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## *Welcome*

The faculty and administration of the Ridgewater College Medical Assistant and Phlebotomy Technician Programs are pleased to welcome you as a student.

We hope to assist you in developing the knowledge, skills, and attitudes which will give you a rewarding learning experience and allow you to achieve your goals. This handbook has been developed to help you adjust to the role as a student Medical Assistant/Phlebotomy Technician to explain the requirements for graduation.

To assist you with this new role, the program director will also serve as your advisor. Your advisor will meet with you at least once per semester; however, you may request a conference with your advisor or any other faculty member at any time to discuss any aspect of your education or to clarify information in the handbook. In the event that changes must be made, all students will be informed of them in writing.

## ***History of the Programs***

The Medical Assistant Program was originally titled “Medical Office Assistant,” and opened in the fall of 1964, with a total school enrollment of 388 students. In August 1980, the name of the program was changed to “Medical Assistant.” In 1983-1984, the Medical Assistant Program received an initial three-year accreditation. In 1987-1988, the Medical Assistant Program received reaccreditation for a period of seven years. In 1994-1995 and 2002-2003, the program was again awarded a seven-year maximum reaccreditation (by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)) and in October 2010, the program was awarded a ten-year maximum reaccreditation.

The Ridgewater College Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP), [www.caahep.org](http://www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB)

Commission on Accreditation of Allied Health Education Programs  
9355 – 113<sup>th</sup> St. N #7709  
Seminole, FL 33775  
(727) 210 – 2350

The Medical Assistant program is a 41 semester credit program for the Diploma option. Full-time students will complete the program in two semesters and part-time students will complete the program in four semesters.

The Phlebotomy Technician program is a 16 semester credit program. The program is one semester and the student earns a certificate upon graduation.

## ***Ridgewater College Vision***

Ridgewater is a student-centered educational leader focused on innovation, excellence and affordability.

## ***Ridgewater College Mission***

Ridgewater empowers diverse learners to reach their full potential and enrich their lives through personalized and relevant education in an accessible, supportive and inclusive environment.

## ***Ridgewater Equity Commitment***

### ***Code of Ethics of the American Association of Medical Assistants***

The Code of Ethics of the American Association of Medical Assistants shall set forth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting.

Members of the AAMA are dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to:

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

### ***AAMA Medical Assistant Creed***

I believe in the principles and purposes of the profession of medical assisting.

I endeavor to be more effective.

I aspire to render greater service.

I protect the confidence entrusted to me.

I am dedicated to the care and well-being of all people.

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by compassion, courage and faith.

## ***Definition of the Medical Assistant***

Medical Assisting is an allied health profession whose practitioners function as members of the health care delivery team and perform administrative and clinical procedures.

### **Administrative duties may include:**

- Using computer applications
- Answering telephones
- Greeting patients
- Scheduling appointments
- Coding and filling out insurance forms
- Updating and filing patient medical records
- Arranging for hospital admissions and laboratory services
- Handling correspondence, billing, and bookkeeping

### **Clinical duties vary by state and may include:**

- Taking medical histories
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician during the exam
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets
- Preparing and administering medications as directed by a physician
- Authorizing prescription refills as directed
- Collecting blood specimens
- Performing electrocardiograms
- Removing sutures and changing dressings

## ***AAMA Mission Statement***

The mission of the American Association of Medical Assistants is to enable medical professionals to enhance and demonstrate the knowledge, skills, and professionalism required by employers and patients; protect medical assistants' right to practice; promote effective, efficient health care delivery through optimal use of the CMA(AAMA).

### ***Role of the Medical Assistant***

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

Medical Assistants give care to patients under the supervision of a physician. Good rapport and communication skills, a desire to work with a health care team, and an enjoyment of relating with people are essential in your role as a Medical Assistant. Competence in the field also requires that the Medical Assistant display professionalism and provide instruction to patients. The safety of the patient is a critical function. Students need to enjoy working with many types of people. Excellent health is a necessity in this type of work. Physical care of patients may include lifting, turning, and transferring patients.

### ***Role of the Phlebotomy Technician***

A Phlebotomy Technician prepares and maintains necessary equipment and supplies. Performs venipunctures, capillary puncture, and other fluid collection procedures on patients, and ensures specimens are appropriately labeled and identified. They assist the patient before, during, and after collection of the specimen. They must maintain confidentiality, keep necessary records, and document results.

## ***Medical Assistant Program Learning Outcomes***

A graduate of the Ridgewater College Medical Assistant program should:

- Exhibit caring and compassion for patients/coworkers
- Demonstrate critical thinking skills
- Exhibit professionalism that leads to becoming an outstanding member of society
- Acquire life-long learning skills
- Demonstrate proficient technical skills
- Stay current with the latest technology/protocols of medical assisting by maintaining certification through continuing education.

## ***Medical Assistant Program Goal***

The goal of the Ridgewater College Medical Assistant Program is to prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

## ***Admittance***

Upon acceptance into the program, a diagnostic math and reading test is administered. If the math and reading scores do not meet minimum standards, you will be encouraged to seek assistance from the Academic Support Center. The Academic Support Center staff will assist you in bringing your skills up to the level needed to complete the program.

Previously taken courses may transfer into the program. If you wish to have a transcript from another college reviewed, submit it to the Admissions Department prior to first semester registration.

Full-time Medical Assistant students take 20-21 credits per semester. Students may attend on a part-time basis if they so desire with the understanding that this will delay graduation because of course sequencing.

## ***Academic Honors***

At the end of each semester, students who have completed a minimum of twelve (12) credits will be named to the Dean's list if they have a semester GPA of at least 3.50.

Students graduating with a diploma or degree will graduate with Honors if they have a **cumulative** GPA of at least 3.50, with High Honors if they have a cumulative GPA of at least 3.75, and with Highest Honors if they have a cumulative GPA of 4.00.

## ***Progression***

**You must earn a minimum of a C- grade (77%) in all program courses.** If the course grade earned is less than a C- or 77%, the entire course must be repeated. Courses may be repeated only once. If the student receives less than a 77% when repeating the course, you will be required to step out of the program for one year and then at which time, you will need to reapply to the program.

It is the faculty's philosophy that all students learn at different rates, i.e. some students need to repeat one or more courses in order to fully learn the material. Since the program is challenging and intense, this is not necessarily a tragedy! It may, however, delay your graduation date. It is important, therefore, to prioritize your responsibilities before you enter the program so there will be time for you to study to enable you to do your best.

If in the professional judgment of the faculty/clinic personnel, a student creates a significant risk of harm to patients, staff, students, or self, or the student is not prepared for lab and/or clinical experience for that day, the faculty will initiate an "action plan" to address the safety concern(s). An action plan is initiated if a student is not performing according to expected performance standards. Action plans provide an opportunity for corrective action to facilitate performance at the expected performance standards. They must be resolved by the completion of the course for which they are initiated or required date as indicated by faculty member. If the action plan is not resolved by the completion of the course, or required date, the student will receive a failing grade for the course. If

the student earns two “unsafe practices,” they will be removed from the course and a failing grade will be assigned for the course grade. The student should refer to the Ridgewater College Student Handbook for grade appeal guidelines if there is a dispute about the assigned grade.

### ***Background Study***

Minnesota law requires that any person who provides services which involve direct contact with patients and residents at health care facilities licensed by the Minnesota Department of Health have a background study conducted by state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a diploma or A.A.S. degree. Ridgewater College will withdraw any person who is disqualified by the Commissioner of Health. During the interim period of time when further investigation is being conducted by the state and when the college is required to notify clinical sites of such an investigation, the person will be placed on a leave of absence from clinical courses in the program.

### ***Drug Testing***

Students will be required to pass a urine drug test prior to participation in clinical/practicum experiences in accordance with health care facilities policy when required by the facility.

## ***Certification***

The American Association of Medical Assistants (AAMA) which is responsible for the certification of Medical Assistants, has varied restrictions that may affect persons with a history of felony conviction(s). Successful completion of the program does not guarantee eligibility to take the certification examination. Prospective students are encouraged to contact the AAMA at 1-800-228-2262 concerning questions they may have regarding their eligibility for certification.

Upon successful completion of the 49 semester credits, you will take the National Certification Examination for Medical Assistants. Successful completion of this test will allow you to use the title of a CMA(AAMA).

Once you have become certified, you will need to re-certify every five years with a total of 60 CEUs (Continuing Education Units) to retain the title of Certified Medical Assistant. These units can be earned by attending workshops and medical assistant state and national conferences, or taking appropriate college courses. All Certified Medical Assistants employed or seeking employment must have current certification status in order to use the CMA(AAMA) credential.

## ***Graduation***

To be considered eligible for graduation for either a diploma in the Medical Assistant Program or a certificate from the Phlebotomy Technician Program, the student must meet all the graduation requirements as outlined in the Ridgewater College catalog and/or student handbook.

***Ridgewater College***  
***Program Plan***

**Program:** Medical Assistant (Diploma)  
**Number of Semester Credits:** 41

Revised Date: 04/21  
By: Cherie Miller

**SEMESTER 1**

| Course No. | Course Name                              | Credits   | Lecture Hrs. | Lab Hrs.  |
|------------|--|-----------|--------------|-----------|
| HLTH 1324  | Electronic Health Record                 | 3         | 3            | 0         |
| HLTH 1160  | Anatomy and Physiology for Allied Health | 3         | 3            | 0         |
| HLTH 1130  | Medical Terminology                      | 3         | 3            | 0         |
| MEDA 1350  | Clinical Procedures I                    | 6         | 2            | 8         |
| MEDA 1230  | Laboratory Skills I                      | 2         | 1            | 2         |
| MEDA 1250  | Laboratory Skills II                     | 2         | 0            | 4         |
| MEDA 1150  | Medical Assistant Procedures             | 1         | 0            | 2         |
|            | <b>Total</b>                             | <b>20</b> | <b>13</b>    | <b>16</b> |

**SEMESTER 2**

|           |  |           |           |           |
|-----------|--|-----------|-----------|-----------|
| HLTH 1200 | Disease Conditions                           | 3         | 3         | 0         |
| HLTH 1220 | Pharmacology for Allied Health               | 3         | 3         | 0         |
| HLTH 1320 | Medical Office Management                    | 3         | 3         | 0         |
| MEDA 2100 | Administrative Skills for Medical Assistants | 2         | 0         | 4         |
| MEDA 2350 | Clinical Procedures II                       | 6         | 2         | 8         |
| MEDA 1540 | Laboratory Skills III                        | 2         | 0         | 4         |
| MEDA 2250 | Practicum Seminar                            | 2         | 0         | 4         |
|           |  |           |           |           |
|           | <b>Total</b>                                 | <b>21</b> | <b>11</b> | <b>20</b> |

**This document contains Appendix B of the 2022 CAAHEP Standards and Guidelines. It is presented in an unlocked Word format for those Program Directors who would like to be able to cut and paste for their syllabi or other documents.**

## **APPENDIX B**

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

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

The MAERB Core Curriculum must be taught and assessed in its entirety. In addition, all the psychomotor skills and the affective behaviors must be achieved by the students prior to the skills being performed at the practicum. While simulation of these skills can be used in the classroom setting for achievement, the practicum is designed for live experience, so simulation is not allowed as a substitute for practicum hours.

MAERB publishes the *Educational Competencies for Medical Assistants* (ECMA), a publication designed to provide programs with guidance and options for achieving the MAERB Core Curriculum. In addition, Program Directors can build upon these knowledge and skills outlined here to teach the students related skills that serve their communities of interest.

The curriculum is designed to demonstrate the intersection between the cognitive objectives and the psychomotor competencies. The affective competencies are contained at the end, and because medical assistants utilize affective skills with any patient contact, be it physical or verbal, they can be bundled with any of the psychomotor competencies. The design of the curriculum allows Program Directors to bundle in the affective skills as they see appropriate.

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

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

**Content Area II: Applied Mathematics**

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

Content Area III: Infection Control

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

Content Area IV: Nutrition

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

Content Area V: Concepts of Effective Communication

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

Content Area VI: Administrative Functions

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

Content Area VII: Basic Practice Finances

| <b>Cognitive (Knowledge)</b><br><b>VII.C Basic Practice Finances</b>  | <b>Psychomotor (Skills)</b><br><b>VII.P Basic Practice Finances</b>  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Define the following bookkeeping terms:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. accounts receivable</li> <li>d. accounts payable</li> <li>e. adjustments</li> <li>f. end of day reconciliation</li> </ol> </li> <li>2. Identify precautions for accepting the following types of payments:               <ol style="list-style-type: none"> <li>a. cash</li> <li>b. check</li> <li>c. credit card</li> <li>d. debit card</li> </ol> </li> <li>3. Identify types of adjustments made to patient accounts including:               <ol style="list-style-type: none"> <li>a. non-sufficient funds (NSF) check</li> <li>b. collection agency transaction</li> <li>c. credit balance</li> <li>d. third party</li> </ol> </li> <li>4. Identify patient financial obligations for services rendered</li> </ol> | <ol style="list-style-type: none"> <li>1. Perform accounts receivable procedures to patient accounts including posting:               <ol style="list-style-type: none"> <li>a. charges</li> <li>b. payments</li> <li>c. adjustments</li> </ol> </li> <li>2. Input accurate billing information in an electronic system</li> <li>3. Inform a patient of financial obligations for services rendered</li> </ol> |

Content Area VIII: Third-Party Reimbursement

| <b>Cognitive (Knowledge)</b><br><b>VIII.C Third-Party Reimbursement</b> | <b>Psychomotor (Skills)</b><br><b>VIII.P Third-Party Reimbursement</b> |
|---|--|
|---|--|

|   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Identify: <ol style="list-style-type: none"> <li>a. types of third-party plans</li> <li>b. steps for filing a third-party claim</li> </ol> </li> <li>2. Identify managed care requirements for patient referral</li> <li>3. Identify processes for: <ol style="list-style-type: none"> <li>a. verification of eligibility for services</li> <li>b. precertification/preauthorization</li> <li>c. tracking unpaid claims</li> <li>d. claim denials and appeals</li> </ol> </li> <li>4. Identify fraud and abuse as they relate to third party reimbursement</li> <li>5. Define the following: <ol style="list-style-type: none"> <li>a. bundling and unbundling of codes</li> <li>b. advanced beneficiary notice (ABN)</li> <li>c. allowed amount</li> <li>d. deductible</li> <li>e. co-insurance</li> <li>f. co-pay</li> </ol> </li> <li>6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements</li> </ol> | <ol style="list-style-type: none"> <li>1. Interpret information on an insurance card</li> <li>2. Verify eligibility for services</li> <li>3. Obtain precertification or preauthorization with documentation</li> <li>4. Complete an insurance claim form</li> <li>5. Assist a patient in understanding an Explanation of Benefits (EOB)</li> </ol> |
|---|--|

Area IX: Procedural and Diagnostic Coding

| <b>Cognitive (Knowledge)</b><br><b>IX.C Procedural and Diagnostic Coding</b>   | <b>Psychomotor (Skills)</b><br><b>IX.P Procedural and Diagnostic Coding</b>   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II)</li> <li>2. Identify the effects of: <ol style="list-style-type: none"> <li>a. upcoding</li> <li>b. downcoding</li> </ol> </li> <li>3. Define medical necessity</li> </ol> | <ol style="list-style-type: none"> <li>1. Perform procedural coding</li> <li>2. Perform diagnostic coding</li> <li>3. Utilize medical necessity guidelines</li> </ol> |

| <b>Cognitive (Knowledge)</b><br><b>X.C Legal Implications</b>  | <b>Psychomotor (Skills)</b><br><b>X.P Legal Implications</b>   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Identify scope of practice and standards of care for medical assistants</li> <li>2. Identify the provider role in terms of standard of care.</li> <li>3. Identify components of the Health Insurance Portability &amp; Accountability Act (HIPAA)</li> <li>4. Identify the standards outlined in The Patient Care Partnership</li> <li>5. Identify licensure and certification as they apply to healthcare providers</li> <li>6. Identify criminal and civil law as they apply to the practicing medical assistant</li> <li>7. Define:             <ol style="list-style-type: none"> <li>a. negligence</li> <li>b. malpractice</li> <li>c. statute of limitations</li> <li>d. Good Samaritan Act(s)</li> <li>e. Uniform Anatomical Gift Act</li> <li>f. living will/advanced directives</li> <li>g. medical durable power of attorney</li> <li>h. Patient Self Determination Act (PSDA)</li> <li>i. risk management</li> </ol> </li> <li>8. Identify the purpose of medical malpractice insurance</li> <li>9. Identify legal and illegal applicant interview questions</li> <li>10. Identify:             <ol style="list-style-type: none"> <li>a. Health Information Technology for Economic and Clinical Health (HITECH) Act</li> <li>b. Genetic Information Nondiscrimination Act of 2008 (GINA)</li> <li>c. Americans with Disabilities Act Amendments Act (ADAAA)</li> </ol> </li> <li>11. Identify the process in compliance reporting:             <ol style="list-style-type: none"> <li>a. unsafe activities</li> <li>b. errors in patient care</li> <li>c. conflicts of interest</li> <li>d. incident reports</li> </ol> </li> <li>12. Identify compliance with public health statutes related to:             <ol style="list-style-type: none"> <li>a. communicable diseases</li> <li>b. abuse, neglect, and exploitation</li> <li>c. wounds of violence</li> </ol> </li> <li>13. Define the following medical legal terms:             <ol style="list-style-type: none"> <li>a. informed consent</li> <li>b. implied consent</li> <li>c. expressed consent</li> <li>d. patient incompetence</li> <li>e. emancipated minor</li> <li>f. mature minor</li> <li>g. subpoena duces tecum</li> <li>h. respondeat superior</li> <li>i. res ipsa loquitur</li> <li>j. locum tenens</li> <li>k. defendant-plaintiff</li> <li>l. deposition</li> <li>m. arbitration-mediation</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Locate a state's legal scope of practice for medical assistants</li> <li>2. Apply HIPAA rules in regard to:             <ol style="list-style-type: none"> <li>a. privacy</li> <li>b. release of information</li> </ol> </li> <li>3. Document patient care accurately in the medical record</li> <li>4. Complete compliance reporting based on public health statutes</li> <li>5. Report an illegal activity following the protocol established by the healthcare setting</li> <li>6. Complete an incident report related to an error in patient care</li> </ol> |

Content Area XI: Ethical and Professional Considerations

| <b>Cognitive (Knowledge)</b><br><b>XI.C Ethical and Professional Considerations</b>   | <b>Psychomotor (Skills)</b><br><b>XI.P Ethical and Professional Considerations</b>                          |
|---|---|
| <ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. ethics</li> <li>b. morals</li> </ol> </li> <li>2. Identify personal and professional ethics</li> <li>3. Identify potential effects of personal morals on professional performance</li> <li>4. Identify professional behaviors of a medical assistant</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate professional response(s) to ethical issues</li> </ol> |

Content Area XII: Protective Practices

| <b>Cognitive (Knowledge)</b><br><b>XII.C Protective Practices</b>   | <b>Psychomotor (Skills)</b><br><b>XII.P Protective Practices</b>  |
|---|---|
| <ol style="list-style-type: none"> <li>1. Identify workplace safeguards</li> <li>2. Identify safety techniques that can be used in responding to accidental exposure to:               <ol style="list-style-type: none"> <li>a. blood</li> <li>b. other body fluids</li> <li>c. needle sticks</li> <li>d. chemicals</li> </ol> </li> <li>3. Identify fire safety issues in an ambulatory healthcare environment</li> <li>4. Identify emergency practices for evacuation of a healthcare setting</li> <li>5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting</li> <li>6. Identify processes for disposal of a. biohazardous waste and b. chemicals</li> <li>7. Identify principles of:               <ol style="list-style-type: none"> <li>a. body mechanics</li> <li>b. ergonomics</li> </ol> </li> <li>8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency</li> <li>9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency</li> </ol> | <ol style="list-style-type: none"> <li>1. Comply with safety practices</li> <li>2. Demonstrate proper use of:               <ol style="list-style-type: none"> <li>a. eyewash equipment</li> <li>b. fire extinguishers</li> </ol> </li> <li>3. Use proper body mechanics</li> <li>4. Evaluate an environment to identify unsafe conditions</li> </ol> |

## AFFECTIVE SKILLS

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

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

### ***Clinical Sites***

For practicum, the student will be allowed to choose the clinic where they wish to go pending approval of the Program Director and availability of the clinic to mentor a student. If more than one student wishes to go to the same clinic, it may be necessary to do a random drawing. All practicums must be completed in ambulatory care settings where the student will have the opportunity to complete both administrative and clinical skills for Medical Assistant and laboratory skills for the Phlebotomy Technician.

The student must pay tuition during the practicum time and shall receive no remuneration during the period of practicum.

### ***Clinical Experience***

A student must be passing (77% or higher) in ALL theory and lab classes in order to be allowed to go on a clinical experience. If the student is not passing one or more classes during their 2<sup>nd</sup> semester (full-time) or 4<sup>th</sup> semester (part-time), it will result in a failing grade for Clinical Procedures I (MEDA 1135). If the student is not passing in 3<sup>rd</sup> semester (full-time) or 5<sup>th</sup> semester (part-time), it will result in a failing grade for Practicum (MEDA 2100)

Due to the inability of not completing a clinical and/a practicum experience, the student will be required to repeat one or both of these courses along with any other courses that the student is not at 77% or higher.

Phlebotomy Technician students must be passing (77% or higher) in their theory classes during the second semester in order to be able to go on their practicum experience.

## ***Personal Appearance and Conduct for Classroom, Clinical Experience, and Practicum***

It is necessary for health care workers to have a neat and professional appearance. The following policies will assure that you look professional.

1. Hair must be short or restrained in such a manner that it neither falls in your face nor requires frequent touching. Avoid large or gaudy hair accessories; gold, silver, or white accessories are all acceptable. Hair must be clean and combed/brushed. No “messy buns” or tendrils are allowed.
2. Because odors can be nauseating to the ill and/or trigger an allergic response, no fragrances of any kind may be used. The smell of cigarette smoke will cling to clothes, hair, and breath. Smokers will need to take precautions to prevent this. Since health care facilities are smoke free, you will not be allowed to smoke at any clinical site before or during your clinical!!! Ridgewater College is a smoke-free campus and only allowed in your personal vehicle. You must change out of your scrubs in order to smoke during a class break.
3. Make-up must be subtle.
4. Men must be clean shaven. If a beard or mustache is worn, it must be trimmed neatly.
5. In some areas nail polish is not worn. In other areas, clear intact polish may be allowed. Fingernails are to be kept short and filed. NO fake fingernails are allowed as they have been found to harbor bacteria.
6. Small, single post type earrings (one pair) worn on the ear lobes are allowed. No other rings will be allowed. (i.e tongue rings, nose rings, eyebrow rings, or rings on the top of the ear.) These could pose a danger to you and/or your patients.
7. No necklaces or chains are allowed.
8. NO rings of any type are allowed except engagement and wedding rings. Even they may not be allowed in some areas where patient safety is a concern (e.g. surgery or pediatrics).
9. Place the name pin straight and on the left side of the uniform.
10. Uniforms are to be kept clean and well pressed with pant legs off the floor. All uniforms must be approved by the program director. Only plain white shirts can be worn under the scrub top. No white sweatshirts are allowed.
11. All visible surfaces of your shoes must be clean and/or polished; shoelaces must also be clean. Clogs are unsafe and are not to be worn. White socks are to be worn.
12. A black pen, watch with a sweep secondhand, and a stethoscope are required.
13. No gum chewing is allowed.
14. Don't bother the physician or staff with personal symptoms and problems.
15. Remember that you are students and are there to learn-do not tell people that they are doing something wrong.
16. Do NOT give patients advice-leave that to the physician.
17. Do NOT refuse to perform a requested task; however, if it is a new procedure or you are unsure of how to do something, ask the medical assistant or person you are assigned with to help you.

18. Do NOT sit while at clinical unless they tell you that you can do so.
19. Tattoos are strongly discouraged because they are deemed unacceptable to many clients and must be covered. This may require the student to wear flesh colored band-aids to cover a tattoo or a long sleeve white shirt under the scrub top.
20. CONFIDENTIALITY is the most important thing of all. What you hear and see in the clinical experience stays in the clinic. The exception is during classroom discussions. However, NO names of any patients or staff will be included during these discussions. All students will be required to sign a confidentiality pledge prior to going on a clinical experience. If it is determined that you have breached this confidentiality, you may be dismissed from the program.
21. Any student who presents themselves in the classroom OR at the clinical setting under the influence of alcohol and/or illegal drugs may be dismissed from the program.
22. NO cell phones. You must leave them in your purses, backpacks, or in your vehicle. Cell phones may be used ONLY on breaks.
23. Required personal hygiene includes daily bathing, oral hygiene, and use of deodorant.
24. If you are unable to go to your clinical experience, you must contact the supervisor AND the program director. This is your responsibility.
25. At all clinical sites, you must park as far away from the door as possible to allow patient parking. Parking at APMC-Willmar must be at the south end of the parking lot.
26. If any questions arise during the clinical experience, contact Cherie at (320) 222-7572.

**ENJOY YOUR TIME AT YOUR CLINICAL EXPERIENCE BY SHOWING INTEREST AND INITIATIVE IN ALL ASPECTS OF THE FACILITY.**

# ***Medical Assistant/Phlebotomy Technician Attendance and Test Policy***

## **Attendance Policy**

### **1. Introduction/Rationale**

Regular attendance contributes greatly to academic success and unnecessary absences are detrimental to a student's work. Students are being educated for professional employment. Each student is expected to develop a professional work ethic that reflects responsibility and initiative. In light of this, students are expected to be present and on time for EVERY course, just as they would on the job. Every absence creates a gap in understanding and disrupts instructional continuity.

### **2. Student Responsibility**

- A. Attendance is strongly recommended and will be monitored in the classroom. Students are expected to be on time for all scheduled classes (on campus and virtual), participate in class and take tests on the scheduled dates and times.
- B. During virtual meetings, students are required to have camera on and participation is required. Virtual meetings will be recorded and posted in D2L Brightspace.
- C. A credit-based scale will be used to determine the number of excused absences and tardiness days allowed per semester (for classroom and lab classes):
  - 5 credit class – 5 days
  - 4 credit class – 4 days
  - 3 credit class – 3 days
  - 2 credit class – 2 days
  - 1 credit class – 1 dayAdditional absences/tardiness days will reduce the student's grade by one point (i.e. A to A-, A- to B+ etc.) for each additional day missed or tardy.
- D. Attendance at all clinical experiences is required. If a student is absent greater than 10% of the total clinical hours, they will receive an "F" grade for the course. For any absence up to the 10% of the total clinical hours, the student will be required to make up all missed clinical hours.
- E. Students are expected to attend all classroom and clinical sessions from the beginning of the scheduled time to the end of the scheduled time.

### **3. Procedure for Notifying the Faculty in Advance of an Absence**

- A. Students who are unable to attend class or who will be late for class **MUST** notify the instructor **before** class time. It is the responsibility of the student to obtain missed course content and to arrange with the instructor for any necessary make-up work due to absence.
- B. A student is **NOT** to have another student report their absence to the instructor. This will be considered an unexcused absence.
- C. Students who have a no-call, no-show absence will receive 0 points for any activity which occurs during that class session (i.e. quiz, worksheet), except under extraordinary circumstances, at the discretion of the faculty member.

#### **4. Tardiness**

Students are expected to be present and on time every scheduled session, just as they would on the job. Two (2) tardies will constitute one (1) absence. Tardiness is defined as arriving after the time the class starts or the student reporting to the clinical site. A “tardy” will be assessed if a student leaves the session prior to the time the faculty member excuses the class.

#### **5. Inclement Weather**

Students must exercise judgment when determining whether or not they should travel during inclement weather. If the class is cancelled through Ridgewater College’s “Weather and Emergency Closing or Cancellation Procedures” (which can only occur through the College President’s Office), students are excused from class or clinical. If students choose not to attend due to inclement weather when the school has not officially closed, started late, or excused early, the student will be subject to the 10% deduction of points on a test or quiz. The faculty member can use their own discretion on a case-by-case basis with regards to consequences due to inclement weather (i.e. deduction on assignments and 10% deduction on tests and quizzes). Online classes will continue and follow the schedule as written.

### **Testing Policy/Assignments**

#### **1. Test/Quizzes**

- A. Students are expected to take tests and quizzes on the scheduled date and time.
- B. Testing BEFORE the scheduled exam may be pre-arranged under exceptional circumstances with faculty approval.
- C. Unannounced pop quizzes may be given during any class period. Make-up of pop quizzes is not allowed for any type of absence.
- D. All tests and quizzes not taken on the scheduled day and time due to any type of excused absence are subject to a 10% reduction of points for that test or quiz.
- E. Faculty may give another version of the examination as the make-up exam.
- F. A no-call, no-show will result in an automatic score of “0” for a test/quiz.
- G. Students are not to miss regularly scheduled classes to make up an examination.
- H. It is recommended that make-up of any test/quiz due to an excused absence occur within five calendar days.
- I. Students who arrive late will not be allowed in the classroom once a test has started to avoid disrupting students who are already testing. If the student notified the faculty member that they are going to be late, the 10% reduction rule will apply. If the student did not call in and the student arrives late, the student will receive a “0” for the test.

#### **2. Written Assignments**

Each student is expected to turn in their assignments on or before due date. Any assignments turned in after the due date will be considered late and will be given a maximum of one-half credit. Exceptions to this would be if a student provides a doctor’s note for an absence, the student is expected to turn in all assignments that were due during the absence along with the doctor’s note immediately upon return to campus.

### **3. Exceptions**

Following are types of absences that may be considered as exceptions to these policies:

1. Serious personal injury or illness to you or your immediate family member. The serious illness or injury requires medical care or hospitalization and the treating physician has advised the person to stay home or be hospitalized. Documentation from a medical provider is required.
2. Death of an immediate family member-documentation may be required at the discretion of faculty member.

### **4. Due Process**

Please refer to the College's GRADE APPEAL PROCESS, found in the Ridgewater College Student Handbook if you wish to appeal the grade you have received as a consequence of this attendance policy. The handbook can be accessed online at <http://inside.ridgewater.edu> and click on STUDENT HANDBOOK.

### ***Safety and Insufficient Progress***

Safety and skill performance are of utmost importance for patients, colleagues, faculty, etc. If a student has violated safety or has not successfully completed a skills test, an “action plan” will be written by the faculty person and/or program director and discussed with the student. This will include any type of remedial action that must be done along with deadline dates, etc.

If a student has a second safety violation or is not successful with a repeated skills test, the “action plan” will be reviewed once again with the student. It is the faculty and/or program director’s discretion if a student is allowed a third attempt on a skills test. If the student is allowed a third attempt and the student is unsuccessful, the result will be a failing grade for that course.

The student has the right to appeal this process. See paragraph on previous page under “Due Process”.

Please see next page for example of the action plan.

**RIDGEWATER COLLEGE**  
**MEDICAL ASSISTANT/PHLEBOTOMY TECHNICIAN ACTION PLAN**

**STUDENT NAME** \_\_\_\_\_  
**SEMESTER/COURSE** \_\_\_\_\_

| <b>PERFORMANCE STANDARD</b>   | <b>VARIANCE</b>  | <b>SUGGESTED MODIFICATION PLAN AND TIME FRAME</b>   | <b>UPDATES AND NOTES</b> |
|---|--|---|--------------------------|
| <i>In this space, faculty indicates the performance standard/s to which the action plan/safety violation applies.</i> | <i>In this space, faculty documents dates and details of what occurred to violate the performance standard/safety violation.</i> | <i>In this space, faculty indicates what actions and activities must occur in order to successfully accomplish the performance standards.</i> |                          |

***This action plan will remain in effect until the successful completion of the course of origin.***

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

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

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

**Faculty Signature** \_\_\_\_\_

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

## ***Health Policy***

You must complete a health record and submit an up-to-date vaccination record prior to any clinical laboratory course. Copies of proof of immunizations must be submitted with the form. A physical examination is **STRONGLY RECOMMENDED**. Immunizations must be completed as per program requirements. A mantoux or chest x-ray must be done within three months of starting the student practicum experiences.

Health care workers are at an increased risk for allergic reactions to latex products. If you show symptoms of latex sensitivity, you may be asked to see an allergy specialist for recommendations on management of this potentially serious allergy.

If you become ill while working in a clinical area, report to the supervisor/staff person at the clinic. If you have symptoms of a cold or other contagious disease, you must be checked out with the Program Director before you report to the clinic.

For whatever reason, if there is a question regarding your physical or mental well-being, the Program Director may require a physician's evaluation of the situation along with a written statement as to any restrictions that may prohibit the student from attending classes and/or clinical experiences. The student will need to sign a statement (located at the end of this handbook) stating that he/she has no physical/mental disabilities which could possibly affect their performance either in the classroom and/or clinical setting. Certain situations may indicate a need for a leave of absence from the program.

## ***Pregnancy***

You may continue in the program as long as your physician states your health permits. During your pregnancy, such verification is kept on file. After delivery, a return-to-school form signed by your physician will be required.

No pregnant women should be in areas where radiation is being used without proper protection, as it may damage the fetus. You will be excused from observing or working in these areas during this period. It is your responsibility to inform the instructor if you suspect that you are pregnant.

## ***Tutor Service***

It is highly recommended that any student who feels the need for extra assistance with a class, utilize the services of the Academic Support Center located in the Library. The Academic Support Center and each instructor, as well as counselors, have numerous resources available which will enable you to reach your educational goals.

## ***Disability Accommodation***

It is college policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students with disabilities are encouraged to contact Disability Services (320-222-8040 Willmar Campus or 320-234-8650) to discuss their individual needs for accommodations.

## ***Grading and Evaluation***

Students in the Medical Assistant/Phlebotomy Technician program will be evaluated on both classroom and clinical work.

The following grade scale will be used:

|    |               |
|----|---------------|
| A  | 100-95%       |
| A- | 94-93%        |
| B+ | 92-90%        |
| B  | 89-88%        |
| B- | 87-85%        |
| C+ | 84-82%        |
| C  | 81-80%        |
| C- | 79-77%        |
| D+ | 76-75%        |
| D  | 74-72%        |
| D- | 71-70%        |
| F  | 69% and below |

### **PSYCHOMOTOR AND AFFECTIVE COMPETENCIES**

All psychomotor and affective competencies must be at 85%. If the student is unsuccessful after the first attempt, they will be allowed two additional attempts to successfully complete the required competency. If after the 3<sup>rd</sup> attempt the student is unsuccessful, it will result in an “F” grade for the course and will have to be retaken.

## ***Dismissal from the Program***

All students are responsible for compliance with rules and regulations printed in the Ridgewater College current catalog, Ridgewater College Student Handbook, and Medical Assistant/Phlebotomy Technician Handbook.

The following may be cause for dismissal from the Medical Assistant/Phlebotomy Technician Program:

1. Failure to meet minimum standards of the program in either classroom or clinical areas. Students must successfully pass 100% of all program competencies.
2. Dishonesty in classroom or clinical areas (i.e. cheating, plagiarism, etc.)
3. Divulging information about patients or their treatment to unauthorized persons. Confidentiality is critical and must be maintained at all times. All students will be required to sign a confidentiality pledge. The original will be placed in the student's files located in the Program Director's office and the student will receive a copy of this signed form upon request.
4. Physical or mental illness deemed sufficient to interfere with safe, appropriate patient care.
5. Reporting to class or clinical area with evidence of use or in possession of alcoholic beverage or illegal drugs.
6. Unsafe practice while in the lab and/or clinical areas.
7. Attitude/behavior inappropriate for professional practice (i.e. posting things on social media).
8. Repeated tardiness and/or unexcused absences.
9. If a student has been involved in any type of cyber-bullying which is defined as any conduct that subjects another person, whether physically, mentally, emotionally, or psychologically, to anything that may endanger, abuse, degrade, humiliate, or intimidate the person through the use of electronic or digital media.

Ridgewater College will refer to the (*Student Conduct Policy*) in the Ridgewater College Student Handbook for the course of action.

### ***Program Expenses/Insurance***

In addition to tuition and textbook costs, the student will be required to purchase a lab kit which includes the supplies necessary for the lab component classes.

The student in the Medical Assistant Program will also be required to purchase uniforms, stethoscope, watch with a sweep second-hand, and certification examination fee. Students in the Phlebotomy Technician program will be required to purchase uniforms and watch with a sweep second-hand. Students are responsible for furnishing their own transportation to and from clinical sites.

Each student is required to carry professional liability insurance and will be included in with tuition costs.

In some classes, the instructor will give handout materials designated as returnable (school property). These must be returned to the instructor at the appointed time. If you lose or damage the materials, the cost will be 15 cents per sheet.

**All fees and costs are subject to change without notice.**

### ***Policy Related to Children***

Children are NOT to be brought to class, as they may be a distraction to fellow students.

### ***Plagiarism and Cheating***

Students are expected to act honestly and honorably in their course work. Academic dishonesty such as cheating and plagiarism will not be tolerated in the program. The action that will be taken will be the process outlined in the Ridgewater College Student Handbook.

## ***Financial Aid***

Financial aid is available to students who qualify and continue to maintain satisfactory grades and progress. If you want to apply for financial aid, you should pick up the application from one of the technical/community colleges, area high schools, or the college can mail the materials to you. The application must be completed in full and submitted to the Admissions Office of the college. The Admissions Office will also need verification of high school graduation i.e., G.E.D certificate or high school transcript.

Applications for financial aid are completed each school year and the process of applying can begin as soon as the prior year's federal tax forms are completed. This is generally done in February and March for the next school year that begins in August. Information on the various types of aid programs is available from either the Hutchinson or Willmar campus or area high schools.

It is possible for the part-time student to take too few credits. (i.e. if you take some courses ahead of time), and your financial aid may be reduced or eliminated during these times.

## ***Student Resources/Study Habits***

Good communication, reading, and comprehension skills are very helpful for successful program completion. The Academic Support Center can assist you with further instruction on study skills, time management, math, and reading.

Students are sometimes unaware of the time commitment required in this program. Good study habits are essential and activities may need to be adjusted to successfully complete the program. For each hour of theory, you should be prepared to study two hours.

## *College Personnel*

We are glad to have you as one of our Medical Assistant/Phlebotomy Technician Students.

We hope you apply yourself to meet the challenges and rewards of this program. Our goal is to work together with you to achieve this endeavor. The following offices and personnel are for your reference.

Willmar Campus:  
2101 15<sup>th</sup> Ave NW  
Willmar, MN 56201  
(320) 222-5200 or (800) 722-1151

Hutchinson Campus:  
2 Century AVE SE  
Hutchinson, MN 55350  
(320)234-8500

|                                     |               |               |
|-------------------------------------|---------------|---------------|
| Medical Assistant Program Director: | Cherie Miller | (320)222-7572 |
|-------------------------------------|---------------|---------------|

|             |             |               |
|-------------|-------------|---------------|
| Admissions: | Amelia Amor | (320)222-5976 |
|-------------|-------------|---------------|

|            |            |               |
|------------|------------|---------------|
| Counselor: | Dawn Bjork | (320)222-5981 |
|------------|------------|---------------|

|  |              |               |
|--|--------------|---------------|
|  | Lisa Wagoner | (320)234-8508 |
|--|--------------|---------------|

|                |          |               |
|----------------|----------|---------------|
| Financial Aid: | Jim Rice | (320)222-7474 |
|----------------|----------|---------------|

|                                |             |               |
|--------------------------------|-------------|---------------|
| Admissions & Career Placement: | Sara Maddox | (320)222-8503 |
|--------------------------------|-------------|---------------|

|                      |              |               |
|----------------------|--------------|---------------|
| Disability Services: | Jay Morrison | (320)222-8040 |
|----------------------|--------------|---------------|

|  |              |               |
|--|--------------|---------------|
|  | Terry Grinde | (320)234-8650 |
|--|--------------|---------------|

## ***Room Locations***

The Willmar and Hutchinson Campuses has a comprehensive Student Services Department which is committed to ensuring your success at Ridgewater College. Academic and personal counseling is available to students by licensed counselors. Dawn Bjork is assigned to the health department. Appointments can be scheduled by calling the counseling office at (320)222-5984. Other areas of general interest on the

|            |                             |                   |
|------------|-----------------------------|-------------------|
| Room A113  | Admissions & Career Service | Sara Maddox       |
| Room A118  | Counselor-Willmar Campus    | Dawn Bjork        |
|            | Counselor-Hutchinson Campus | Lisa Wagoner      |
| Room A133  | Financial Aid               | Jim Rice          |
| Room A143E | Business Office (Tuition)   | Christine Gerding |
| Room A101  | Bookstore                   | Judy Meyering     |

### **Health Offices, Classrooms**

|            |   |                 |
|------------|---|-----------------|
| Room A152  | Medical Assistant Lab Willmar Campus                |                 |
| Room A154  | Medical Assistant Lab & Classroom Willmar Campus    |                 |
| Room 360   | Medical Assistant Lab & Classroom Hutchinson Campus |                 |
| Room A156A | Medical Assistant Office Willmar Campus             | Cherie Miller   |
| Room A156D | Medical Assistant Office Willmar Campus             | Mellissa Jensen |
| Room B64   | Health Administrative Assistant                     | Cynthia Moreno  |

## ***Tips for Note Taking***

- Anticipate lecture content by completing required readings and previewing the next chapter.
- Be alert and attentive to the main points. Don't write down everything you read or hear. *Don't take notes just to take notes!* Take notes that will be of real value to you when you look over them at a later date.
- Use key words and/or short sentences. Omit long descriptions and explanations.
- Have a uniform system of punctuations and abbreviations that will make sense to you.

|                  |                         |
|------------------|-------------------------|
| esp.= especially | w/o= without            |
| >= greater than  | w/= with                |
| ↑ = increase     | ≈ = about/approximately |
| a' = implies     | △ = change              |

- Shortly after class, go back and review your notes by adding extra points and spelling out unclear items. This clarifies the material and aids your memory.
- Keep notes in order
- Get copies of notes if you're absent
- Review your notes regularly.

### **How to determine what information is important?**

- Material written on the board
- Repetition
- Emphasis
  - Emphasis can be judged by tone of voice and gesture
  - Emphasis can be judge by the amount of time the instructor spends on points and the number of examples he/she uses.
- Summaries given at the end of the class
- Reviews given at the beginning of the class

## ***Before the test:***

1. Keep up with reading all text assignments, doing all homework assignments, attending class, taking notes in every class every day, asking questions when you don't understand, reviewing your notes on a daily basis, and spending 2 hours outside of class for every hour in class.
2. Try to predict test questions, using these clues:
  - A. Clues from instructor in lecture
    - What an instructor says or how they say it  
For example: "you'll see this again," "This is important," "Make sure you know/understand..."
    - Things written on board, overhead, handout
    - Questions the instructor asks
3. Get a good night's rest.
4. Do some physical activity to get your blood flowing. It will keep you more alert and focused as you answer questions.

### ***During the Test***

1. Be early for your exam
2. Have the correct supplies (pencil, pen, paper, bluebook, calculator, book for open book, notes for open note).
3. Read the directions carefully.
4. Look over the test. How many questions and what type? Plan how much time you will spend on each section.
5. Jot down any mnemonic devices, formulas or acronyms that you need to remember.
6. Begin with the easy questions, marking any questions you skip to come back to. (This will help you gain confidence, ensure that you answer the ones you know, and orient you to the test – if you know the answer to one question, it might give you clues for others.)
7. Go back to difficult questions or the ones with the most point value.
8. Stay focused and positive throughout the exam. Control negative thoughts and feelings – they will only aid your brain in shutting down. Take a deep break, relax and tell yourself you are doing fine.
9. Review your exam to:
  - Ensure you have answered every question.
  - Double check for silly mistakes, but don't change the answer unless you KNOW it is wrong. **Your first instinct is often correct.**

### ***After the test***

1. Find the answers to questions you were unsure of.
2. Talk to other students to see how they answered the questions
3. Go over the test with the instructor to see which ones you answered incorrectly so you do not make the same mistake again.

***Ridgewater College***  
***Medical Assistant/Phlebotomy Technicians Program***  
***Verification/Authorization Forms***

1. I, \_\_\_\_\_, have received, read completely, and understand that  
(Print first and last name)  
the enclosed policies and procedures in the Medical Assistant/Phlebotomy Technician Handbook are related to safe health care of clients and are the requirements for successful completion of the Medical Assistant/Phlebotomy Technician Program at Ridgewater College.

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

2. I understand that any health care cost incurred during the period of time I am a student in the Medical Assistant/Phlebotomy Technician Program will be my responsibility.

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

3. I understand that it is the position of the clinical facilities and Ridgewater College that, as a Medical Assistant/Phlebotomy Technician student, I am not an employee of either the clinical facilities to which I am assigned or Ridgewater College for the purposes of Worker's Compensation insurance.

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

4. I understand that the information on the HEALTH RECORD FORM AND IMMUNITY REQUIREMENTS FORM is collected because the clinical sites where the College places Medical Assistant/Phlebotomy Technician students require that the Medical Assistant/Phlebotomy Technician students meet their immunity and health requirements. The clinical site may require that health and/or immunity information about Medical Assistant/Phlebotomy Technician students be made available to them. The information will be used to determine whether I meet the clinical sites health and/or immunity requirements for care providers.

A clinical site may refuse my participation based on data provided in my form(s). The information collected is private data on me. The information provided on these forms will be disclosed to the Medical Assistant/Phlebotomy Technician Program Director and to any clinical site where I am placed as a student, should the clinical site request the data. I understand I am not legally required to provide this information to the College, however, refusal to provide information requested in the HEALTH RECORD FORM and IMMUNITY REQUIREMENTS FORM could mean that a clinical site may refuse to accept me at its facility. The Medical Assistant/Phlebotomy Technician Program does not guarantee an alternative facility placement, therefore, I may be unable to fulfill the requirements to successfully complete the Medical Assistant/Phlebotomy Technician Program and may be terminated from it.

I hereby authorize the College to release the information on the HEALTH RECORD FORM and IMMUNITY REQUIREMENTS FORM to any facility to which I am assigned during my tenure in the Medical Assistant/Phlebotomy Technician Program should the facility request the information. This authorization is valid for the duration of my tenure in the Medical Assistant/Phlebotomy Technician Program.

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

5. I will allow the Medical Assistant/Phlebotomy Technician faculty to return my graded papers through a designated file box.

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

6. I give permission to have my photograph taken for such things as bulletin boards, marketing, and recruiting, etc.

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

7. I have read the “Dismissal from the Program” on page 42 of the Medical Assistant/Phlebotomy Technician handbook and understand that failure to comply with the rules and regulations may result in my dismissal from the Medical Assistant/Phlebotomy Technician Program.

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

8. I do not currently have any physical or mental restrictions which may prohibit me from attending classes and/or clinical experiences. I understand that at the Program Director’s request, a physician’s evaluation of a situation along with a written statement from the physician as to any applicable restrictions will be forwarded to the Program Director. I understand that these restrictions could prevent me from completing the Medical Assistant/Phlebotomy Technician program.

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

9. I will agree to abide by the attendance and test taking policies as written on pages 34-36 of this handbook. I also understand that any safety violation or unsuccessful attempt on a skills test will result in an “action plan” being written and agree to this policy as written on page 28 of this handbook.

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

10. I will agree to abide by the dress code during classroom, clinical, and/or “service learning” experiences. This includes:

- a) Uniform that is not wrinkled, pant legs off the ground, no draw strings showing under scrub top, white shirt under scrub top (if worn) must be tucked into pants, Ridgewater College ID badge attached to approved lanyard and worn on the left side of scrub top.
- b) Hair must be clean, combed/brushed, pulled back and restrained. No messy buns or tendrils are allowed. Headbands are allowed as long as they are plain in color.
- c) No jewelry is allowed except a watch and an engagement/wedding ring. A single post earring is allowed only on the earlobe. No extra earrings on the ear lobes, no tongue rings, eyebrow rings, etc. are acceptable.
- d) All tattoos MUST be covered.
- e) Only white socks and shoes may be worn. Shoes are to be kept in a locked cupboard at the college and I will change from my street shoes prior to the start of class/clinical each day.

I understand that if I fail to comply with the above uniform requirements, I will receive one verbal warning during my tenure in the program. Subsequent offenses will result in the loss of 20 points in each of my lab classes which could potentially cause me to receive a failing grade in one or more of my lab classes.

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

## CORE CURRICULUM MAP

### Cognitive Objectives

|  | Course Number |
|--|---------------|
| <b>I.C Anatomy &amp; Physiology, &amp; Pharmacology</b>  |               |
| I.C.1. Identify structural organization of the human body  | HLTH 1160     |
| I.C.2. Identify body systems*  | HLTH 1160     |
| I.C.3. Identify:   |               |
| a. Body planes   | HLTH 1160     |
| b. Directional terms   | HLTH 1160     |
| c. Quadrants   | HLTH 1160     |
| d. Body cavities   | HLTH 1160     |
| I.C.4. Identify major organs in each body system*  | HLTH 1160     |
| I.C.5. Identify the anatomical location of major organs in each body system*                                   | HLTH 1160     |
| I.C.6. Identify the structure and function of the human body across the life span                              | HLTH 1160     |
| I.C.7. Identify the normal function of each body system*   | HLTH 1160     |
| I.C.8. Identify common pathology related to each body system* including:                                       |               |
| a. Signs   | HLTH 1200     |
| b. Symptoms  | HLTH 1200     |
| c. Etiology  |               |
| d. Diagnostic measures   | HLTH 1200     |
| e. Treatment modalities  |               |
| I.C.9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases | MEDA 2210     |
| I.C.10. Identify the classifications of medications including:   |               |

|   |           |
|---|-----------|
| a. Indications for use  | HLTH 1220 |
| b. Desired effects  | HLTH 1220 |
| c. Side effects   | HLTH 1220 |
| d. Adverse reactions  | HLTH 1220 |
| I.C.11. Identify quality assurance practices in healthcare  | MEDA 1230 |
| I.C.12. Identify basic principles of first aid  | MEDA 1350 |
| I.C.13. Identify appropriate vaccinations based on an immunization schedule.  | MEDA 2350 |
| *Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary. |           |
|   |           |
| <b>Content Area II. Applied Mathematics</b>   |           |

|   |           |
|---|-----------|
| II.C.1. Define basic units of measurement in:                                     |           |
| a. The metric system  | MEDA 2350 |
| b. The household system   | MEDA 2350 |
| II.C.2. Identify abbreviations and symbols used in calculating medication dosages | MEDA 2350 |
| II.C.3. Identify normal and abnormal results as reported in:                      |           |
| a. Graphs   | MEDA 1230 |
| b. Tables   | MEDA 1230 |
|   |           |
| <b>Content Area III. Infection Control</b>  |           |
| III.C.1. Identify major types of infectious agents                                | MEDA 1230 |

|  |           |
|--|-----------|
| III.C.2. Identify the infection cycle including:   |           |
| a. The infectious agent  | MEDA 1230 |
| b. Reservoir   | MEDA 1230 |
| c. Susceptible host  | MEDA 1230 |
| d. Means of transmission   | MEDA 1230 |
| e. Portals of entry  | MEDA 1230 |
| f. Portals of exit   | MEDA 1230 |
| III.C.3. Identify the following as practiced within an ambulatory care setting:  |           |
| a. Medical asepsis   | MEDA 1230 |
| b. Surgical asepsis  | MEDA 2350 |
| III.C.4. Identify methods of controlling the growth of microorganisms  | MEDA 1230 |
| III.C.5. Identify the principles of standard precautions   | MEDA 1230 |
| III.C.6. Identify personal protective equipment (PPE)  | MEDA 1230 |
| III.C.7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings | MEDA 1230 |
|  |           |
| <b>Content Area IV. Nutrition</b>  |           |
| IV.C.1. Identify dietary nutrients including:  |           |
| a. Carbohydrates   | MEDA 1350 |
| b. Fat   | MEDA 1350 |
| c. Protein   | MEDA 1350 |
| d. Minerals  | MEDA 1350 |

|  |           |
|--|-----------|
| e. Electrolytes  | MEDA 1350 |
| f. Vitamins  | MEDA 1350 |
| g. Fiber   | MEDA 1350 |
| h. Water   | MEDA 1350 |
| IV.C.2. Identify the function of dietary supplements                   | MEDA 1350 |
| IV.C.3. Identify the special dietary needs for:                        |           |
| a. Weight control  | MEDA 1350 |
| b. Diabetes  | MEDA 1350 |
| c. Cardiovascular disease  | MEDA 1350 |
| d. Hypertension  | MEDA 1350 |
| e. Cancer  | MEDA 1350 |
| f. Lactose sensitivity   | MEDA 1350 |
| g. Gluten-free   | MEDA 1350 |
| h. Food allergies  | MEDA 1350 |
| i. Eating disorders  | MEDA 1350 |
| IV.C.4. Identify the components of a food label                        | MEDA 1350 |
|  |           |
| <b>Content Area V. Concepts of Effective Communication</b>             |           |
| V.C.1. Identify styles and types of verbal and nonverbal communication | MEDA 1230 |
| V.C.2. Identify communication barriers                                 | MEDA 1230 |
| V.C.3. Identify techniques for overcoming communication barriers       | MEDA 1230 |
| V.C.4. Identify the steps in the sender-receiver process               | MEDA 1230 |
| V.C.5. Identify challenges in communication with different age groups  | MEDA 1230 |

|  |           |
|--|-----------|
| V.C.6. Identify techniques for coaching a patient related to specific needs  | MEDA 2350 |
| V.C.7. Identify different types of electronic technology used in professional communication  | HLTH 1324 |
| V.C.8. Identify the following related to body systems*:<br>a. medical terms  | HLTH 1130 |
| b. abbreviations   | HLTH 1130 |
| V.C.9. Identify the principles of self-boundaries  | MEDA 1350 |
| V.C.11. Identify coping mechanisms   | MEDA 1350 |
| V.C.12. Identify subjective and objective information  | MEDA 1350 |
| V.C.13. Identify the basic concepts of the following theories of:  |           |
| a. Maslow  | MEDA 1350 |
| b. Erickson  | MEDA 1350 |
| c. Kubler-Ross   | MEDA 1350 |
| V.C.14. Identify issues associated with diversity as it related to patient care  | MEDA 1350 |
| V.C.15. Identify the medical assistant's role in telehealth<br><br>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary. | MEDA 2110 |
|  |           |
| <b>Content Area VI. Administrative Functions</b>   |           |
| VI.C.1. Identify different types of appointment scheduling methods   | HLTH 1324 |
| VI.C.2. Identify critical information required for scheduling patient procedures   | HLTH 1324 |
| VI.C.3. Recognize the purpose for routine maintenance of equipment   | HLTH 1324 |

|   |           |
|---|-----------|
| VI.C.4. Identify steps involved in completing an inventory  | MEDA 1150 |
| VI.C.5. Identify the importance of data back-up   | MEDA 1150 |
| VI.C.6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system | HLTH 1324 |
|   |           |
| <b>Content Area VII. Basic Practice Finances</b>  |           |
| VII.C.1. Define the following bookkeeping terms:  |           |
| a. Charges  | HLTH 1320 |
| b. Payments   | HLTH 1320 |
| c. Accounts receivable  | HLTH 1320 |
| d. Accounts payable   | HLTH 1320 |
| e. Adjustments  | HLTH 1320 |
| f. End of day reconciliation  | HLTH 1320 |
| VII.C.2. Identify precautions for accepting the following types of payments:  |           |
| a. Cash   | HLTH 1320 |
| b. Check  | HLTH 1320 |
| c. Credit card  | HLTH 1320 |
| d. Debit card   | HLTH 1320 |
| VII.C.3. Identify types of adjustments made to patient accounts including:  |           |
| a. Non-sufficient funds (NSF) check   | HLTH 1320 |
| b. Collection agency transaction  | HLTH 1320 |
| c. Credit balance   | HLTH 1320 |
| d. Third party  | HLTH 1320 |

|  |           |
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| VII.C.4. Identify patient financial obligations for services rendered  | HLTH 1320 |
|  |           |
| <b>Content Area VIII. Third Party Reimbursement</b>  |           |
| VIII.C.1. Identify:  |           |
| a. Types of third party plans  | HLTH 1320 |
| b. Steps for filing a third party claim  | HLTH 1320 |
| VIII.C.2. Identify managed care requirements for patient referral  | HLTH 1320 |
| VIII.C.3. Identify processes for:  |           |
| a. Verification of eligibility for services  | HLTH 1320 |
| b. Precertification/preauthorization   | HLTH 1320 |
| c. tracking unpaid claims  | HLTH 1320 |
| a. Claim denials and appeals   | HLTH 1320 |
| VIII.C.4. Identify fraud and abuse as they relate to third party reimbursement   | MEDA 2110 |
| VIII.C.5. Define the following:  |           |
| a. Bundling and unbundling of codes  | HLTH 1320 |
| b. Advanced beneficiary notice (ABN)   | HLTH 1320 |
| c. Allowed amount  | HLTH 1320 |
| d. deductible  | HLTH 1320 |
| e. co-insurance  | HLTH 1320 |
| f. co-pay  | HLTH 1320 |
| VIII.C.6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements | HLTH 1320 |
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|  |           |
| <b>Content Area IX. Procedural and Diagnostic Coding</b>   |           |
| IX.C.1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HPCS Level II) | HLTH 1320 |
| IX.C.2. Identify the effects of:   |           |
| a. Upcoding  | HLTH 1320 |
| b. Downcoding  | HLTH 1320 |
| IX.C.3. Define medical necessity   | HLTH 1320 |
|  |           |
| <b>Content Area X. Legal Implications</b>  |           |
| X.C.1. Identify scope of practice and standards of care for medical assistants   | MEDA 1250 |
| X.C.2. Identify the provider role in terms of standard of care   | MEDA 1250 |
| X.C.3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA)  | HLTH 1320 |
| X.C.4. Identify the standards outlined in The Patient Care Partnership   | MEDA 1250 |
| X.C.5. Identify licensure and certification as they apply to healthcare providers  | MEDA 1250 |
| X.C.6. Identify criminal and civil law as they apply to the practicing medical assistant   | MEDA 1250 |
| X.C.7. Define:   |           |
| a. Negligence  | MEDA 1250 |
| b. Malpractice   | MEDA 1250 |
| c. Statute of limitations  | MEDA 1250 |
| d. Good Samaritan Act(s)   | MEDA 1250 |

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|--|-----------|
| e. Uniform Anatomical Gift Act   | MEDA 1250 |
| f. Living will/advanced directives   | MEDA 1250 |
| g. medical durable power of attorney   | MEDA 1250 |
| h. Patient Self Determination Act (PSDA)                                       | MEDA 1250 |
| i. Risk Management   | MEDA 1250 |
| X.C.8. Identify the purpose of medical malpractice insurance                   | MEDA 1250 |
| X.C.9. Identify legal and illegal applicant interview questions                | MEDA 1250 |
| X.C.10. Identify:  |           |
| a. Health Information Technology for Economic and Clinical Health (HITECH) Act | MEDA 1250 |
| b. Genetic Information Nondiscrimination Act of 2008 (GINA)                    | MEDA 1250 |
| c. Americans with Disabilities Act Amendments Act (ADAAA)                      | MEDA 1250 |
| X.C.11. Identify the process in compliance reporting:                          |           |
| a. Unsafe activities   | MEDA 1350 |
| b. Errors in patient care  | MEDA 1350 |
| c. Conflicts of interest   | MEDA 1350 |
| d. Incident reports  | MEDA 1230 |
| X.C.12. Identify compliance with public health statutes:                       |           |
| a. Communicable diseases   | MEDA 1250 |
| b. Abuse, neglect, and exploitation  | MEDA 1250 |
| c. Wounds of violence  | MEDA 1250 |
| X.C.13. Define the following medical legal terms:                              |           |

|   |           |
|---|-----------|
| a. Informed consent   | MEDA 1250 |
| b. Implied consent  | MEDA 1250 |
| c. Expressed consent  | MEDA 1250 |
| d. Patient incompetence   | MEDA 1250 |
| e. Emancipated minor  | MEDA 1250 |
| f. Mature minor   | MEDA 1250 |
| g. Subpoena duces tecum   | MEDA 1250 |
| h. Respondent superior  | MEDA 1250 |
| i. Res ipsa loquitor  | MEDA 1250 |
| j. Locum tenens   | MEDA 1250 |
| k. Defendant-plaintiff  | MEDA 1250 |
| l. Deposition   | MEDA 1250 |
| m. Arbitration-mediation  | MEDA 1250 |
|   |           |
| <b>Content Area XI. Ethical and Professional Considerations</b>                   |           |
| XI.C.1. Define:   |           |
| a. Ethics   | MEDA 1350 |
| b. Morals   | MEDA 1350 |
| XI.C.2. Identify personal and professional ethics                                 | MEDA 1350 |
| XI.C.3. Identify potential effects of personal morals on professional performance | MEDA 1350 |
| XI.C.4. Identify professional behaviors of a medical assistant                    | MEDA 1350 |
|   |           |

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| <b>Content Area XII.C Protective Practices</b>   |           |
| XII.C.1. Identify workplace safeguards   | MEDA 1230 |
| XII.C.2. Identify safety techniques that can be used in responding to accidental exposure to:                  |           |
| a. blood   | MEDA 1230 |
| b. other body fluids   | MEDA 1230 |
| c. needle sticks   | MEDA 1230 |
| d. chemicals   | MEDA 1230 |
| XII.C.3. Identify fire safety issues in an ambulatory healthcare environment                                   | MEDA 1230 |
| XII.C.4. Identify emergency practices for evacuation of a healthcare setting                                   | MEDA 1230 |
| XII.C.5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting                              | MEDA 1230 |
| XII.C.6. Identify processes for disposal of a. biohazardous waste and b. chemicals                             | MEDA 1230 |
| XII.C.7. Identify principles of:   |           |
| a. Body mechanics  | MEDA 1350 |
| b. Ergonomics  | MEDA 1350 |
| XII.C.8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency | MEDA 1350 |
| XII.C.9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency      | MEDA 1350 |

## Psychomotor Competencies

|  |                      |
|--|----------------------|
|  | <b>Course Number</b> |
|--|----------------------|

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| <b>I.P Anatomy &amp; Physiology</b>                          |           |
| I.P.1. Accurately measure and record:                        |           |
| a. Blood pressure  | MEDA 1350 |
| b. Temperature   | MEDA 1350 |
| c. Pulse   | MEDA 1350 |
| d. Respirations  | MEDA 1350 |
| e. Height  | MEDA 1350 |
| f. Weight (adult and infant)                                 | MEDA 1350 |
| g. Length (infant)   | MEDA 1350 |
| h. Head circumference (infant)                               | MEDA 1350 |
| i. oxygen saturation   | MEDA 1350 |
| I.P.2. Perform the following procedures:                     |           |
| a. Electrocardiography                                       | MEDA 1250 |
| b. Venipuncture  | MEDA 1230 |
| c. Capillary puncture  | MEDA 1230 |
| d. Pulmonary function testing                                | MEDA 1230 |
| I.P.3. Perform patient screening using established protocols | MEDA 1350 |
| I.P.4. Verify the rules of medication administration:        |           |
| a. Right patient   | MEDA 2350 |
| b. Right medication  | MEDA 2350 |
| c. Right dose  | MEDA 2350 |
| d. Right route   | MEDA 2350 |

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|---|-------------------------|
| e. Right time   | MEDA 2350               |
| f. Right documentation  | MEDA 2350               |
| I.P.5. Select proper sites for administering parenteral medication          | MEDA 2350               |
| I.P.6. Administer oral medications  | MEDA 2350               |
| I.P.7. Administer parenteral (excluding IV) medications                     | MEDA 2350               |
| I.P.8. Instruct and prepare a patient for a procedure or a treatment        | MEDA 1350               |
| I.P.9. Assist provider with a patient exam                                  | MEDA 1350               |
| I.P.10. Perform a quality control measure                                   | MEDA 1230               |
| I.P.11. Collect specimens and perform:                                      |                         |
| a. CLIA waived hematology test  | MEDA 2210               |
| b. CLIA waived chemistry test   | MEDA 2210               |
| c. CLIA waived urinalysis   | MEDA 1250               |
| d. CLIA waived immunology test  | MEDA 2210               |
| e. CLIA waived microbiology test  | MEDA 2210               |
| I.P.12. Produce up-to-date documentation of provider/professional level CPR | CPR/1 <sup>st</sup> Aid |
| I.P.13. Perform first aid procedures  |                         |
| a. Bleeding   | MEDA 1350               |
| b. Diabetic coma or insulin shock   | MEDA 2350               |
| c. Stroke   | MEDA 2350               |
| d. Seizures   | MEDA 2350               |
| e. Environmental emergency  | MEDA 2350               |
| f. Syncope  | MEDA 1350               |

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| <b>Content Area II. Applied Mathematics</b>                             |           |
| II.P.1. Calculate proper dosages of medication for administration       | MEDA 2350 |
| II.P.2. Record laboratory test results into the patient's record        | MEDA 1230 |
| II.P.3. Document on a growth chart                                      | MEDA 2350 |
| II.P.4. Apply mathematical computations to solve equations              | MEDA 2350 |
| II.P.5. Convert among measurement systems                               | MEDA 2350 |
|   |           |
| <b>Content Area III. Infection Control</b>                              |           |
| III.P.1. Participate in bloodborne pathogen training                    | MEDA 1230 |
| III.P.2. Select appropriate barrier/personal protective equipment (PPE) | MEDA 1230 |
| III.P.3. Perform handwashing  | MEDA 1230 |
| III.P.4. Prepare items for autoclaving                                  | MEDA 1350 |
| III.P.5. Perform sterilization procedures                               | MEDA 1350 |
| III.P.6. Prepare a sterile field  | MEDA 2350 |
| III.P.7. Perform within a sterile field                                 | MEDA 2350 |
| III.P.8. Perform wound care   | MEDA 2350 |
| III.P.9. Perform dressing change  | MEDA 2350 |
| III.P.10. Demonstrate proper disposal of biohazardous material          |           |
| a. Sharps   | MEDA 1230 |
| b. Regulated wastes   | MEDA 1230 |
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| <b>Content Area IV. Nutrition</b>                                       |           |

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| IV.P.1. Instruct a patient regarding a dietary change related to patient's special dietary needs | MEDA 1350 |
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| <b>Content Area V. Concepts of Effective Communication</b>                                       |           |
| V.P.1. Respond to nonverbal communication  | MEDA 1150 |
| V.P.2. Correctly use and pronounce medical terminology in health care interactions               | MEDA 1230 |
| V.P.3. Coach patients regarding:   |           |
| a. Office policies   | MEDA 1150 |
| b. Medical encounters  | MEDA 1150 |
| V.P.4. Demonstrate professional telephone techniques   | MEDA 1150 |
| V.P.5. Document telephone messages accurately  | MEDA 1150 |
| V.P.6. Using technology, compose clear and correct correspondence                                | MEDA 1150 |
| V.P.7. Use a list of community resources to facilitate referrals                                 | MEDA 2110 |
| V.P.8. Participate in a telehealth interaction with a patient                                    | MEDA 2110 |
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| <b>Content Area VI. Administrative Functions</b>   |           |
| VI.P.1. Manage appointment schedule using established priorities                                 | MEDA 1150 |
| VI.P.2. Schedule a patient procedure   | MEDA 1150 |
| VI.P.3. Input patient data using an electronic system  | MEDA 1150 |
| VI.P.4. Perform an inventory of supplies   | MEDA 1150 |
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| <b>Content Area VII. Basic Practice Finances</b>   |           |

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| VII.P.1. Perform accounts receivable procedures to patient accounts including posting: |           |
| a. Charges   | MEDA 2110 |
| b. Payments  | MEDA 2110 |
| c. Adjustments   | MEDA 2110 |
| VII.P.2. Input accurate billing information in an electronic system                    | MEDA 2110 |
| VII.P.3. Inform a patient of financial obligations for services rendered               | MEDA 2110 |
|  |           |
| <b>Content Area VIII. Third Party Reimbursement</b>                                    |           |
| VIII.P.1. Interpret information on an insurance card                                   | MEDA 2110 |
| VIII.P.2. Verify eligibility for services  | MEDA 2110 |
| VIII.P.3. Obtain precertification or preauthorization with documentation               | MEDA 2110 |
| VIII.P.4. Complete an insurance claim form   | MEDA 2110 |
| VIII.P.5. Assist a patient in understanding an Explanation of Benefits (EOB)           | MEDA 2110 |
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| <b>Content Area IX. Procedural and Diagnostic Coding</b>                               |           |
| IX.P.1. Perform procedural coding  | MEDA 2110 |
| IX.P.2. Perform diagnostic coding  | MEDA 2110 |
| IX.P.3. Utilize medical necessity guidelines   | MEDA 2110 |
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| <b>Content Area X. Legal Implications</b>  |           |
| X.P.1. Locate a state's legal scope of practice for medical assistants                 | MEDA 1350 |

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| X.P.2. Apply HIPAA rules in regard to:   |           |
| a. Privacy   | MEDA 1350 |
| b. Release of information  | MEDA 1350 |
| X.P.3. Document patient care accurately in the medical record                                  | MEDA 1350 |
| X.P.4. Complete compliance reporting based on public health statutes                           | MEDA 1350 |
| X.P.5. Report an illegal activity following the protocol established by the healthcare setting | MEDA 2350 |
| X.P.6. Complete an incident report related to an error in patient care                         | MEDA 2350 |
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| <b>Content Area XI. Ethical and Professional Considerations</b>                                |           |
| XI.P.1. Demonstrate appropriate response(s) to ethical issues                                  | MEDA 1350 |
|  |           |
| <b>Content Area XII. Protective Practices</b>  |           |
| XII.P.1. Comply with safety practices  | MEDA 1230 |
| XII.P.2. Demonstrate proper use of:  |           |
| a. Eyewash equipment   | MEDA 1230 |
| b. Fire extinguishers  | MEDA 1230 |
| XII.P.3. Use proper body mechanics   | MEDA 1350 |
| XII.P.4. Evaluate an environment to identify unsafe conditions                                 | MEDA 1350 |

## Affective Competencies

|   | Course Number |
|---|---------------|
| A.1. Demonstrate critical thinking skills       | MEDA 1350     |
| A.2. Reassure patients                          | MEDA 1350     |
| A.3. Demonstrate empathy for patients' concerns | MEDA 1350     |
| A.4. Demonstrate active listening               | MEDA 1230     |
| A.5. Respect diversity                          | MEDA 2350     |
| A.6. Recognize personal boundaries              | MEDA 1230     |
| A.7. Demonstrate tactfulness                    | MEDA 1230     |
| A.8. Demonstrate self-awareness                 | MEDA 2350     |