150, MLA172
<b>VI. Basic Practice Finances</b>	
1. Prepare a bank deposit	MLA150
2. Perform accounts receivable procedures, including: <ul style="list-style-type: none"> <li>a. Post entries on a daysheet</li> <li>b. Perform billing procedures</li> <li>c. Perform collection procedures</li> <li>d. Post adjustments</li> <li>e. Process a credit balance</li> <li>f. Process refunds</li> <li>g. Post non-sufficient fund (NSF) checks</li> <li>h. Post collection agency payments</li> </ul>	MLA150
3. Utilize computerized office billing systems	MLA150
<b>VII. Managed Care/Insurance</b>	
1. Apply both managed care policies and procedures	MLA150
2. Apply third party guidelines	MLA150
3. Complete insurance claim forms	MLA150
4. Obtain precertification, including documentation	MLA150
5. Obtain preauthorization, including documentation	MLA150
6. Verify eligibility for managed care services	MLA150
<b>VIII. Procedural and Diagnostic Coding</b>	
1. Perform procedural coding	MLA150
2. Perform diagnostic coding	MLA150
<b>Medical Law and Ethics</b>	

<b>IX. Legal Implications</b>	
1. Respond to issues of confidentiality	MLA230
2. Perform within scope of practice	MLA230
3. Apply HIPAA rules in regard to privacy/release of information	MLA230, MLA150, MLA171, MLA172, MLA210
4. Practice within the standard of care for a medical assistant	MLA150
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures	MLA230
6. Complete an incident report	MLA230, MLA150
7. Document accurately in the patient record	MLA230, MLA150, MLA171, MLA172, MLA210
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting	MLA230
<b>X. Ethical Considerations</b>	
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	MLA230
2. Develop a plan for separation of personal and professional ethics	MLA230
<b>Safety and Emergency Practices</b>	
<b>XI. Protective Practices</b>	
1. Comply with safety signs, symbols and labels	MLA172, MLA150
2. Evaluate the work environment to identify safe vs. unsafe working conditions	MLA150, MLA171, MLA172, MLA210
3. Develop a personal (patient and employees) safety plan	MLA210
4. Develop an environmental safety plan	MLA210
5. Demonstrate proper use of the following equipment <ul style="list-style-type: none"> <li>a. Eyewash</li> <li>b. Fire extinguishers</li> <li>c. Sharps disposal containers</li> </ul>	MLA210, MLA171, MLA172
6. Participate in a mock environmental exposure event with documentation of steps taken	MLA210
7. Explain an evacuation plan for a physician's office	MLA150
8. Demonstrate methods of fire prevention in the healthcare setting	MLA150, MLA210
9. Maintain provider/professional level CPR certification	MLA150
10. Perform first aid procedures	MLA150
11. Use proper body mechanics	MLA150, MLA171, MLA172
12. Maintain a current list of community resources for emergency preparedness	MLA151





**AFFECTIVE  
DOMAIN  
COMPETENCIES**



**Sponsoring Institution:** Waubensee Community College  
**City, State:** Sugar Grove, IL

Affective Domain	Course Number(s) in which the corresponding psychomotor objective is taught (e.g. MED101, MED107)
<b>Foundations of Clinical Practice</b>	
<b>I. Anatomy &amp; Physiology</b>	
1. Apply critical thinking skills in performing patient assessment and care	MLA171
2. Use language/verbal skills that enable patients' understanding	COM125, MLA150, MLA171, MLA172, MLA210
3. Demonstrate respect for diversity in approaching patients and families	COM125, MLA150, MLA171, MLA172, MLA210
<b>II. Applied Mathematics</b>	
1. Verify ordered doses/dosages prior to administration	MLA172
2. Distinguish between normal and abnormal test results	MLA210
<b>III. Applied Microbiology/Infection Control</b>	
1. Display sensitivity to patient rights and feelings in collecting specimens	MLA210
2. Explain the rationale for performance of a procedure to the patient	MLA210, MLA172
3. Show awareness of patient's concerns regarding their perceptions related to the procedure being performed	MLA210, MLA172
<b>Applied Communications</b>	
<b>IV. Concepts of Effective Communication</b>	
1. Demonstrate empathy in communicating with patients, family and staff	MLA230, MLA150, MLA171, MLA172, MLA210
2. Apply active listening skills	MLA230, MLA150, MLA171, MLA172, MLA210
3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff	COM125
4. Demonstrate awareness of the territorial boundaries of the person with whom communicating	COM125
5. Demonstrate sensitivity appropriate to the message being delivered	COM125, MLA150, MLA171, MLA172, MLA210
6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses	COM125
7. Demonstrate recognition of the patient's level of understanding in communications	COM125, MLA150, MLA171, MLA172, MLA210
8. Analyze communications in providing appropriate responses/feedback	COM125
9. Recognize and protect personal boundaries in communicating with others	COM125
10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status	COM125
<b>Medical Business Practices</b>	
<b>V. Administrative Functions</b>	
1. Consider staff needs and limitations in establishment of a filing system	MLA150
2. Implement time management principles to maintain effective office function	MLA150
<b>VI. Basic Practice Finances</b>	
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients	MLA150

<b>VII. Managed Care/Insurance</b>	
1. Demonstrate assertive communication with managed care and/or insurance provider	MLA150
2. Demonstrate sensitivity in communicating with both providers and patients	MLA150, COM125
3. Communicate in language the patient can understand regarding managed care and insurance plans	COM125
<b>VIII. Procedural and Diagnostic Coding</b>	
1. Work with physician to achieve the maximum reimbursement	MLA150
<b>Medical Law and Ethics</b>	
<b>IX. Legal Implications</b>	
1. Demonstrate sensitivity to patient rights	MLA230
2. Demonstrate awareness of the consequences of not working within the legal scope of practice	MLA230
3. Recognize the importance of local, state and federal legislation and regulations in the practice setting	MLA230
<b>X. Ethical Considerations</b>	
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	MLA230
2. Examine the impact personal ethics and morals may have on the individual's practice	MLA230
3. Demonstrate awareness of diversity in providing patient care	MLA230
<b>Safety and Emergency Practices</b>	
<b>XI. Protective Practices</b>	
1. Recognize the effects of stress on all persons involved in emergency situations	MLA150, MLA210
2. Demonstrate self-awareness in responding to emergency situations	MLA150, MLA210

**WAUBONSEE COMMUNITY COLLEGE  
MEDICAL ASSISTANT PROGRAM**

**Course Grading Policy**

<b>92-100%</b>	<b>A</b>
<b>83-91%</b>	<b>B</b>
<b>75-82 o/o</b>	<b>C</b>
<b>70-74°/o</b>	<b>D</b>
<b>&lt; 70°/o</b>	<b>F</b>



# APPENDIX D





# WAUBONSEE COMMUNITY COLLEGE

## Clinical Externship Timesheet

- Complete the log daily and fax the log each week to the school no later than 4:30 pm on Friday.
- For each day attended, please include a brief description of the duties performed.
- The timesheet must be signed and dated by both the student and the Clinical Site Supervisor.

**Student Information**

Name: \_\_\_\_\_  
 Program: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 Alt. Phone: \_\_\_\_\_

**Clinical Site Information**

Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Rotation: \_\_\_\_\_  
 Assignment Dates: \_\_\_\_\_  
 Site Supervisor's name: \_\_\_\_\_

	Date	Time In	Time Out	Total Hours	General Duties Performed*
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>TOTAL HOURS</b>					

Student Signature: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



# APPENDIX E



**WAUBONSEE COMMUNITY COLLEGE**

Medical Assistant Externship (MLA298)

**Student Weekly Progress Report**

This form needs to be completed and signed each week. It must be faxed to Dr. Jess Toussaint at 1-630-966-4860, along with the timesheet, every Friday afternoon. It is designed to help you maximize your clinical externship experience. Have recognizable goals is the surest way to succeed!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: MLA298

Clinical Site: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

I. Goals for next week:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

II. Personal assessment of progress this week:

\_\_\_\_\_

\_\_\_\_\_

III. Supervisor's assessment of progress this week:

\_\_\_\_\_

\_\_\_\_\_



# APPENDIX F





WAUBONSEE COMMUNITY COLLEGE  
MLA 298 Medical Assistant Externship  
**Student Extern/Supervisor/Course Instructor Agreement**

**Student:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Agency Supervisor:** \_\_\_\_\_

**Dates of Experience:**                      **From** \_\_\_\_\_ **To** \_\_\_\_\_

Waubonsee Community College requires a student enrolled *in* the Medical Assistant program to complete an externship that consists of a minimum of 160 contact hours (134 clock hours) at an approved healthcare provider office, clinic, or hospital affiliated out-patient setting. The student *will* not receive monies or other compensation for this experience. It is an expectation of the clinical agency that offers of employment will not be made until the student has successfully completed the program.

Extern hours are to be scheduled by the supervisor in consultation with the student and instructor. Student hours should be approximately 12-20 hours w k, excluding breaks. No student should be scheduled for greater than 40 hours per week, nor less than .3 hours per day. Externship experiences cannot be scheduled for dates that Waubonsee classes do not meet (e.g., holidays, scheduled breaks, etc.) The student is responsible for maintaining a record of clinical hours. The supervisor must sign this record for the student's daily experience at the agency. Lunch, dinner or other breaks cannot be counted toward the course requirement of 160 contact hours.

The student is required to be at the agency for each scheduled date and time. Students are required to contact both the agency and the course instructor if unable to attend as scheduled. The student must meet the minimum number of hours required, and missed days may be made up at the discretion of the instructor, supervisor and agency availability. Excessive tardiness and/or absences may result in failure or withdrawal from the course. The student may be allowed to exceed the minimum 160 hours only with approval of the agency and instructor. However, hours that exceed the minimum required must fall within the above parameters.

**Supervisor responsibilities:**

The agency supervisor will be responsible for the following:

1. Provide the student with an orientation to the agency.
2. Provide the student with learning activities to meet the course objectives when possible. The student should observe procedures prior to performing them. Once the supervisor is able to evaluate the student's ability to perform a particular skill or activity, the student should be allowed to perform procedures independently or with supervision as appropriate.
3. Provide both administrative and clinical/laboratory learning opportunities.
4. Assign an alternative supervisor for the student when the primary supervisor is unavailable.
5. Communicate the student's progress, or lack thereof, to the course instructor on a scheduled basis.
6. Encourage feedback on the student's abilities from any agency staff member who has observed the student's participation.
7. Provide verbal and/or written feedback to the student regarding the student's ability to perform skills, level of professionalism, motivation, attendance and interpersonal relationships with staff and patients.

**Student responsibilities:**

1. The student is held accountable to the policies and procedures outlined in the Waubensee Community College student handbook, Medical Assistant program student handbook, and the MLA 298 Medical Assistant Externship course syllabus.
2. The student is also held accountable to an agency staff policies and procedures, as well as those responsibilities outlined in the agency's job description for the Medical Assistant.
3. The student will adhere to the agency's confidentiality policy, and will maintain strict confidentiality for the facilities patients and staff.
4. The student will maintain a MLA 298 skills log/checklist and attendance record, and will obtain proper signatures/initials as required.

**Course instructor responsibilities:**

1. The instructor will be available to discuss issues regarding the student extern with agency staff and administrators, as needed.
2. The instructor will communicate **with** the student's assigned supervisor on a scheduled basis, to be determined between instructor and supervisor.
3. The instructor will perform a minimum of one (1) site visit during the semester to observe the student in the medical assistant extern role.
4. The instructor will perform a final student evaluation, utilizing feedback and documentation from the assigned supervisor, and will confer the student's grade for the course.

**Reason for termination of externship agreement between agency and student:**

The agency has the right to terminate the experience of any student whose performance, behavior, skills, attendance, punctuality, breach of confidentiality, professional image or attitude is in violation of the agency's policies and procedures. The agency must notify both the course instructor and Dean for Health Professions and Public Services (630/466-2350) prior to student's dismissal from the agency, and provide documentation to support the termination of the agency/student agreement.

**Health and liability insurance:**

**Each** student is urged to carry a personal health insurance policy. The student is responsible for individual medical expenses, **whether** due to an injury/illness en route to or during the assigned externship experience at the agency. Each student enrolled in the Medical Assistant program has completed a pre-entrance medical record, including proof of current immunizations or record of immunity, prior to entry into the clinical/laboratory setting. This record is kept on file with the office of the Dean for Health Professions and Public Services.

A student enrolled in the Medical Assistant program is covered **by** the Waubensee Community College professional liability insurance policy once tuition and fees for the course have been paid, and **the** student adheres to the college's hours of operation.

**I have read and accept this externship agreement, and I understand all the conditions and responsibilities of my role in the externship agreement**

**Clinical supervisor** \_\_\_\_\_

**Student extern** \_\_\_\_\_

**Course Instructor** \_\_\_\_\_

**Date** \_\_\_\_\_

**The student does not receive payment or remuneration for the Medical Assistant Externship (MLA298) experience.**

# APPENDIX G



**PRACTICUM EVALUATION OF STUDENT  
WAUBONSEE COMMUNITY COLLEGE  
Medical Assistant Program**

Name of Practicum Student Being Evaluated: \_\_\_\_\_

**INSTRUCTIONS:** Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree    4 = Agree    3 = Neutral (acceptable)    2 = Disagree    1 = Strongly Disagree

N/A = Not available at this site

**Student extern was able to perform the following tasks to a satisfactory level of competence:**

<b>Anatomy &amp; Physiology</b>						
<b>Psychomotor Domain</b>						
1. Obtain vital signs	5	4	3	2	1	N/A
2. Perform venipuncture	5	4	3	2	1	N/A
3. Perform capillary puncture	5	4	3	2	1	N/A
4. Perform pulmonary function testing	5	4	3	2	1	N/A
5. Perform electrocardiography	5	4	3	2	1	N/A
6. Perform patient screening using established protocols	5	4	3	2	1	N/A
7. Select proper sites for administering parenteral medication	5	4	3	2	1	N/A
8. Administer oral medications	5	4	3	2	1	N/A
9. Administer parenteral (excluding IV) medications	5	4	3	2	1	N/A
10. Assist physician with patient care	5	4	3	2	1	N/A
11. Perform quality control measures	5	4	3	2	1	N/A
12. Perform CLIA waived hematology testing	5	4	3	2	1	N/A
13. Perform CLIA waived chemistry testing	5	4	3	2	1	N/A
14. Perform CLIA waived urinalysis	5	4	3	2	1	N/A
15. Perform immunology testing	5	4	3	2	1	N/A
16. Screen test results	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Apply critical thinking skills in performing patient assessment and care	5	4	3	2	1	N/A
2. Use language/verbal skills that enable patients' understanding	5	4	3	2	1	N/A
3. Demonstrate respect for diversity in approaching patients and families	5	4	3	2	1	N/A
<b>Applied Mathematics</b>						
<b>Psychomotor Domain</b>						
1. Participate in training on Standard Precautions	5	4	3	2	1	N/A
2. Practice Standard Precautions	5	4	3	2	1	N/A
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations	5	4	3	2	1	N/A
4. Perform handwashing	5	4	3	2	1	N/A
5. Prepare items for autoclaving	5	4	3	2	1	N/A
6. Perform sterilization procedures	5	4	3	2	1	N/A
7. Obtain specimens for microbiological testing	5	4	3	2	1	N/A
8. Perform CLIA waived microbiology testing	5	4	3	2	1	N/A

<b>Affective Domain</b>						
1. Display sensitivity to patient rights and feelings in collecting specimens	5	4	3	2	1	N/A
2. Explain the rationale for performance of a procedure to the patient	5	4	3	2	1	N/A
3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed	5	4	3	2	1	N/A
<b>Applied Communications</b>						
<b>Psychomotor Domain</b>						
1. Use reflection, restatement and clarification techniques to obtain a patient history	5	4	3	2	1	N/A
2. Report relevant information to others succinctly and accurately	5	4	3	2	1	N/A
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations	5	4	3	2	1	N/A
4. Explain general office policies	5	4	3	2	1	N/A
5. Instruct patients according to their needs to promote health maintenance and disease prevention	5	4	3	2	1	N/A
6. Prepare a patient for procedures and/or treatments	5	4	3	2	1	N/A
7. Demonstrate telephone techniques	5	4	3	2	1	N/A
8. Document patient care	5	4	3	2	1	N/A
9. Document patient education	5	4	3	2	1	N/A
10. Compose professional/business letters	5	4	3	2	1	N/A
11. Respond to nonverbal communication	5	4	3	2	1	N/A
12. Develop and maintain a current list of community resources related to patients' healthcare needs	5	4	3	2	1	N/A
13. Advocate on behalf of patients	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Demonstrate empathy in communicating with patients, family and staff	5	4	3	2	1	N/A
2. Apply active listening skills	5	4	3	2	1	N/A
3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff	5	4	3	2	1	N/A
4. Demonstrate awareness of the territorial boundaries of the person with whom communicating	5	4	3	2	1	N/A
5. Demonstrate sensitivity appropriate to the message being delivered	5	4	3	2	1	N/A
6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses	5	4	3	2	1	N/A
7. Demonstrate recognition of the patient's level of understanding in communications	5	4	3	2	1	N/A
8. Analyze communications in providing appropriate responses/feedback	5	4	3	2	1	N/A
9. Recognize and protect personal boundaries in communicating with others	5	4	3	2	1	N/A
10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status	5	4	3	2	1	N/A
<b>Administrative Functions</b>						
<b>Psychomotor Domain</b>						

1. Manage appointment schedule, using established priorities	5	4	3	2	1	N/A
2. Schedule patient admissions and/or procedures	5	4	3	2	1	N/A
3. Organize a patient's medical record	5	4	3	2	1	N/A
4. File medical records	5	4	3	2	1	N/A
5. Execute data management using electronic healthcare records such as the EMR	5	4	3	2	1	N/A
6. Use office hardware and software to maintain office systems	5	4	3	2	1	N/A
7. Use internet to access information related to the medical office	5	4	3	2	1	N/A
8. Maintain organization by filing	5	4	3	2	1	N/A
9. Perform routine maintenance of office equipment with documentation	5	4	3	2	1	N/A
10. Perform an office inventory	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Consider staff needs and limitations in establishment of a filing system	5	4	3	2	1	N/A
2. Implement time management principles to maintain effective office functions	5	4	3	2	1	N/A
<b>Basic Practice Finance</b>						
<b>Psychomotor Domain</b>						
1. Prepare a bank deposit	5	4	3	2	1	N/A
2. Perform accounts receivable procedures, including: a. Post entries on a day sheet b. Perform billing procedures c. Perform collection procedures d. Post adjustments e. Process a credit balance f. Process refunds g. Post non-sufficient fund (NSF) checks h. Post collection agency payments	5	4	3	2	1	N/A
3. Utilize computerized office billing systems	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients	5	4	3	2	1	N/A
Managed Care/Insurance	5	4	3	2	1	N/A
<b>Psychomotor Domain</b>	5	4	3	2	1	N/A
1. Apply both managed care policies and procedures	5	4	3	2	1	N/A
2. Apply third party guidelines	5	4	3	2	1	N/A
3. Complete insurance claim form	5	4	3	2	1	N/A
4. Obtain preauthorization, including documentation	5	4	3	2	1	N/A
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures	5	4	3	2	1	N/A
6. Complete an incident report	5	4	3	2	1	N/A
7. Document accurately in the patient record	5	4	3	2	1	N/A
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Demonstrate sensitivity to patient rights	5	4	3	2	1	N/A

2. Demonstrate awareness of the consequences of not working within the legal scope of practice	5	4	3	2	1	N/A
3. Recognize the importance of local, state and federal legislation and regulations in the practice setting	5	4	3	2	1	N/A
<b>Ethical Considerations</b>						
<b>Psychomotor Domain</b>						
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	5	4	3	2	1	N/A
2. Develop a plan for separation of personal and professional ethics	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	5	4	3	2	1	N/A
2. Examine the impact personal ethics and morals may have on the individual's practice	5	4	3	2	1	N/A
3. Demonstrate awareness of diversity in providing patient care	5	4	3	2	1	N/A
<b>Safety and Emergency Practices</b>						
<b>Protective Practices</b>						
1. Comply with safety signs, symbols and labels	5	4	3	2	1	N/A
2. Evaluate the work environment to identify safe vs. unsafe working conditions	5	4	3	2	1	N/A
3. Develop a personal (patient and employee) safety plan	5	4	3	2	1	N/A
4. Develop an environmental safety plan	5	4	3	2	1	N/A
5. Demonstrate proper use of the following equipment: a. Eyewash b. Fire extinguishers c. Sharps disposal containers	5	4	3	2	1	N/A
6. Participate in a mock environmental exposure event with documentation of steps taken	5	4	3	2	1	N/A
7. Explain an evacuation plan for a physician's office	5	4	3	2	1	N/A
8. Demonstrate methods of fire prevention in the healthcare setting	5	4	3	2	1	N/A
9. Maintain provider/professional level CPR certification	5	4	3	2	1	N/A
10. Perform first aid procedures	5	4	3	2	1	N/A
11. Use proper body mechanics	5	4	3	2	1	N/A
12. Maintain a current list of community resources for emergency preparedness	5	4	3	2	1	N/A
<b>Affective Domain</b>						
1. Recognize the effects of stress on all persons involved in emergency situations	5	4	3	2	1	N/A
2. Demonstrate self-awareness in responding to emergency situations	5	4	3	2	1	N/A



# APPENDIX H



Waubonsee Community College  
Medical Assistant Program  
Student/Faculty/Agency Supervisor Conference Form

Student \_\_\_\_\_ Clinical/Lab  
Date(s) \_\_\_\_\_

Agency \_\_\_\_\_

Description of student action/skill/technique that does not meet course objectives/outcome criteria:

"Plan for improvement:

Student Status:

Faculty Signature: \_\_\_\_\_ Date \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

I understand that my signature does not imply agreement, but is required as evidence that my instructor or agency supervisor has discussed the identified deficiencies with me, as well as my current status in the program.

Student comments:



# APPENDIX I



STUDENT'S EVALUATION OF PRACTICUM SITE

WAUBONSEE **COMMUNITY** COLLEGE  
Medical Assisting Program

This survey is designed to help program faculty determine the appropriateness of individual practicum sites. All data will be kept confidential and will be used for program evaluation purposes only.

Name of Practicum Site: \_\_\_\_\_

**INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.**

**5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree**

**N/A = Not available at this site**

At this practicum site, I was:

- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| 1. Provided orientation to the office/facility.  | 5 | 4 | 3 | 2 | 1 | NIA |
| 2. Assigned to a supervisor/preceptor who actively participated in my learning experience.             | 5 | 4 | 3 | 2 | 1 | NIA |
| 3. Allowed to perform the entry-level skills I had learned in school.                                  | 5 | 4 | 3 | 2 | 1 | NIA |
| 4. Given the opportunity to perform administrative skills.   | 5 | 4 | 3 | 2 | 1 | N/A |
| 5. Given the opportunity to perform clinical skills.   | 5 | 4 | 3 | 2 | 1 | NIA |
| 6. Adequately supervised and informed of whom to ask for help if I needed it.                          | 5 | 4 | 3 | 2 | 1 | NIA |
| 7. Treated respectfully by healthcare providers and other staff.                                       | 5 | 4 | 3 | 2 | 1 | NIA |
| 8. Provided with adequate personal protective equipment (e.g. gloves) to protect my health and safety. | 5 | 4 | 3 | 2 | 1 | NIA |
| 9. Provided the opportunity to communicate with:   |   |   |   |   |   |     |
| a. patients/clients/family members   | 5 | 4 | 3 | 2 | 1 | NIA |
| b. physicians/health care professionals  | 5 | 4 | 3 | 2 | 1 | N/A |
| c. staff and co-workers  | 5 | 4 | 3 | 2 | 1 | NIA |
| d. supervisory personnel   | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. Not used to replace paid employees.  | 5 | 4 | 3 | 2 | 1 | NIA |
| 11. Provided r larconstructive verbal feedback by supervisor.  | 5 | 4 | 3 | 2 | 1 | N/A |
| 12. Provided a final written performance evaluation.   | 5 | 4 | 3 | 2 | 1 | NIA |

Were you asked to perform any skills for which you were not prepared by your medical assisting program?

\_\_\_ Yes \_\_\_ No

If yes, please identify: \_\_\_\_\_

Would you recommend this site for future practicum students? \_ Yes \_ No Why? \_\_\_\_\_

What part of the practicum experience did you like best and/or least? \_\_\_\_\_

Print Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date \_\_\_ - \_\_\_ - \_\_\_





# APPENDIX J



Core Curriculum for Medical Assistants  
 Medical Assisting Education Review Board (MAERB)  
 2008 Curriculum Plan

Foundations for Clinical Practice

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on **knowledge** of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in providing patient care.

I.C Cognitive (Knowledge Base)	I. P Psychomotor (Skills)	I. A Affective (Behavior)
<p>I. Anatomy &amp; Physiology</p> <ol style="list-style-type: none"> <li>1. Describe structural organization of the human body</li> <li>2. Identify body systems</li> <li>3. Describe body planes, directional terms, quadrants, and cavities</li> <li>4. List major organs in each body system</li> <li>5. Describe the normal function of each body system</li> <li>6. Identify common pathology related to each body system</li> <li>7. Analyze pathology as it relates to the interaction of body systems</li> <li>8. Discuss implications for disease and disability when homeostasis is not maintained</li> <li>9. Describe implications for treatment related to pathology</li> <li>10. Compare body structure and function of the human body across the life span</li> <li>11. Identify the classifications of medications, including desired effects, side effects and adverse reactions</li>   <li>12. Describe the relationship between anatomy and physiology of all body systems and medications used for treatment in each</li> </ol>	<p>I. Anatomy &amp; Physiology</p> <ol style="list-style-type: none"> <li>1. Obtain vital signs</li> <li>2. Perform venipuncture</li> <li>3. Perform capillary puncture</li> <li>4. Perform pulmonary function testing</li> <li>5. Perform electrocardiography</li> <li>6. Perform patient screening using established protocols</li> <li>7. Select proper sites for administering parenteral medication</li> <li>8. Administer oral medications</li> <li>9. Administer parenteral (excluding IV) medications</li> <li>10. Assist physician with patient care</li> <li>11. Perform quality control measures</li> <li>12. Perform hematology testing</li> <li>13. Perform chemistry testing</li> <li>14. Perform urinalysis</li> <li>15. Perform immunology testing</li> <li>16. Screen test results</li> </ol>	<p>I. Anatomy &amp; Physiology</p> <ol style="list-style-type: none"> <li>1. Apply critical thinking skills in performing patient assessment and care</li> <li>2. Use language/verbal skills that enable patients' understanding</li> <li>3. Demonstrate respect for diversity in approaching patients and families</li> </ol>
<p>II.C Cognitive (Knowledge Base)</p>	<p>II. P Psychomotor (Skills)</p>	<p>II. A Affective (Behavior)</p>
<p>II. Applied Mathematics</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of basic math</li> </ol>	<p>II. Applied Mathematics</p> <ol style="list-style-type: none"> <li>1. Prepare proper dosages of medication for</li> </ol>	<p>II. Applied Mathematics</p> <ol style="list-style-type: none"> <li>1. Verify ordered doses/dosages prior to</li> </ol>

<p>computations</p> <ol style="list-style-type: none"> <li>2. Apply mathematical computations to solve equations</li> <li>3. Identify measurement systems</li> <li>4. Define basic units of measurement in metric, apothecary and household systems</li> <li>5. Convert among measurement systems</li> <li>6. Identify both abbreviations and symbols used in calculating medication dosages</li> <li>7. Analyze charts, graphs and/or tables in the interpretation of healthcare results</li> </ol>	<p>administration</p> <ol style="list-style-type: none"> <li>2. Maintain laboratory test results using flow sheets</li> <li>3. Maintain growth charts</li> </ol>	<p>administration</p> <ol style="list-style-type: none"> <li>2. Distinguish between normal and abnormal test results</li> </ol>
<p>III, C Cognitive &lt;Knowledge Base&gt;</p>	<p>III, P Psychomotor (Skills)</p>	<p>III, A Affective &lt;Behavior&gt;</p>
<p>III. Applied Microbiology/Infection Control</p> <ol style="list-style-type: none"> <li>1. Describe the infection cycle, including <b>the</b> infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit</li> <li>2. Define <b>asepsis</b></li> <li>3. Discuss infection control procedures.</li> <li>4. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA)</li> <li>5. List major types of infectious agents</li> <li>6. Compare different methods of controlling the growth of microorganisms</li> <li>7. Match types and uses of personal protective equipment (PPE)</li> <li>8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate</li> <li>9. Discuss quality control issues related to handling microbiological specimens</li> <li>10. Identify disease processes that are indications for CLIA waived tests</li> <li>11. Describe Standard Precautions, including: <ol style="list-style-type: none"> <li>a. Transmission based precautions</li> <li>b. Purpose</li> <li>c. Activities regulated</li> </ol> </li> <li>12. Discuss the application of Standard Precautions with regard to: <ol style="list-style-type: none"> <li>a. All body fluids, secretions and excretions</li> <li>b. Blood</li> <li>c. Non intact skin</li> <li>d. Mucous membranes</li> </ol> </li> </ol>	<p>III, Applied Microbiology/Infection Control</p> <ol style="list-style-type: none"> <li>1. Participate in training OI?, Standard Precautions</li> <li>2. Practice Standard Precautions.</li> <li>3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations</li> <li>4. Perform handwashing</li> <li>5. Prepare items for autoclaving</li> <li>6. Perform sterilization procedures</li> <li>7. Obtain specimens for microbiological testing</li> <li>8. Perform CLIA waived microbiology testing</li> </ol>	<p>III. Applied Microbiology/Infection Control</p> <ol style="list-style-type: none"> <li>1. Display sensitivity to patient rights and feelings in collecting specimens</li> <li>2. Explain the rationale for performance of a procedure to the patient</li> <li>3. Show awareness of <b>patients'</b> concerns regarding their perceptions related to the procedure being performed</li> </ol>

---

13. Identify the role of the Center for Disease Control  
(CDC) regulations in healthcare settings.

---

## Applied Communications

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants in communicating effectively, both orally and in writing.

IV.C Cognitive <Knowledge Base>	IV. P Psychomotor (Skills)	IV. A Affective <Behavior>
<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> <li>1. Identify styles and types of verbal communication</li> <li>2. Identify nonverbal communication</li> <li>3. Recognize communication barriers</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. Differentiate between subjective and objective information</li> <li>7. Identify resources and adaptations that <b>are</b> required based on individual needs, <b>i.e.</b>, culture and environment, developmental life stage, language, and physical threats to communication</li> <li>8. Recognize elements of fundamental writing skills</li> <li>9. Discuss applications of electronic technology in <b>effective</b> communication</li> <li>10. Diagram medical terms, labeling the word parts</li> <li>11. Define both medical terms and abbreviations related to all body systems</li> <li>12. Organize technical information and summaries</li> <li>13. Identify the role of self boundaries in the health care environment</li> <li>14. Recognize the role of patient advocacy in the practice of medical assisting</li> <li>15. Discuss the role of assertiveness in effective professional communication</li> <li>16. Differentiate between adaptive and non-adaptive coping mechanisms</li> </ol>	<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> <li>1. Use reflection, restatement and clarification techniques to obtain a patient history</li> <li>2. Report relevant information to others succinctly and accurately</li> <li>3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations</li> <li>4. Explain general office policies</li> <li>5. Instruct patients according to their needs to promote health maintenance and disease prevention</li> <li>6. Prepare a patient for procedures and/or treatments</li> <li>7. Demonstrate telephone techniques</li> <li>8. Document patient care</li> <li>9. Document patient education</li> <li>10. Compose professional/business letters</li> <li>11. Respond to nonverbal communication</li> <li>12. Develop and maintain a current list of community resources related to patients' healthcare needs</li> <li>13. Advocate on behalf of patients</li> </ol>	<p>IV. Concepts of Effective Communication</p> <ol style="list-style-type: none"> <li>1. Demonstrate empathy in communicating with patients, family and staff</li> <li>2. Apply active listening skills</li> <li>3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff</li> <li>4. Demonstrate <b>awareness</b> of the territorial boundaries of the person with whom communicating</li> <li>5. Demonstrate sensitivity appropriate to the message being delivered</li> <li>6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses</li> <li>7. Demonstrate recognition of the patient's level of understanding in communications</li> <li>8. Analyze communications in providing appropriate responses/ feedback</li> <li>9. Recognize and protect personal boundaries in communicating with <b>others</b>.</li> <li>10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status</li> </ol>

Medical Business Practices

Medical assistants **graduating** from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants in the performance of medical business practices.

V.C Cognitive Knowledge Base)	V. P Psychomotor (Skills)	V. A Affective Behavior)
<p><b>V. Administrative Functions</b></p> <ol style="list-style-type: none"> <li>1. Discuss pros and cons of various types of appointment <b>management systems</b></li> <li>2. <b>Describe scheduling guidelines</b></li> <li>3. Recognize office policies and protocols for handling appointments</li> <li>4. Identify critical information required for scheduling patient admissions and/or procedures</li> <li>5. Identify systems for organizing medical records</li> <li>6. Describe various types of content maintained in a patient's medical record</li> <li>7. Discuss pros and cons of various filing methods</li> <li>8. Identify both equipment and supplies <b>needed</b> for filing medical records</li> <li>9. Describe indexing rules</li> <li>10. Discuss filing procedures</li> <li>11. Discuss principles of using Electronic Medical Record (E1v.1R)</li> <li>12. Identify types of records common to the healthcare setting</li> <li>13. Identify time management principles</li> <li>14. Discuss the importance of routine maintenance of office equipment</li> </ol>	<p><b>V, Administrative Functions</b></p> <ol style="list-style-type: none"> <li>1. Manage appointment schedule, using established <b>priorities</b></li> <li>2. <b>Schedule</b> patient admissions and/or procedures</li> <li>3. Organize a patient's medical record.</li> <li>4. File medical records</li> <li>5. Execute data management using electronic <b>healthcare</b> records such as the E.MR</li> <li>6. Use office hardware and software to maintain office systems</li> <li>7. Use internet to access information related to the medical office</li> <li>8. Maintain organization by filing</li> <li>9. Perform routine maintenance of office equipment <b>with</b> documentation</li> <li>10. Perform an office inventory</li> </ol>	<p><b>V. Administrative Functions</b></p> <ol style="list-style-type: none"> <li>1. Consider staff needs and limitations in <b>establishment of a filing system</b></li> <li>2. Implement <b>time management</b> principles to maintain effective office function</li> </ol>
<p>V.I.C Cognitive Knowledge Base)</p>	<p><b>VI. P Psychomotor (Skills)</b></p>	<p><b>VI. A Affective Behavior)</b></p>
<p><b>VI, Basic Practice Finances</b></p> <ol style="list-style-type: none"> <li>1. Explain basic bookkeeping computations.</li> <li>2. Differentiate between bookkeeping and accounting</li> <li>3. Describe banking procedures</li> <li>4. Discuss precautions for accepting checks.</li> <li>5. Compare types of endorsement</li> <li>6. Differentiate between accounts payable and accounts receivable</li> </ol>	<p><b>VI. Basic Practice Finances</b></p> <ol style="list-style-type: none"> <li>1. <b>Prepare</b> a bank deposit</li> <li>2. Perform accounts receivable procedures, including:             <ol style="list-style-type: none"> <li>a. Post entries on a daysheet</li> <li>b. Perform billing procedures</li> <li>c. Perform collection procedures</li> <li>d. Post adjustments</li> <li>e. Process a credit balance</li> </ol> </li> </ol>	<p><b>VI. Basic Practice Finances</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients</li> </ol>

<ol style="list-style-type: none"> <li>7. Compare manual and computerized bookkeeping systems used in ambulatory healthcare</li> <li>8. Describe common periodic financial reports</li> <li>9. Explain both billing and payment options.</li> <li>10. Identify procedure for preparing patient accounts</li> <li>11. Discuss procedures for collecting outstanding accounts</li> <li>12. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections</li> <li>13. Discuss types of adjustments that may be made to a patient's account</li> </ol>	<ol style="list-style-type: none"> <li>f. Process refunds</li> <li>g. Post non-sufficient fund (NSF) checks.</li> <li>h. Post collection agency payments.</li> </ol> <p>3. Utilize computerized office billing systems</p>	
<b>VII.C Cognitive (Knowledge Base)</b>	<b>VII. P Psychomotor (Skills)</b>	<b>VII. A Affective (Behavior)</b>
<p><b>VII. Managed Care/Insurance</b></p> <ol style="list-style-type: none"> <li>1. Identify types of insurance plans</li> <li>2. Identify models of managed care</li> <li>3. Discuss workers' compensation as it applies to patients</li> <li>4. Describe procedures for implementing both managed care and insurance plans</li> <li>5. Discuss utilization review principles.</li> <li>6. Discuss referral process for patients in a managed care program</li> <li>7. Describe how guidelines are used in processing an <b>insurance</b> claim</li> <li>8. Compare processes for filing insurance claims both manually and electronically</li> <li>9. Describe guidelines for third-party claims</li> <li>10. Discuss types of physician fee schedules</li> <li>11. Describe the concept of RBRVS</li> <li>12. Define Diagnosis-Related Groups (DRGs)</li> </ol>	<p><b>VII. Managed Care/Insurance</b></p> <ol style="list-style-type: none"> <li>1. Apply both managed care policies and procedures</li> <li>2. Apply third party guidelines</li> <li>3. Complete insurance claim forms</li> <li>4. Obtain precertification, including documentation</li> <li>5. Obtain preauthorization, including documentation</li> <li>6. Verify eligibility for managed care services</li> </ol>	<p><b>VII. Managed Care/Insurance</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate assertive communication with managed care and/or insurance providers</li> <li>2. Demonstrate sensitivity in communicating with both providers and patients</li> <li>3. Communicate in <b>language</b> the patient can understand regarding managed care and insurance plans</li> </ol>
<b>VIII.C Cognitive (Knowledge Base)</b>	<b>VIII. P Psychomotor (Skills)</b>	<b>VIII. A Affective (Behavior)</b>
<p><b>VIII. Procedural and Diagnostic Coding</b></p> <ol style="list-style-type: none"> <li>1. Describe how to use the most current procedural coding system</li> <li>2. Define upcoding and why it should be avoided</li> <li>3. Describe how to use the most current diagnostic coding classification system</li> <li>4. Describe how to use the most current HCPCS coding</li> </ol>	<p><b>VIII. Procedural and Diagnostic Coding</b></p> <ol style="list-style-type: none"> <li>1. Perform procedural coding</li> <li>2. Perform diagnostic coding</li> </ol>	<p><b>VIII. Procedural and Diagnostic Coding</b></p> <ol style="list-style-type: none"> <li>1. Work with physician to achieve the maximum reimbursement</li> </ol>



Medical Law and Ethics

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants in providing patient care in accordance with regulations, policies, laws and patient rights.

IX.C Cognitive (Knowledge Base)	IX. P Psychomotor (Skills)	IX. A Affective (Behavior)
<p>IX. Legal Implications</p> <ol style="list-style-type: none"> <li>1. Discuss legal scope of practice for medical assistants</li> <li>2. Explore issue of confidentiality as it applies to the medical assistant.</li> <li>3. Describe the implications of HIPAA for the medical assistant in various medical settings</li> <li>4. Summarize the Patient Bill of Rights</li> <li>5. Discuss licensure and certification as it applies to healthcare providers</li> <li>6. Describe liability, professional, personal injury, and third party insurance</li> <li>7. Compare and contrast physician and medical assistant roles in terms of standard of care</li> <li>8. Compare criminal and civil law as it applies to the practicing medical assistant.</li> <li>9. Provide <b>an example</b> of tort law as it would apply to a medical assistant</li> <li>10. Explain how the following impact the medical assistant's practice and give examples               <ol style="list-style-type: none"> <li>a. Negligence</li> <li>b. Malpractice</li> <li>c. Statute of Limitations</li> <li>d. Good Samaritan Act(s)</li> <li>e. Uniform Anatomical Gift Act</li> <li>f. Living will/Advanced directives</li> <li>g. Medical durable power of attorney</li> </ol> </li> <li>11. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession</li> <li>12. List and discuss legal and illegal interview questions</li> <li>13. Discuss all levels of governmental legislation and regulation as they apply to medical</li> </ol>	<p>IX. Legal Implications</p> <ol style="list-style-type: none"> <li>1. Respond to issues of confidentiality</li> <li>2. Perform within scope of practice</li> <li>3. Apply HIPAA rules in regard to privacy/release of information</li> <li>4. Practice within the standard of care for a medical assistant</li> <li>5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures</li> <li>6. Complete an incident report</li> <li>7. Document accurately in the patient record</li> <li>8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting</li> </ol>	<p>IX. Legal Implications</p> <ol style="list-style-type: none"> <li>1. Demonstrate sensitivity to patient rights</li> <li>2. Demonstrate <b>awareness</b> of the consequences of not working within <b>the legal scope</b> of practice</li> <li>3. Recognize the importance of local, state and federal legislation and regulations in the practice setting</li> </ol>

assisting practice, including FDA and DEA regulations 14. Describe the process to follow if an error is made in patient care		
X.C Cognitive <Knowledge Base>	X. P Psychomotor (Skills)	X. A Affective <Behavior>
<b>X. Ethical Considerations</b> 1. Differentiate between legal, ethical, and moral issues affecting healthcare 2. Compare personal, professional and organizational <b>ethics</b> 3. Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice 4. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others. 5. Identify the effect personal ethics may have on professional performance	<b>X. Ethical Considerations</b> 1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities 2. Develop a plan for separation of personal and professional ethics	<b>X. Ethical Considerations</b> 1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice 2. Examine the impact personal ethics and morals may have on the individual's practice 3. Demonstrate awareness of diversity in providing patient care

## Safety and Emergency Practices

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical assistants, applying quality control measures in following health and safety policies and procedures to prevent illness and injury.

X.C Cognitive (Knowledge Base)	X. P Psychomotor (Skills)	X. A Affective (Behavior)
<p><b>XI. Protective Practices</b></p> <ol style="list-style-type: none"> <li>1. Describe personal protective equipment</li> <li>2. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment</li> <li>3. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting</li> <li>4. Identify safety signs, symbols and labels</li> <li>5. State principles and steps of professional/provider CPR</li> <li>6. Describe basic principles of first aid</li> <li>7. Describe fundamental principles for evacuation of a healthcare setting</li> <li>8. Discuss fire safety issues in a healthcare environment</li> <li>9. Discuss requirements for responding to hazardous material disposal</li> <li>10. Identify principles of body mechanics and <b>ergonomics</b>.</li> <li>11. Discuss critical elements of an emergency plan for <b>response</b> to a natural disaster or other <b>emergency</b></li> <li>12. Identify emergency preparedness plans in your community</li> <li>13. Discuss potential role(s) of the medical assistant in emergency preparedness</li> </ol>	<p><b>XI. Protective Practices</b></p> <ol style="list-style-type: none"> <li>1. Comply with safety signs, symbols and labels.</li> <li>2. Evaluate the work environment to identify safe vs. unsafe working conditions.</li> <li>3. Develop a personal (patient and employee) safety plan.</li> <li>4. Develop an environmental safety plan.</li> <li>5. Demonstrate proper use of the following equipment:               <ol style="list-style-type: none"> <li>a. Eyewash</li> <li>b. Fire extinguishers</li> <li>c. Sharps disposal containers</li> </ol> </li> <li>6. Participate in a mock environmental exposure event with documentation of steps taken.</li> <li>7. Explain an evacuation plan for a physician's office</li> <li>8. Demonstrate methods of fire prevention in the <b>healthcare setting</b></li> <li>9. Maintain provider/professional level CPR certification.</li> <li>10. Perform first aid procedures</li> <li>11. Use proper body mechanics</li> <li>12. Maintain a current list of community resources for emergency preparedness</li> </ol>	<p><b>XI. Protective Practices</b></p> <ol style="list-style-type: none"> <li>1. Recognize the effects of stress on all persons involved in emergency situations</li> <li>2. Demonstrate self-awareness in responding to emergency situations</li> </ol>



# **WAUBONSEE COMMUNITY COLLEGE**

## **Health Professions and Public Service Functional Abilities: Health Programs**

### **General Functional Abilities**

These are essential functions for admission and continuance in health career programs. Participants in health programs must possess the following functional abilities in order to provide safe and effective patient care. Some health programs have additional unique functional requirements.

#### **Motor Capability**

1. Move from room to room and maneuver in small spaces.
2. Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs.
3. Lift and carry up to 50 lbs., and exert up to 100 lbs. force or push/pull.
4. Use hands repetitively; use manual dexterity; sufficient fine motor function.
5. Must be able to walk and stand for extended periods of time.
6. Perform CPR.
7. Travel to and from academic and clinical sites.

#### **Sensory Capability**

1. Coordinate verbal and manual instruction.
2. Auditory ability sufficient to hear verbal communication from clients and members of the health team; includes ability to respond to emergency signals.
3. Discern soft sounds, such as those associated with taking a blood pressure.
4. Visual acuity to acquire information from documents such as charts.
5. Comfortable working in close physical proximity to patient.

#### **Communication Ability**

1. Communicate effectively in English with patients, families, and other health care providers, both verbally and in writing.
2. Effectively adapt communication for intended audience.
3. Interact; establish rapport with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
4. Assume the role of a health care team member.

5. Function effectively under supervision.
6. Sufficient command of the English language in order to retrieve information from lectures, textbooks, as well as understand medical terminology.
7. Skills include computer literacy.

### **Problem Solving Ability**

1. Function effectively under stress.
2. Respond appropriately to emergencies.
3. Adhere to infection control procedures.
4. Demonstrate problem-solving skills in patient care. (Measure, calculate, reason, prioritize, and synthesize data.)
5. Use sound judgment and safety precautions.
6. Address problems or questions to the appropriate persons at the appropriate time.
7. Organize and prioritize job tasks.

### **Behavioral Skills and Professionalism**

1. Follow policies and procedures required by academic and clinical settings.
2. Adheres to Waubensee Community College Plagiarism Statement.
3. Adheres to Waubensee Community College Code of Student Conduct.
4. Abides by the guidelines set forth in the Health Information Portability and Accountability Act (i.e., the national privacy act).

## **Unique Functional Abilities**

### **Registered Nursing**

#### **Sensory Capability**

- Visual ability sufficient to assess a patient and accurately prepare and administer medication.

### **Medical Assistant and Phlebotomy Programs**

#### **Motor Capability**

- Hand, wrist, arm, elbow, shoulder, back, and neck health.
- Ability to provide medical assistant and phlebotomy care utilizing direct and peripheral **VISION**.
- Fine and gross motor function to perform precise instrumentation procedures such as blood-drawing and injections.
- Wrist, hand and finger dexterity to perform fine motor function without tremor.

### **Sensory Capability**

- Observe fine detail; discern variations in color, shape and texture.
- Discern sounds such as those associated with taking patient blood pressure.
- Must have excellent handwriting and grammar skills in English to document inpatient's charts and provide other written communications.

### **Communication Ability**

- Must be able to communicate via telephone with insurance companies, patients, and managed care organizations.

### **Surgical Technology Program**

#### **Motor Capability**

- Hand, wrist, arm, elbow, shoulder, back, and neck health.
- Ability to provide surgical care utilizing direct and peripheral vision.
- Fine and gross motor function to perform precise surgical instrumentation procedures.
- Wrist, hand and finger dexterity to perform fine motor function without tremor.

#### **Sensory Capability**

- Observe fine detail; discern variations in color, shape and texture.
- Discern sounds such as those associated with taking patient blood pressure.

#### **Communication Ability**

- Must **be able** to communicate via telephone with insurance companies, patients, and managed care organizations.





**WAUBONSEE COMMUNITY COLLEGE  
MEDICAL ASSISTANT PROGRAM  
STUDENT HANDBOOK**

I, \_\_\_\_\_ received a copy of the  
(Print Name)

Waubonsee Community College Medical Assistant Program Student Handbook. I  
understand that I am responsible for knowing the contents of the handbook and  
agree to follow all of the guidelines within the handbook.

Social Security Number: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_