PROGRAMS IN MEDICAL ASSISTING

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING (AASMA)

CLINICAL CERTIFICATE IN MEDICAL ASSISTING (MACC)

PROGRAM HANDBOOK

2022-2023

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To the Medical Assisting Student:

Welcome to The Christ College of Nursing and Health Sciences! We are excited about the opportunity to partner with you as you begin your educational journey within the profession of Medical Assisting.

The MA *Program Handbook* is an important document to guide you through and promote your successful completion of the program. Please read the document thoroughly and familiarize yourself with the policies, procedures, and regulations within the *MA Program Handbook*. The faculty, professional staff, and administration are available to assist you with policies, procedures, or regulations in the *MA Program Handbook* as necessary.

Occasionally it is necessary to introduce new or revise existing policies, procedures, or regulations in the *MA Program Handbook*. New policies and revisions will be posted on the College's electronic learning management system.

As you begin your journey, we encourage you to interact with your class peers and faculty members to help enhance and diversify your learning opportunities. Together we can enrich the culture of medical assisting through caring, collaboration, integrity, and excellence!

Best wishes for success in your educational endeavors!

Sincerely,

Faculty, Staff, and Administration

The Christ College of Nursing and Health Sciences
Department of Health Sciences

FOREWORD

The Christ College of Nursing and Health Sciences College Catalog and Associate of Applied Science, Medical Assisting (MA) Program/Medical Assisting Clinical Certificate Handbook are guidebooks for our students in the MA program.

It is the responsibility of each student to know the contents of both documents and to respect and maintain the rules and standards of the College and the Department of Health Sciences.

The College and Department of Health Sciences reserve the right to change any provision or policy in the interest of the College, MA program, or students.

The MA Program Handbook can be accessed through the College's electronic learning management system.

PLEASE NOTE

The Christ College of Nursing and Health Sciences is committed to a policy of non-discrimination on the basis of race, color, creed, national origin, citizenship, religion, ethnicity, age, gender, gender identity, genetics, marital status, sex, pregnancy, sexual orientation, military or veteran status, disability, or any other status protected by local, state or federal law (collectively, "protected statuses") in the administration of its educational, recruitment, and admissions policies; scholarship and loan programs; and athletic or other College-administered programs. All institutional processes and policies follow applicable federal and state laws and regulations related to discrimination.

Effective Academic Year 2022-2023

HISTORY OF THE COLLEGE

Founding of the Predecessor: The Christ Hospital School of Nursing

The Christ Hospital School of Nursing (TCHSN) was born in a tradition of caring. In 1888, a group of local citizens, led by soap maker James N. Gamble, invited Ms. Isabella Thoburn to come to Cincinnati. Their expectation was that she would start a program to train deaconesses and missionaries to carry on religious, educational, and philanthropic work to alleviate the appalling poverty that existed in the city. They could not have imagined the impact their invitation would have on the city at that time or now, more than a century later.

Conversion to The Christ College of Nursing and Health Sciences (TCCNHS)

National and regional developments pointed to an evolving health care delivery system, increased needs, and desires of consumers for higher-quality patient care, augmented educational and skill requirements of the nursing workforce, and national trends toward degree granting educational programs for nursing. In the 2002–2003 academic year, the administration and faculty of TCHSN determined that it was essential for the school to evolve to address these trends by proposing that a new, independent institution be developed prompting the conversion to The Christ College of Nursing and Health Sciences.

The expanded course offerings and intensive curriculum within the College help prepare graduates for work in a broad array of health care settings. In the future, as the College assesses its progress, the infrastructure and foundation being laid will open doors for curricular and extracurricular innovations allowing for continued attention to the excellence in education and community engagement that has been at the core of the institution's mission and history. TCHSN officially closed its doors with its last graduating class in 2007. The College opened its doors in academic year 2006–2007, accepting its first class of students.
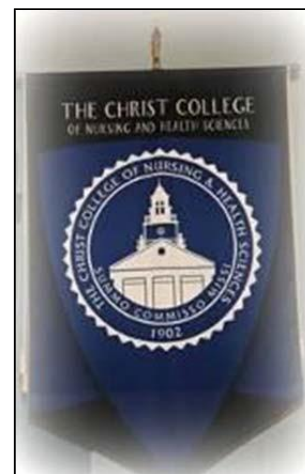
TCCNHS is accredited through the Higher Learning Commission, North Central Association of Colleges and Schools.

Institutional Learning Outcomes:

1. Apply an expanded knowledge base within one's chosen profession with the disposition to engage in life-long learning.
2. Demonstrate responsible engagement with social-political-cultural issues of local, regional, or global significance.
3. Demonstrate academic and professional competency in written and oral communication.
4. Demonstrate academic and professional competency within the sciences.
5. Engage in intellectual inquiry and critical thinking by identifying assumptions, making inferences, marshaling evidence, and giving coherent account of reasoning.

Effective Academic Year 2022-2023
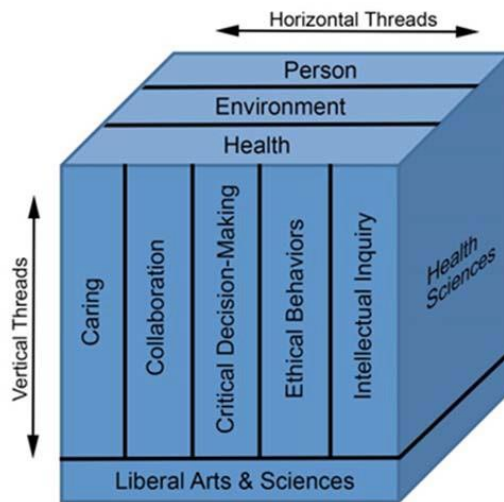
HEALTH SCIENCES

Health Sciences Purpose

The purpose of the Health Sciences is to support the mission, vision, and values of The Christ College of Nursing and Health Sciences by providing a course of study with a foundation in the liberal arts and sciences. Students will acquire a fundamental understanding of the relationship between the person, environment, and health. The health science graduate will be a life-long learner who models ethical behavior, integrity, and excellence. Earning a health science degree from The Christ College of Nursing and Health Sciences, graduates will be equipped to participate in the healthcare arena as caring professionals engaging in critical decision making, intellectual inquiry, and collaboration.

Health Sciences Philosophy

The faculty believe:

- A **person** is a unique individual having intrinsic value. Everyone has diverse physical, emotional, social, developmental, and spiritual needs in varying degrees of fulfillment and deserves caring interventions. The person and environment are constantly interacting.
- The **environment** includes all internal and external factors affecting and affected by the individual. A part of this dynamic environment is society, which consists of individuals, families, communities, and institutions. Any change in the environment may require varying degrees of adaptation. Health Sciences graduates engage in assessment of both the environment and people to identify opportunities to promote, maintain, or restore health.
- **Health** is the dynamic process of balance and harmony within the person, including physical, mental, and social well-being. A person's state of health is influenced by personal, societal, and cultural variables and may be affected by prevention and treatment strategies.

Health Sciences Framework

Health Sciences Conceptual Framework

Effective Academic Year 2022-2023

Horizontal Threads for Health Sciences

For the Health Sciences, **person, environment,** and **health** constitute horizontal threads, which are those integrated concepts presented early, strengthened through repeated exposure and application, and woven throughout the curriculum for Health Science programs.

Vertical Threads for Health Sciences

Caring, intellectual inquiry, ethical behavior, critical decision making, and **collaboration** comprise the vertical threads. These concepts and skills are arranged to build upon one another in alignment with a general sequence of learning. Scaffolded through the curriculum for Health Science programs, vertical threads guide the student's progression toward proficiency.

- **Caring** behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where individual choices related to cultural values, beliefs, and lifestyle are respected.
- **Intellectual Inquiry** is a persistent sense of curiosity that informs both learning and practice, which stimulates visionary thinking. Intellectual inquiry invites the exploration of possibilities, allowing for creativity and innovation.
- **Ethical Behaviors** are characterized by conduct within legal, ethical, and regulatory frameworks; commitment to standards of professional practice; and accountability for one's own actions.
- **Critical Decision Making** encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate evidence-based conclusions.
- **Collaboration** is working together with open professional communication to plan, make decisions, set goals, and implement strategies. Collaboration requires consideration of need, priorities and preferences, available resources, shared accountability, and mutual respect.

Introduction to the Medical Assisting Program

The Associate of Applied Science in Medical Assisting Degree (AASMA) and Medical Assisting Clinical Certificate (MACC)) program at The Christ College of Nursing and Health Sciences provides a course of study that integrates concepts from arts and sciences into a medical assisting curriculum emphasizing academic excellence, professionalism, and clinical competence. The AASMA program is a 16-month, 4 semester program which requires a 160 Practicum at an assigned ambulatory clinic. This program prepares the medical assistant to perform duties in the front and back office and requires a total of 60 credit hours of both medical assisting and health sciences curriculum to meet the requirements for completion.

The Medical Assistant Clinical Certificate (MACC) program at The Christ College of Nursing and Health Sciences is a 15-week, 1 semester certificate program that integrates clinical medical assisting curriculum emphasizing academic excellence, professionalism, and clinical competency. The program focuses on back office medical assisting competencies and front office. This program requires a total of 16 clinical credit hours for completion. Students in this program are not required to complete a Practicum assignment.

Note: All Occupations includes all occupations in the U.S. Economy
Source: U.S. Bureau of Labor Statistics, Employment Projections program.

Employment of medical assistants is projected to grow 29 percent from 2016 to 2026, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As a result, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.

An increasing number of group practices, clinics, and other healthcare facilities will also need support workers, particularly medical assistants, to complete both administrative and clinical duties. Medical assistants work mostly in primary care, a steadily growing sector of the healthcare industry.

 Medical assistants are expected to have good job prospects; however, those who earn certification and have familiarity with electronic health records (EHRs) may have better job prospects.

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https://www.bls.gov/ooh/healthcare/medical-assistants.htm#tab-6

Development of the Educational Competencies for the Medical Assistant.

The Associate of Applied Science in Medical Assisting Degree (AASMA) and Medical Assisting Clinical Certificate (MACC)) and the Clinical Certificate Medical Assisting (MACC) program incorporates the educational competencies for the Medical Assistant which are aligned with the 2015 standards as outlined by the Medical Assistant Educational Review Board (MAERB) and Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Administrative duties: (AASMA only)
(The following outlines administrative duties that may be taught during the program)

- Greeting patients and families
- Scheduling appointments
- Using computer applications
- Entering and maintaining data in EHR system
- Answering telephones
- Updating and filing patient medical records
- Coding, billing and filling out insurance forms

- Arranging for hospital admissions and laboratory services

Clinical duties: (AASMA & MACC)

(Clinical duties vary by state, but may include)

- Taking vital signs
- Obtaining medical histories
- Explaining treatment procedures to patients within scope of Medical Assistant
- Preparing patients for examination
- Assisting the provider (physician or advanced practice practitioner) during the examination
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets
- Preparing and administering medications as directed by a provider
- Injections and vaccinations
- Authorizing prescription refills ad directed
- Obtaining Prior Authorizations before procedures
- Drawing blood (Venipuncture/Capillary)
- Taking electrocardiograms
- Removing sutures and changing dressings

Philosophy

A person is a unique individual having intrinsic value. Everyone has diverse physical, emotional, social, developmental, and spiritual needs in varying degrees of fulfillment and deserves caring interventions. The person and environment are constantly interacting.

The environment includes all internal and external factors affecting and affected by the individual. A part of this dynamic environment is society, which consists of individuals, families, communities, and institutions. Any change in the environment may require varying degrees of adaptation. Health Sciences graduates engage in assessment of both the environment and people to identify opportunities to promote, maintain, or restore health.

Health is the dynamic process of balance and harmony within the person, including physical, mental, and social well-being. A person's state of health is influenced by personal, societal, and cultural variables and may be affected by prevention and treatment strategies.

The Arts and Sciences curriculum at The Christ College of Nursing and Health Sciences serves to develop within students certain intellectual and cognitive capacities, habits of mind and character, values, moral

awareness, integrative abilities in connecting bodies of knowledge, and qualities necessary for productive citizenship in an open and vibrant democracy.

Institutional Learning Outcomes

As a result of their educational experiences at The Christ College students will:

1. Apply an expanded knowledge base within one's chosen profession and demonstrate a commitment to pursuing additional learning opportunities related to academic, personal, or professional interests.
2. Demonstrate responsible engagement with social-political-cultural issues of local, regional, or global significance.
3. Demonstrate academic and professional competency in written and oral communication.
4. Demonstrate academic and professional competency within the sciences.
5. Demonstrate an ability to engage in intellectual inquiry and apply critical thinking through identifying assumptions, making inferences, marshaling evidence, and giving a coherent account of reasoning.

Program Description

The Associate of Applied Science in Medical Assisting Degree program provides a course of study with a foundation in the Arts and Sciences emphasizing academic excellence, professionalism, and clinical competence. The promotion of critical thinking skills, professional behaviors, and self-directed learning prepares graduates as medical assistants to work collaboratively in dynamic ambulatory health care settings with a diversity of cultures. The completion of the Associate of Applied Science in Medical Assisting Degree makes it possible for graduates to take the Medical Assisting Certification examination and to pursue more advanced educational pathways.

The Clinical Certificate in Medical Assisting program provides a course of study with a foundation in the clinical skills, emphasizing academic excellence, professionalism, and clinical competence. The promotion of critical thinking skills, professional behaviors, and self-directed learning prepares graduates as back office medical assistants to work collaboratively in the dynamic ambulatory health care settings with a diversity of cultures. The completion of the Certificate in Medical Assisting makes it possible for graduates to take the Medical Assisting Clinical Certification examination and to pursue more advanced educational pathways.

Program goals and objectives:

Goals:

1. To prepare competent entry-level medical assistant professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

2. To maintain a Medical Assisting program consistent with the guidelines and standards of the Commission for Accreditation of Allied Health Education Programs (CAAHEP), with Ohio statues and regulations for The Christ College of Nursing and Health Sciences.

3. To remain up-to-date and current with the changing healthcare industry.

4. To provide programs and resources for students, college, and community to provide a program that meets the needs of healthcare and the communities that we serve.

Objectives:

1. Maintain awareness of changes in the healthcare field and instructional/educational arena by reviewing literature, publications, and attending seminars that are health related.

2. Review and revise the Medical Assisting curriculum on a regular basis at minimum annually.

3. Review and revise the Medical Assisting program course syllabi on a regular basis at minimum annually.

4. Facilitate scheduled meetings of the Medical Assisting Professional Advisory Committee to gain information on local health care updates and changes to incorporate this into the program's curriculum.

5. Visit and survey practicum sites to gain input into the strengths and/or weaknesses of the Medical Assisting program and incorporate as necessary this information into the Advisory Committee and into curriculum review.

6. Maintain an active professional development program to ensure staff are abreast and current in health care and in education and instruction.

Program Outcomes:

A graduate of the Associate of Applied Science in Medical Assisting Degree program and the Clinical Certificate in Medical Assisting at The Christ College of Nursing and Health Sciences will be able to:

1. Perform at a competent entry-level medical assistant in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

2. Demonstrate professional communication while interacting with providers, staff, and patients.

3. Perform professional administrative and clinical skills in the delivery of quality patient care, AASMA only.

4. Maintain ethical and legal behavior within the scope of practice for Medical Assistant.

5. Discuss the value of lifelong learning and continuing education.

The learning outcomes are successfully completed through cognitive, psychomotor, and affective competencies by demonstrating the following:

1. Communication: The Medical Assistant Professional graduate communicates effectively with patients, supervisors, support personnel, and other health care team members using suitable verbal, nonverbal, and written skills.

2. Analytical Skills: The Medical Assistant Professional graduate applies knowledge of basic sciences and medical theory to the application and appropriate modification of administrative and clinical medical assisting procedures. (Administrative skills apply in AASMA only)

3. Citizenship: The Medical Assistant Professional graduate possesses the necessary professional behaviors to practice as a medical assistant in a variety of practice settings.

4. Critical and Creative Thinking: The Medical Assistant Professional graduate applies critical/creative thinking and analytical skills to make sound administrative and clinical judgments to enhance patient care. (Administrative skills apply to AASMA only)

5. Cultural Heritage and Literacy: The Medical Assistant Professional graduate delivers patient care in a respectful manner that reflects sensitivity to individual differences.

6. Concentration in Medical Assisting: The Medical Assistant Professional graduate possesses the necessary entry level administrative and clinical skills to practice as a medical assistant in a variety of practice settings. (Administrative skills apply to AASMA only)

7. Certification in Medical Assisting: The Medical Assistant Professional graduate is successful in qualifying to sit for certification/registration with a national certifying organization.

Medical Assisting Professional Program Curriculum:

The Christ College of Nursing and Health Sciences AASMA program & MACC were developed utilizing recommendations from The Medical Assisting Education Review Board (MAERB). Educational Competencies for a Medical Assistant (ECMA), provide entry-level competencies found in the psychomotor and affective domains as identified in the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and Standards and Guidelines for Medical Assisting Educational Programs 2008 Standards).

Educational Curriculum/Competencies see **Appendix A page 30** of this handbook for a document titled "Core Curriculum for Medical Assistants". This document is prepared by the Medical Assisting Education Review Board (MAERB), and the Medical Assisting programs incorporates the knowledge base, skills, and behavior competencies into the curriculum.

Program Sequence AASMA

Core Curriculum and Curriculum Plan Revised

Year and Semester	Course Title	Credit		Delivery
		Didactic	Lab/ Clinical	
Fr. I (15)	**Fall (2 nights)**			

ENG 101	English Composition	3	0	online
MAT 102	Quantitative Reasoning	3	0	F-2-F
HCA 101	Medical Terminology	3	0	online
BIO 102	Structure & Function of the Body	3	1	F-2-F
FYE 102	Learning Foundations	2	0	F-2-F
Fr. II (15)	**Spring (4 nights)**			
COM 112	Professional Communication & Behavior for Medical Assisting Professionals	3	0	hybrid
TECH 101	Basic Technology Skills and Applications online	3	0	online
MA 100	Pharmacology for the Medical Assistant Professional	2	1	F-2-F
MA 102	Legal and Ethical Issues for Medical Assisting Professionals	2	0	online
MA 104	Foundations for Clinical for the Medical Assistant Professional	3	1	F-2-F
Soph. I (16)	**Summer (4 nights)**			
MA 200	Diagnostic Procedures for Medical Assisting Professionals	3	1	F-2-F
MA 201	Administrative Procedures for the Medical Assistant (formerly 202 & 203)	3		Hybrid
MA 204	Medical Insurance/Coding & Financial Business Practice for the Medical Assistant (formerly 205)	3		Hybrid
MA 206	Fundamentals of Ambulatory Care for the Medical Assistant	2	1	F-2-F
MA 208	Academic Appraisal for the Professional Medical Assistant (new course)	3		online
Soph. II (14)	**Fall (days)**			
MA 209	Career Development Capstone for Medical Assisting Professionals	.5	4.5	F-2-F
PSY/SOC	*Elective*	3		online
HUM	*Elective*	3		online
Elective	*Elective*	3		online

Total Number of credits in the program _____60_____

Semester	Course Title	Credit		Delivery
		Didactic	Lab/ Clinical	
Credits (16)	**Fall – Spring - Summer**			
BIO 102	Structure & Function of the Body	3	1	F-2-F
BIO 160	Food and Fitness	1	0	online
MA 104	Foundations for Clinical Medical Assistant Professional	3	1	F-2-F
MA 200	Diagnostic Procedures for Medical Assisting Professionals	3	1	F-2-F
MA 206	Clinical Reviews and Medical Emergency Procedures for the Medical Assistant (formerly 207) – Co-Requisite MA 104	2	1	F-2-F
		12	4	

Total Number of credits in the program _____16_____

Medical Assistant Program Course Descriptions:

Associates of Applied Science in Medical Assisting

Course Descriptions:

BIO 102: Structure & Function of the Body
This course introduces the students to a basic understanding of anatomy and physiology of the human body. The course also describes the structural and functional relationships among the organ systems.

COM 112: Professional Communication & Behavior for Medical Assisting Professionals
This course focuses on communication skills and behavior expected of the professional medical assistant in all healthcare settings.

ENG 101: English Composition
English Composition 101 fosters development of critical reading, writing and thinking skills that are important to academic and professional success and satisfaction. Through reading, discussing and writing about rich and complex texts (mainly nonfiction prose), students will learn how critical reading, open and unbiased discussion, and effective writing are closely interrelated skills, strengthening each and experiencing the value of each for the other. Students will become more perceptive readers and more articulate and aware thinkers and writers, able to apply these strengths in any academic or professional situation. Students will participate in conversations about texts, ideas and writing projects to foster critical thinking and effective expression. Students will learn and practice all the stages of an effective writing

process and will become able to write high-quality papers that follow the conventions and meet the logical and stylistic expectations of formal academic and professional prose.

FS 102: Learning Foundations

Learning Foundations will provide an arena where students can establish effective partnerships with faculty, administrators, staff, and other students. The course provides co-curricular programs that engage the student to develop knowledge, skills, attitudes, and behaviors consistent with the College 's mission of lifelong learning and provides an exciting and challenging environment that promotes academic excellence and personal growth.

HLCS 101: Medical Terminology

This course provides a foundation for understanding the origin, form and meaning for the vocabulary of health care. This includes the prefixes, suffixes and word roots used in the field of medicine. Topics include medical vocabulary and terms related to anatomy, physiology, pathological conditions, and medical treatments.

MA 100: Pharmacology for the Medical Assistant Professional

This course incorporates the concepts and application of principles for pharmacology necessary for safe practice for medical assistants. The focus of this course is on classifications of drugs, dosage calculations, and medication administration skills.

MA 102: Legal and Ethical Issues for Medical Assisting Professionals

This course introduces the concepts of healthcare law and ethics for medical assisting professionals. This course covers legal and ethical relationships of physicians, patients, and medical assistants, along with contractual agreements, professional liability, malpractice acts, informed consent and bio-ethical issues in practice settings.

MA 104: Foundations for Clinical for the Medical Assistant Professional

This course provides the student with the fundamental competencies, skills, and techniques for professional medical assisting. Patient care, assessment, education, nutrition, health promotion as well as scientific rationale provide the basis for this course. A skills laboratory practicum reinforces the application of theory to practice settings.

MA 200: Diagnostic Procedures for Medical Assisting Professionals

This course introduces the concepts and techniques necessary for the professional medical assistant to participate in collecting, completing, and analyzing laboratory diagnostic procedures routinely performed in medical offices and clinics. Students will demonstrate course competencies in the laboratory component of this course.

MA 201: Administrative Procedures for Medical Assisting Professionals

This course the concepts and skills necessary for the professional medical assistant to effectively perform the clerical and administrative functions within the physician's office and ambulatory setting. The course is to include, but not limited to: technology using SimChart as a EMR software, written communication, telephone techniques, patient communication, scheduling appointments, managing a patient's records, patient processing and daily operations.

MA 204: medical Insurance/Coding and Financial Business Practices for the Medical Assistant

This course introduces the concepts and skills necessary for the professional medical assistant to effectively perform medical billing and coding, insurance filing, office finances and patient accounts within the physician's office or ambulatory setting. The course is to include, but not limited to: technology using SimChart as an EMR software, third party communication, patient communication, patient and office processing for daily operations. EPIC playground may also be used for teaching purposes.

MA 206: Clinical Review & Medical Emergency Procedures for the Medical Assisting Professional

This course introduces the student to the basic concepts and skills necessary for the professional medical assistant to work efficiently within the front office of an ambulatory care setting. The course covers an introduction to front office administrative procedures including EPIC playground, National Healthcareer Association (NHA) review materials for passing the CCMA exam, and handling basic Medical Emergencies seen in the ambulatory setting. This is a 3-credit hour course. Lecture 2 contact hours. Lab 1 contact hour. Clinical contact hour 0.

MA 208: Academic Appraisal for the Professional Medical Assistant Professional

This course incorporates the concepts and application of principles for infection control, safety, and emergency procedures. This course includes simulations and laboratory sessions to identify and respond to various infection control, safety, and emergency situations. Students must certify in Basic Life Support Cardiopulmonary Resuscitation (CPR) for adults, children, and infants prior to the conclusion of the course.

MA 209: Career Development Capstone for Medical Assisting Professionals

This course is the final course in the medical assisting program. Students will complete clinical hours in a medical office or ambulatory setting. Students will experience hands-on application of administrative, clinical, and professional procedures to meet the competencies and outcomes of the medical assisting program. Students will also learn career development skills to promote success in the workplace.

MAT 102 – Quantitative Reasoning

Is described as developing the ability to interpret and reason with mathematical information, models, and methods. Quantitative literacy is essential to understanding issues in professional and personal lives. Topics may include logic and problem solving, quantitative information in everyday life, statistics, and modeling.

TECH 101: Basic Technology Skills and Applications

Being a contributing citizen in the 21st Century requires the use of technology. This course will provide an introduction to basic computer/technology skills, word processing, cloud applications, and trending apps that will be helpful in any working field or arena.

Medical Assisting Clinical Certificate

BIO 102: Structure & Function of the Body

This course introduces the students to a basic understanding of anatomy and physiology of the human body. The course also describes the structural and functional relationships among the organ systems.

BIO 160: Food and Fitness

This course introduces the students to a basic understanding of healthy lifestyles in the areas of food and fitness. The course also describes the healthy behaviors and the health benefits associated with making healthy lifestyle food choices and fitness activities

MA 104: Foundations for Clinical for the Medical Assistant Professional

This course provides the student with the fundamental competencies, skills, and techniques for professional medical assisting. Patient care, assessment, education, nutrition, health promotion as well as scientific rationale provide the basis for this course. A skills laboratory practicum reinforces the application of theory to practice settings.

MA 200: Diagnostic Procedures for Medical Assisting Professionals

This course introduces the concepts and techniques necessary for the professional medical assistant to participate in collecting, completing, and analyzing laboratory diagnostic procedures routinely performed in medical offices and clinics. Students will demonstrate course competencies in the laboratory component of this course.

MA 206: Clinical Review & Medical Emergency Procedures for the Medical Assisting Professional

This course introduces the concepts and skills necessary for the professional medical assistant to effectively perform basic emergency procedures within the physician's office and ambulatory care setting. The course also reviews all clinical skills prior to the student entering their practicum experience in order to become proficient in-patient care skills.

Program Grading Scale:

Refer to grading policy for The Christ College of Nursing and Health Sciences.

https://www.thechristcollege.edu/college-catalog/academic-information/#grading-policy

Acceptance into the Medical Assisting Professional program:

General College Admission Requirements:

To be admitted into The Christ College of Nursing and Health Sciences, applicants must meet the following requirements. Each academic program may have additional requirements for admission.

High School Requirements (applicants who possess less than 12 semester/18 quarter hours of college coursework)

1. Submit high school transcript/GED
   - Transcripts must be official and submitted in a sealed envelope.

- No copies or faxed transcripts will be accepted.
- High school seniors must submit their current official transcript at the time of application and a final transcript after graduation.

2. Have a minimum cumulative grade point average (GPA) of 2.0 (on a 4.0 scale); OR a minimum GED composite score of at least 460 (46 if taken before 2002)
3. For students with college credit, please send or email official, sealed high school and college transcripts to our admissions office for review.

Academic Advising:

ATTENTION: All students must schedule a meeting/planning session with an Academic Advisor prior to registering for classes.

Academic advisors are available through The Christ College of Nursing and Health Sciences through the Department of Student Success and in the Medical Assisting Professional program preferably by appointment however, advisors are available on-site to assist when needed. Students are responsible for seeing an advisor to review program progress/completion and to discuss problems they might be facing.

Faculty of the program attempt to maintain an "open-door" policy for students however, students are advised that the recommended and best policy is to schedule an appointment with their advisor to ensure that adequate time is available to discuss their situation. **An Education Plan** provides vital information regarding each student's progression in their classes. Students are responsible for keeping track of completed classes and keeping the progress report up to date.

Medical Assisting Professional Program Standards:

Behaviors of Accountability

As a student at The Christ College of Nursing and Health Sciences, you will be expected to demonstrate the following behaviors related to accountability:

1. Report to class and clinical on time.
2. Turn in work (assignments) on time.
3. Follow the College and program attendance policies.
4. Exhibit honesty.
5. Refrain from cheating or stealing.
6. Refrain from repeating unacceptable behavior(s).
7. Admit errors as soon as discovered.
8. Seek assistance as needed from appropriate person(s) and/or resources.
9. Demonstrate responsibility for previous and ongoing learning (i.e., reviewing materials/notes from previous classes, completing assigned readings before coming to class, etc.).
10. Refrain from engaging in destructive criticism/communication/discussions.
11. Follow the policies of institutions that you visit as a student of The Christ College of Nursing and Health Sciences.
12. Treat self and others with respect.

13. Report unethical behaviors in a timely manner and unsafe conditions immediately.
14. Adhere to the College Code of Conduct, outlined below.

Smoking Policy

No smoking on any campus: The Christ College of Nursing and Health Sciences is affiliated with The Christ Hospital Health Network which is a smoke free campus. The Christ Commons is also a no smoking campus. There is no smoking permitted on the campuses of clinical agencies, including smoking in cars parked on campus or in parking garages is prohibited. This includes electronic cigarettes. Additionally, uniforms or clothing may not smell of smoke of any sort.

Student Code of Conduct:

The Christ College of Nursing and Health Sciences expects students to conduct themselves in a manner that reflects respect for others as well as themselves. The administration of the College of Nursing may suspend or terminate a student in incidences in which documented proof indicates that the behavior is inconsistent with the responsibilities of citizenship or the healthcare profession.

Classroom Conduct (Face/Online):

Professionalism is expected in the classroom and online. During the Medical Assisting Professional's education, we will practice and utilize a code of conduct that represents respectful and responsible behavior. We will respect the differences of students recognizing that we support a diverse population and culture. We recognize that practicing respectful and professional behavior will transfer to future career opportunities within respective practices.

Four Professional Impressions Domains:

The Medical Assistant Professional must be cognizant that both verbal and non-verbal words and cues send messages to the patients and guests that we serve. The program will outline the important nature of the impressions that are made when interacting with patients, families, providers, and team members within the practice.

First Impression Domain:

The initial interaction with patients and family occurs when the patient enters the front lobby/waiting area of the practice. The Medical Assistant Professional greets the patient and family with a smile, welcoming them to the practice. The Medical Assistant Professional continues to use confidentiality and appropriate tone at check-in, ensuring privacy for the patient. Despite interruptions, all attention is given to the patient confirming that they are valued, important, and your attention is focused on their needs.

Second Impression Domain:

The Medical Assistant Professional calls for the patient in the front lobby/waiting area escorting them back to the exam room. The patient is greeted with a smile and comforting voice. The Medical Assistant Professional does not rush the patient to the exam room, walks beside or slightly behind the patient ensuring patient safety by moving at the patient's comfortable pace.

Third Impression Domain:
The Medical Assistant Professional and Provider (Physician or Advanced Practice Provider) interact collectively to ensure the clinical examination and experience is facilitated in a respectful, confidential, and caring manner.

Fourth Impression Domain:
The Medical Assistant Professional interacts virtually via phone, MyChart, and electronic communication. Conversations over the phone should occur in a respectful manner despite the sensitivity of the conversation. It is vital that The Medical Assistant Professional recognize that their emotions can be transferred via tone, language, and expression despite not being face to face with a patient, pharmacy, or insurance company. All communication must be effective, clear, and in a respectful manner as impressions are being sent despite not being face-to-face.

Dress Code:
The Medical Assisting Professional program appearance guidelines closely align with practicum appearance requirements and expectations. These standards are in place to ensure the highest standards of dress and appearance that represents The Christ College of Nursing and Health Sciences and the Medical Assisting Professional program in the classroom, externship experience, and in the communities that we serve. These guidelines and standards are in place to ensure a positive presentation to the medical professionals, leadership team, and patients. Professionalism affects how others perceive you in the field, will impact the confidence others instill in you in your role as Medical Assistant Professional and influences your chances for promotion.

Civility in the classroom and during practicum experiences is always demanded/expected. Disruptive, rude, sarcastic, obscene, or disrespectful speech or behavior has a negative impact on everyone and will not be tolerated. Demonstration of disrespectful conduct or speech will result in removal from the classroom setting or practicum and will receive a zero for any work completed. Faculty reserves the right to permanently remove a student from the class and or program for inappropriate conduct after consultation with the Program Director and Academic Dean.

Uniform: To be worn to practicum experiences, simulation lab, practice lab as instructed by faculty/professor.

Classroom Dress Code: Dress casual to business casual (business casual attire is more formal than weekend wear.

- Clothes and shoes must be clean and neat.
- Black slacks or khakis, dress jeans are permitted (no tears, frays, and or holes). Check hem length which should not be sagging or dragging on the ground.
- Dresses and or skirts must cover the abdomen and be of modest length (tip of the longest finger – roughly mid-thigh or longer).
- Dress shirts/blouses are to be buttoned appropriately and of modest cut (complimentary T-shirt/camisole must be worn for modesty; watch hemlines and cleavage).
- Clothing should fit comfortably and be pressed, presentable and wrinkle free.

The following are not permitted at any time:

- Pajamas, loungewear, etc.
- Bare feet
- Shorts, leggings, tights (may be acceptable if long shirt/top is worn and covering the waist, hips, and thighs)
- Halters
- Sleeveless shirts or camisoles worn alone (cover with a complimentary blouse, sweater, etc.)
- Faded T-shirts, shorts, torn clothing, and risqué attire are not appropriate
- Hat, hoodie, or sunglasses
- Flip-flops/slippers – sandals with heel strap may be acceptable in classroom settings.
- Excessively high-heeled shoes – no more than 2-inch heel (make sure can professionally, safely, and comfortably walk in heels)

Accessories:

- Moderate jewelry – one wedding ring and one pair of small earrings in the ear lobe. No large or dangling earrings should be worn in classroom/lab settings, or practicum settings.
- Necklaces should not be visible.
- No other visible body jewelry, piercing, tongue/nose rings are permitted.
- No tattoos should be visible.
- Avoid heavy scented products: perfumes, after shave/cologne, deodorants, soaps, hair products, laundry products, tobacco, wood smoke, etc.

Hair and Nails:

- Hair is to be clean and neatly groomed.
- Hair should be pulled back if length is at shoulder length.
- Nails should be clean and neatly trimmed; clear nail polish is permitted. Artificial nails are not permitted in the lab/practicum setting (asepsis and client/peer related to safety issues).
- Male students should be clean shaven or have neatly trimmed beards or moustache.

Other:

- Simple, clean make-up.
- Gum chewing is not permitted. It detracts from your professional demeanor (mints may be used as needed to ensure breath is always fresh).
- Cleanliness is a vital part of demonstrating professionalism to clients and the medical team. Attention to personal hygiene is essential. Clothes should be clean, unwrinkled, and neat. It is the right of patients and families to be cared for by staff/students who maintain high standards of personal hygiene.
- Cell phones should be turned off and out of sight. Consistent use of cell phone without permission during classroom/lab and practicum will be addressed by faculty/Program Director.

Practicum: (AASMA only)

All policies, rules, and regulations of the practicum facility in addition to The Christ College of Nursing and Health Sciences Medical Assisting Professional program rules and regulations (Practicum guidelines,

expectations and rules will be reviewed by faculty during orientation). Examples of professional/behavioral guidelines include but are not limited to the following:

- Respect the confidential nature of all sensitive information pertaining to the patient, provider, and facility/office.
- Use of cell phone in clinical areas will result in failure to pass practicum if multiple reminders are required by the staff.
- Use professional voice, tone, and language.
- Be responsible for your own conduct and actions during the practicum experience
- Maintain a professional attitude/behavior and demeanor at the practicum site.
- No fraudulent acts, such as falsification of time sheets or falsification of records, will be tolerated.
- Do not misrepresent yourself and your professional status.
- Do not provide advice to patients beyond your scope of practice.
- Take confidentiality seriously, do not practice breaches of patient confidentiality.
- Do not demonstrate flirtatious behaviors with members of the care team. Do not engage in inappropriate relationships during practicum experience.

Community Service:

Members of the health care team are called to help and/or serve the needs of the communities that we serve. Students will complete community service as necessary (serve opportunities will be discussed in orientation) and outlined based on community need. As responsible citizens, health care professional is charged with civic responsibilities and are expected to be active and participatory in community, government.

Academic Integrity and Honesty:

The Medical Assistant Professional is always expected to demonstrate honesty and integrity. (Refer to The Christ College of Nursing and Health Sciences college catalogue).

https://www.thechristcollege.edu/college-catalog/academic-information/#academic-integrity-and-honesty

Confidentiality:

Medical Assistant Professionals will respect the privacy of all individuals encountered on campus, at the hospital, and at practicums during the educational and professional experience. The students must hold all information concerning employees, students, and patients as strictly confidential. They may discuss this information only with medical personnel involved with the professional care of the patients and only in private patient care areas and conference areas. No patient identifiable records may be removed from any facility.

Social Media:

Online communication through social media and networking is a recognized form of daily communication. (Refer to The Christ College of Nursing and Health Science policy on social media).

https://www.thechristcollege.edu/college-catalog/support-services/#social-media-policy

Equipment and Lab Maintenance:

- After use of equipment and supplies all items should be returned to appropriate place.
- No equipment may be removed from the lab at any time.
- At the end of a lab session, students are expected to leave the laboratory in the order which includes:
  - Ensuring that all surfaces are clean
  - Making and straightening beds/exam tables
  - Returning models and equipment to appropriate location/spaces
  - Table and chairs are neat and in proper order and location
  - All trash and papers should be disposed of in proper manner
  - All equipment (IT/laboratory) should be returned to proper location
  - Mannequins must be secured on exam tables, chairs, or on carts
  - To conserve energy, lights are to be turned off when exiting classrooms

Student Conduct While Providing Patient Care Policy

While providing care to patients in a clinical setting, a student shall essentially adhere to the following policies.

A. A student shall implement measures to promote a safe environment for each patient.
B. A student shall delineate, establish, and maintain professional boundaries with each patient.
C. A student shall use standard blood and body fluid precautions.
D. A MAAS/MACC student shall not:
   a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient.
   b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
   c. Misappropriate a patient's property or engage in behavior to seek or obtain personal gain at the patient's expense.
   d. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.
   e. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
   f. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
E. Engage in verbal behavior that is sexually demeaning or may be reasonably interpreted by the patient as sexually demeaning, regardless of whether contact or verbal behavior is consensual, unless the patient is a student's spouse.
F. A student shall not self-administer or otherwise take into the body any dangerous drug in any way not in accordance with a legal, valid prescription issued for the student, or self-administer any drug that is a schedule I controlled substance.
G. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
H. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
I. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

J. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

K. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception during practice.

L. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

M. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

N. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

O. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities

Unsafe Practice Policy

A. Purpose: To establish clear expectations regarding student performance in the clinical setting and to explain the consequences of unsatisfactory, unsafe, or unethical student clinical practice.

B. Accountability Under the direction of the Chief Academic Officer and the Associate Dean of Health Sciences, MAAS/MACC Program Director and all MAAS/MACC faculty will be responsible for implementing this policy.

C. Applicability: This policy shall apply to every student enrolled in a clinical sonography course.

D. Definitions

   a. Unsatisfactory clinical practice is defined as a failure to perform up to the minimum standards established for the specific clinical experience.

   b. Unsafe or unethical clinical practice is defined as an occurrence, event or pattern of repeated behavior that places the patient, family or other in jeopardy and/or at an unacceptable level of risk for physical, psychosocial, or emotional harm (Scanlan, Care, & Gessler, 2001). Every student in the program is expected to act in a safe and ethical manner.

 Examples of unsafe or unethical practice include, but are not limited to:
• Negligence in patient care.
• Unprofessional behavior either in the lab/simulation setting, or at the clinical agency.
• Substantiated act(s) of patient abuse, either physical or verbal.
• Ongoing unsatisfactory performance documented by the clinical instructors.
• Neglect of duty with actual cause or potential to cause patient harm.
• Fraudulent or egregious acts.
• Demonstrated and /or documented incompetence.

• Personal conduct that adversely effects the learning environment and /or the instructor's ability to perform his/her responsibilities.
 • Exhibiting aggressive or intimidating behavior (e.g., Profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients, or agency personnel.
  • Falsifying a client's record.
• Violation of HIPAA regulations (i.e., breach of clients' confidentiality).
• Inadequate preparation for clinical responsibilities.
• Inability to recognize limitations and/or failure to seek appropriate help in time-sensitive situations.
• Dishonest communication with clients, families, faculty and/or agency staff.
• Denying responsibility for one's actions.

Program Attendance:

Classroom Scheduling:

In order to meet the goals and objectives of each course in The Medical Assisting Professional program, students are expected to attend and participate in all scheduled classes, labs, orientations, and **unpaid** practicums/clinical.

During orientation and initial program meetings a "Class Schedule" will be handed out by your academic advisor and reviewed in class by faculty. If a student must miss a class, as a professional courtesy, the student is expected to call and inform the instructor by either talking with the instructor or leaving a detailed message explaining the reason for missing a class or practicum experience. Absence notifications should be given in as much advance notice as is possible. Absenteeism messages delivered by another student will not be accepted.

There are no "excused absences". Any exam/work completed during a student absence will receive a zero. Students are permitted up to three (3) class absences to cover emergency or unforeseen circumstances before the final course grade is impacted. More than three (3) class absences will result in a drop of one full letter grade from the final grade. At the fourth (4) absence may result in reduction of a final grade of A to a B; a D would drop to an F. Repeated absences with or without faculty approval may result in dismissal from the program.

Inclement Weather/Cancellations:

In the case of inclement weather or cancellation, refer to The Christ College of Nursing and Health Sciences policy.

https://www.thechristcollege.edu/college-catalog/operations/#weather-emergency-procedure

Scheduled Exams:

All students are expected to be in class for scheduled exams. If a student misses a scheduled exam, the make-up will only be available when the instructor/faculty is contacted in writing (timed email). No more than one (1) missed exam or quiz is permitted per term. Students absent during exams or quizzes (more than one (1)) will receive a zero (0) score on all further missed exams or quizzes.

Pop Quizzes:

Make-up quizzes will be given at the discretion of the faculty.

Lab/Competency:

All students are expected to be in class for lab or competency training. Any student missing a scheduled competency, either demonstration or check-off, must make an appointment with instructor within one week of return to school to make up this portion of the class. Failure to comply will result in a "Fail" for the competency. It is the responsibility of the student to follow up appropriately and make the appropriate arrangements to make up the lab/competency.

Practicum/Clinical Policy:

The Medical Assisting Professional practicum will require a 160 hour **(UNPAID)** on-site, hands-on-clinical learning experience. Students must be 18 years of age to participate in the practicum experience.

Uniforms:

Uniforms are required for all clinical/administrative practicums, including clinical classroom and lab simulation classes. Related expenses are the responsibility of the student.

Uniforms include:

- Scrub top and scrub pants. (Scrub color will generally be black or blue, we will discuss in orientation).
- Long-sleeve, hip-length lab coat (will discuss during orientation to practicum experience).
- Shoes must be white with closed toe and heels covered. Entire foot must always be covered.

Health Requirements:

MACC students are not required to complete preadmission health requirements. Note the following: before being accepted in the MACC Residency program and at time of hire, MACC students will be required to meet all health requirements mentioned in this section. Pre-employment physicals, background checks, and drug screening is a condition of employment.

Physical Examination

Students in the associate's program are required to obtain a physical exam through Employee Health of The Christ Hospital Health Network, documenting evidence of good physical and mental health, date of the exam, and physician's signature prior to the beginning of the MA program.

Drug Screening

A negative urine drug screen is required for the associate's program and must be completed at Employee Health.

Additional testing may be required per agency policy and/or suspicion of drug or alcohol use at student's expense.

Health Screening and Immunization Requirements (MACC students not required, will need to meet all health screening and immunization requirements as condition of employment or MACC residency)

A. Requirements prior to ENTRY into the MA program includes:

1. COVID-19 vaccination. "All students entering the clinical setting will be required to submit proof of full vaccination for the Covid-19 virus prior to the start of the clinical experience."
2. Tuberculin (TB) Test
   a. If a student has a positive TB test, documentation must be provided of the amount of induration at the skin test site and a chest X-ray showing no evidence of disease must be on file. The chest X-ray is valid for a period as designated per clinical agency.
3. Documentation with dates of the following vaccines/immunizations:
   a. One Tetanus-Diphtheria-Pertussis (Tdap) booster after the age of 12 years must include Pertussis and be within last ten (10) years. Documentation of Booster must be provided it over ten (10) years.
   b. Two doses of the measles, mumps, and rubella (MMR) vaccine
   c. Varicella (Chicken Pox) vaccine proof of immunity through one of the following:
      i. Physician statement of having history of Chicken Pox disease
      ii. Two doses of the Varicella vaccine
      iii. A copy of actual lab results indicting a positive Varicella titer (value over 1.10)
   d. At least two (2) doses of the three-dose Hepatitis B vaccine series are required prior to the start of the first clinical day. Series must be completed.
4. If documentation of the above vaccines cannot be obtained, titers will be drawn.

B. Requirements after admission to the MA program
1. An annual TB test is required during the annual TB screening period for The Christ Hospital Network.
2. An annual flu vaccine is required by the date specified by the clinical agency.
   a. If the student is not able to receive the vaccine, a physician's letter must be provided including the reason (i.e., allergy).
   b. The student must follow the protective stipulations of The Christ Hospital Health Network and the clinical agency.

C. Clinical agencies may also require additional immunizations and it is the student's responsibility to schedule the immunization(s), pay for the immunization(s), and provide official proof of having met the immunization requirement

D. If one or more of the above health requirements are not complete by the due date, the student will be suspended from class and clinical.

https://www.thechristcollege.edu/img/content/ma-health-requirements_03.19.19.pdf

Protection from Blood Borne Pathogen Infections:

Medical Assistant Professionals are required to provide care to patients in clinical settings during practicum courses and experiences. This clinical practice assignment may include the care of patients with infectious diseases (HIV/AIDS) or other patients with infections transmitted by blood or body fluids, if the instructor see the assignment as supportive to student learning. All students are required to follow guidelines established by the Center for Disease Control (CDC) and are required to follow Occupational Safety and Health Administration (OSHA) Guidelines. (See reference from OSHA website)

To ensure safety and protection of all students from accidental transmission of the HIV or other infections transmitted by blood and bodily fluids, universal precautions as prescribed by the CDC (see reference from CDC website) will be taught within the program theory and lab instruction.

https://www.cdc.gov/niosh/topics/bbp/universal.html

https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030

The precautions are as follows:

- Use blood and body fluid precautions for all patients, since medical history and examination does not always provide reliable evidence of all patients' exposure to infection, HIV, and other fluid or blood-borne pathogens.
- Use of special precautions during pre-hospital and emergency care. The risk of blood exposure to health care employees may be increased and the infection status of the patient is generally unknown.
- Appropriate protective devices should be used to create a barrier between the student/employee to prevent exposure to skin and mucous membrane when in contact with blood and body fluids.
- Gloves should always be worn when in contact with blood, body fluids and mucous membranes. Handling items or surfaces soiled with blood or body fluids should always be handled with gloves on. Venipunctures and or other vascular access procedures always require the use of gloves.
- Masks and protective eyewear of face shields should always be worn during procedures likely to generate air-borne droplets nose and eyes.
- During procedures, gowns or aprons should be worn. (Procedures may generate splashes of blood or other bodily fluids).
- Always use caution to prevent injuries caused by needles, scalpels, and other sharp instruments. Always dispose of sharps in an appropriate manner in puncture resistant containers for appropriate disposal. To prevent needle sticks, needles should never be recapped, purposely bent or broken by hand.
- When doing CPR, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouth pieces and ventilation devices available in areas in which the need for resuscitation is predictable.
- Health care workers/students with open lesions or weeping dermatitis should refrain from all direct patient care and from handling equipment until condition resolves.
- Change gloves after caring for each patient, after procedures, as glove integrity cannot be assured with washing and repeated use.
- Proper handwashing prior to and immediately after patient contact is mandatory. Handwashing can help prevent illness. It involves five simple and effective steps (Wet, Lather, Scrub, Rinse, Dry). https://www.cdc.gov/handwashing/ https://www.cdc.gov/handwashing/show-me-the-science-handwashing.html
- If soap and water are unavailable, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands.

Medical Situations

Any condition that impairs functioning and/or for which the student is currently being treated is to be individually evaluated by the faculty member, MA Program Director, and the Associate Dean, Health Sciences or designee in regard to the student's ability to give patient care.

Infectious Conditions: If a student has symptoms of an acute communicable disease, arrangements are to be made for the student to be taken home or, if necessary, admitted to the hospital.

Surgery: If elective surgery is performed, upon return the student must be able to assume his or her full responsibility the first day of the return to class or clinical. A medical release submitted to the MA Program Director or designee, permitting a return to the College is required.

Hospitalization: Students who have been assigned to clinical areas and who have been hospitalized must provide a medical release to the MA Program Director or designee, upon return to class or clinical.

Illness and Convalescence: Any student under the care of a physician for an illness or condition that prevents attendance and/or full participation in the clinical experience is required to have a medical release signed by a physician stating that the student is capable of performing clinical activities with or without limitations. The medical release provides data for a final decision on a student's return to clinical by the faculty and MA Program Director or designee.

Medical Releases

Medical Release **Without** Limitations: A release stating that the student may return to clinical duty without limitations implies that, in the physician's opinion, the student's performance and function will not be a safety risk to patients, healthcare members or other students.
The release, signed by the student's physician should state: "(Student name) may return to clinical without limitations on (date)."
A medical release without limitations is required for a student to return to full participation in clinical activities.

Medical Release **with** Limitations: A medical release that includes limitations should have a detailed listing of the limitations and the timeframe for the limitations.
The student's return to full participation in clinical activities may be denied.
It will be up to the discretion of the clinical faculty and the MA Program Director or designee, to decide if the restrictions will interfere with patient safety and student safety and performance.

Student Injury

In the event a student sustains an injury during the clinical experience.

1. The student should report injury to clinical faculty.
2. The policy at the clinical agency for reporting such injuries should be followed.

A. If an injury occurs at The Christ Hospital the student must immediately report the injury to the practice/clinical manager. The practice/clinical manager will facilitate appropriate documentation (incident reporting via Midas internal reporting system) and will implement policies and procedures as outlined by the hospital. Practice/clinical manager will report the injury to the medical assisting program director/practicum coordinator.

1. If a visitor is injured on the premises of the hospital or the Medical Office Building in Mount Auburn, contact the practice/clinical manager and Safety and Security at 5-2222. The responding officer will investigate the event, complete a report, and communicate this information to the risk management department. The visitor should be encouraged to receive an initial evaluation in the TCH Emergency Department to determine the extent of injury and whether treatment will be necessary.
2. The visitor should be advised that the hospital Emergency Department will obtain all usual health insurance information at the time of registration and that the visitor's applicable insurer will be billed for this evaluation by the hospital and by physicians, such as the emergency room doctor and radiologist, for any necessary diagnostic testing and treatment.
3. Patient and visitor incidents at all other TCH Network locations should be reported using the organization's electronic incident reporting system. If a patient/visitor's injury is serious enough to require diagnostic testing or treatment not available at the location, call 911 for transportation to the nearest emergency department.
4. Risk Management will evaluate the circumstances of visitor incidents and may extend payment to health care providers for medical care or treatment not covered by health insurance which is reasonably related to an injury and to visitors for documented out-of-pocket expenses directly related to the injury.

Associate Degree Medical Assisting students may not attend clinical/administrative practicum until proof of all mandatory requirements are met. MACC students may not be accepted ito residency until all health screenings are met. All health requirements must be met and on file within the department. All background check results must be received, on file and approved. (Documentation must be on site at the college or in HR at TCHHN if current employee). Proof of drug screen and insurances are shown, and all current waivers are signed and on file at the college.

Health Services/Emergency Procedures:
The Christ College of Nursing and Health Sciences has no health services onsite, at the campus. Students should seek health care with their own physicians. In the event of an emergency while on campus, emergency procedures will be followed.

https://www.thechristcollege.edu/college-catalog/operations/#college-emergency-procedures

Disciplinary Standards and Procedures:
Students who violate any of the required standards and procedures during the Medical Assisting Professional program will face disciplinary action as outlined within The Christ College of Nursing and Health Sciences catalogue.

https://www.thechristcollege.edu/college-catalog/support-services/#disciplinary-procedures

Grievances and Appeals:

All Medical Assistant Professional students have the right to fair hearing when they perceive the policies of the program have been violated. The procedure for grievances and appeals will be followed as outlined in The Christ College of Nursing and Health Sciences catalogue.

https://www.thechristcollege.edu/college-catalog/support-services/#grievance-and-fair-treatment-procedures

Disability Compliance:
https://www.thechristcollege.edu/college-catalog/about-the-college/#disability-compliance

Student Pregnancy Policy

Student will be referred to Title IX Coordinator to discuss leave of absence and management of classwork. An education plan is created with student and faculty to determine allowances and time frames for completion of work.

Program Completion:

Students must successfully pass all psychomotor and affective competencies to pass each course and/or to progress in the program. Students must complete required 60 hours of course work (AASMA) and 16 credit hours (MACC) and required practicum (AASMA only), receiving a passing grade in all course work, and demonstrating clinical and administrative (AASMA only) competency during practicums. All required documentation must be completed, signed, and returned to the required faculty/department in a time manner as outlined. Graduates are encouraged to attend and participate in the college graduation ceremony.

American Association of Medical Assistants/Certification (AAMA):

CMA Code of Conduct/Certification: February 2018
https://www.aama-ntl.org/docs/default-source/cma-exam/code-of-conduct.pdf?sfvrsn=12

CMA Standards:
https://www.aama-ntl.org/docs/default-source/cma-exam/disciplinary-standards.pdf?sfvrsn=10

I. Grounds for denial of eligibility for the CMA (AAMA) credential, or for discipline of the CMA (AAMA)

> A. Obtaining or attempting to obtain certification, or recertification of the CMA (AAMA) credential, by fraud or deception.

> B. Knowingly assisting another to obtain or attempt to obtain certification or recertification by fraud or deception.

C. Misstatement of material fact or failure to make a statement of material fact in application for certification or recertification.

D. Falsifying information required for admission to the CMA (AAMA) Certification/Recertification Examination, impersonating another examinee, or falsifying education or credentials.

E. Copying answers, permitting another to copy answers, or providing or receiving unauthorized advice about examination content during the CMA (AAMA) Exam.

F. Unauthorized possession or distribution of examination materials, including copying and reproducing examination questions and problems.

G. Found guilty of a felony or pleaded guilty to a felony. However, the Certifying Board may grant a waiver based upon mitigating circumstances, which may include, but need not be limited to the following:

1. The age at which the crime was committed
2. The circumstances surrounding the crime
3. The nature of the crime committed
4. The length of time since the conviction
5. The individual's criminal history since the conviction
6. The individual's current employment references
7. The individual's character references
8. Other evidence demonstrating the ability of the individual to perform the professional responsibilities competently, and evidence that the individual does not pose a threat to the health or safety of patients

H. Violation of any laws relating to medical assisting practice, including the common law duty of providing a standard of care that meets or exceeds that of the reasonably competent and knowledgeable CMA (AAMA).

I. The possession, use, or distribution of controlled substances or drugs in any way other than for legitimate or therapeutic purposes, or the addiction to or diversion of controlled substances or drugs (including alcohol), the violation of any drug law, or prescribing controlled substances for oneself.

J. Violation of any policies, procedures, and regulations of the American Association of Medical Assistants Certifying Board, including regulations governing the use of the CMA (AAMA) credential.

K. Violation of the American Association of Medical Assistants (AAMA) Code of Ethics.

L. Failure to cooperate reasonably with the investigation of a disciplinary matter.

II. Expired credentials
A. It is unethical and a misrepresentation to publicly display the CMA (AAMA) certification title or to use the CMA (AAMA) initials after your name if your credential has expired.

III. Procedures for adjudicating alleged violations of *Disciplinary Standards*
A. The CMA (AAMA) or applicant for the CMA (AAMA) credential shall be informed in writing of the basis for denial of eligibility for the CMA (AAMA) credential, or for discipline of the CMA (AAMA).

B. The CMA (AAMA) or applicant shall be given the opportunity to submit written evidence regarding the alleged violations.

C. The CMA (AAMA) or applicant shall be given the opportunity
to appeal the decision of the Certifying Board to an appeals panel established by the Certifying Board.

IV. Possible sanctions
A. Denial of eligibility for the CMA (AAMA) Exam

B. Scores invalidated, scores withheld, or scores recalled

C. Probation

D. Reprimand

E. Temporary revocation of the CMA (AAMA) credential

F. Permanent revocation of the CMA (AAMA) credential

G. Requirement to return certificate and wallet card if credential is temporarily or permanently revoked

Miscellaneous Information/Policies and Procedures:
Academic Policies and Procedures (see The Christ Hospital of Nursing and Health Sciences catalogue).

https://www.thechristcollege.edu/college-catalog/academic-information/#508637503

APPENDIX A – MAERB Core Curriculum for Medical Assistants

The following document was prepared by the Medical Assisting Education Review Board (MAERB) and has been copied from the MAERB's website.

Core Curriculum for Medical Assistants

Medical Assisting Education Review Board (MAERB)

2015 Curriculum Plan

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in providing patient care. Please note the following: course competencies are subject to change based on educational content. All competencies listed below are not a 100% requirement to complete either the associates or certificate programs.

FOUNDATIONS FOR CLINICAL PRACTICE
CONTENT AREAS I-IV

CONTENT AREA I: Anatomy & Physiology		
Cognitive (Knowledge) **I.C. Anatomy & Physiology**	**Psychomotor (Skills)** **I.P. Anatomy & Physiology**	**Affective (Behavior)** **I.A. Anatomy & Physiology**

1. Describe structural organization of the human body
2. Identify body systems
3. Describe:
    a. body planes
    b. directional terms
    c. quadrants
    d. body cavities
4. List major organs in each body system
5. Identify the anatomical location of major organs in each body system
6. Compare structure and function of the human body across the life span
7. Describe the normal function of each body system
8. Identify common pathology related to each body system including:
    a. signs
    b. symptoms
    c. etiology
9. Analyze pathology for each body system including:
    a. diagnostic measures
    b. treatment modalities
10. Identify CLIA waived tests associated with common diseases
11. Identify the classifications of medications including:
    a. indications for use
    b. desired effects
	1. Measure and record:
	    a. blood pressure
	    b. temperature
	    c. pulse
	    d. respirations
	    e. height
	    f. weight
	    g. length (infant)
	    h. head circumference (infant)
	    i. pulse oximetry
	2. Perform:
	    a. electrocardiography
	    b. venipuncture
	    c. capillary puncture
	    d. pulmonary function testing
	3. Perform patient screening using established protocols
	4. Verify the rules of medication administration:
	    a. right patient
	    b. right medication
	    c. right dose
	    d. right route
	    e. right time
	    f. right documentation
	5. Select proper sites for administering parenteral medication
	6. Administer oral medications
	7. Administer parenteral (excluding iv) medications
	8. Instruct and prepare a patient for a procedure or a treatment	

c. side effects
    d. adverse reactions
12. Identify quality assurance practices in healthcare
13. List principles and steps of professional/provider CPR
14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting
	9. Assist provider with a patient exam
	10. Perform a quality control measure
	11. Obtain specimens and perform:
	    a. CLIA waived hematology test
	    b. CLIA waived chemistry test
	    c. CLIA waived urinalysis
	    d. CLIA waived immunology test
	    e. CLIA waived microbiology test
	12. Produce up-to-date documentation of provider/professional level CPR
	13. Perform first aid procedures for:
	    a. bleeding
	    b. diabetic coma or insulin shock
	    c. fractures
	    d. seizures
	    e. shock
	    f. syncope	

CONTENT AREA II: Applied Mathematics		

Cognitive (Knowledge) II.C. Applied Mathematics	Psychomotor (Skills) II.P. Applied Mathematics	Affective (Behavior) II.A. Applied Mathematics

1. Demonstrate knowledge of basic math computations
2. Apply mathematical computations to solve equations
3. Define basic units of measurement in:
    a. the metric system
    b. the household system
4. Convert among measurement systems
5. Identify abbreviations and symbols used in calculating medication dosages
6. Analyze healthcare results as reported in:
    a. graphs
    b. tables
	1. Calculate proper dosages of medication for administration
	2. Differentiate between normal and abnormal test results
	3. Maintain lab test results using flow sheets
	4. Document on a growth chart
		1. Reassure a patient of the accuracy of the test results

CONTENT AREA III: Infection Control

Cognitive (Knowledge) III.C. Infection Control	Psychomotor (Skills) III.P. Infection Control	Affective (Behavior) III.A. Infection Control

1. List major types of infectious agents
2. Describe the infection cycle including:
    a. the infectious agent
    b. reservoir
    c. susceptible host
    d. means of transmission
    e. portals of entry
    f. portals of exit
3. Define the following as practiced within an ambulatory care setting:
    a. medical asepsis
    b. surgical asepsis
4. Identify methods of controlling growth of microorganisms
5. Define the principles of standard precautions
6. Define personal protective equipment (PPE) for:
    a. all body fluids, secretions and excretions
    b. blood
    c. non-intact skin
    d. mucous membranes
7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices
	1. Participate in bloodborne pathogen training
	2. Select appropriate barrier/personal protective equipment (PPE)
	3. Perform handwashing
	4. Prepare items for autoclaving
	5. Perform sterilization procedures
	6. Prepare a sterile field
	7. Perform within a sterile field
	8. Perform wound care
	9. Perform dressing change
	10. Demonstrate proper disposal of biohazardous material
	    a. sharps
	    b. regulated wastes
		1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

CONTENT AREA IV: Nutrition		
Cognitive (Knowledge) **IV.C. Nutrition**	**Psychomotor (Skills)** **IV.P. Nutrition**	**Affective (Behavior)** **IV.A. Nutrition**

1. Describe dietary nutrients including:
   a. carbohydrates
   b. fat
   c. protein
   d. minerals
   e. electrolytes
   f. vitamins
   g. fiber
   h. water
2. Define the function of dietary supplements
3. Identify the special dietary needs for:
   a. weight control
   b. diabetes
   c. cardiovascular disease
   d. hypertension
   e. cancer
   f. lactose sensitivity
   g. gluten-free
   h. food allergies
	1. Instruct a patient according to patient's special dietary needs	1. Show awareness of patient's concerns regarding a dietary change

APPLIED COMMUNICATIONS
CONTENT AREA V

CONTENT AREA V: Concepts of Effective Communication		
Cognitive (Knowledge) **V.C. Concepts of Effective Communication**	**Psychomotor (Skills)** **V.P. Concepts of Effective Communication**	**Affective (Behavior)** **V.A. Concepts of Effective Communication**

1. Identify styles and types of verbal communication
2. Identify types of nonverbal communications
3. Recognize barriers to communication
4. Identify techniques for overcoming communication barriers
5. Recognize the elements of oral communication using a sender-receiver process
6. Define coaching a patient as it relates to:
   a. health maintenance
   b. disease prevention
   c. compliance with treatment plan
   d. community resources
   e. adaptations relevant to individual patient needs
7. Recognize elements of fundamental writing skills
8. Discuss applications of electronic technology in professional communication
9. Identify medical terms labeling the word parts
10. Define medical terms and abbreviations related to all body systems
11. Define the principles of self-boundaries
	1. Use feedback techniques to obtain patient information including:
	   a. reflection
	   b. restatement
	   c. clarification
	2. Respond to nonverbal communication
	3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients
	4. Coach patients regarding:
	   a. office policies
	   b. health maintenance
	   c. disease prevention
	   d. treatment plan
	5. Coach patients appropriately considering:
	   a. cultural diversity
	   b. developmental life stage
	   c. communication barriers
	6. Demonstrate professional telephone techniques
	7. Document telephone messages accurately
	8. Compose professional correspondence utilizing electronic technology
		1. Demonstrate:
		   a. empathy
		   b. active listening
		   c. nonverbal communication
		2. Demonstrate the principles of self-boundaries
		3. Demonstrate respect for individual diversity including:
		   a. gender
		   b. race
		   c. religion
		   d. age
		   e. economic status
		   f. appearance
		4. Explain to a patient the rationale for performance of a procedure

12. Define patient navigator 13. Describe the role of the medical assistant as a patient navigator	9. Develop a current list of community resources related to patients' healthcare needs 10. Facilitate referrals to community resources in the role of a patient navigator 11. Report relevant information concisely and accurately	

14. Relate the following behaviors to professional communication:
    a. assertive
    b. aggressive
    c. passive
15. Differentiate between adaptive and non-adaptive coping mechanisms
16. Differentiate between subjective and objective information
17. Discuss the theories of:
    a. Maslow
    b. Erikson
    c. Kubler-Ross
18. Discuss examples of diversity:
    a. cultural
    b. social
    c. ethnic		

MEDICAL BUSINESS PRACTICES
CONTENT AREAS VI-IX

CONTENT AREA VI: Administrative Functions		
Cognitive (Knowledge) **VI.C. Administrative Functions**	**Psychomotor (Skills)** **VI.P. Administrative Functions**	**Affective (Behavior)** **VI.A. Administrative Functions**

1. Identify different types of appointment scheduling methods
2. Identify advantages and disadvantages of the following appointment systems
    a. manual
    b. electronic
3. Identify critical information required for scheduling patient procedures
4. Define types of information contained in the patient's medical record
	1. Manage appointment schedule using established priorities
	2. Schedule a patient procedure
	3. Create a patient's medical record
	4. Organize a patient's medical record
	5. File patient medical records
	6. Utilize an EMR
	7. Input patient data utilizing a practice management system
	8. Perform routine maintenance of administrative or clinical equipment
		1. Display sensitivity when managing appointments

| 5. Identify methods of organizing the patient's medical record based on:
   a. problem-oriented medical record (POMR)
   b. source-oriented medical record (SOMR)
6. Identify equipment and supplies needed for medical records in order to:
   a. Create
   b. Maintain
   c. Store
7. Describe filing indexing rules
8. Differentiate between electronic medical records (EMR) and a practice management system
9. Explain the purpose of routine maintenance of administrative and clinical equipment
10. List steps involved in completing an inventory
11. Explain the importance of data back-up
12. Explain meaningful use as it applies to EMR | 9. Perform an inventory with documentation | |

CONTENT AREA VII: Basic Practice Finances		
Cognitive (Knowledge) **VII.C. Basic Practice Finances**	**Psychomotor (Skills)** **VII.P. Basic Practice Finances**	**Affective (Behavior)** **VII.A. Basic Practice Finances**

1. Define the following bookkeeping terms:
   a. charges
   b. payments
   c. accounts receivable
   d. accounts payable
   e. adjustments
2. Describe banking procedures as related to the ambulatory care setting
3. Identify precautions for accepting the following types of payments:
   a. cash
   b. check
   c. credit card
	1. Perform accounts receivable procedures to patient accounts including posting:
	   a. charges
	   b. payments
	   c. adjustments
	2. Prepare a bank deposit
	3. Obtain accurate patient billing information
	4. Inform a patient of financial obligations for services rendered
		1. Demonstrate professionalism when discussing patient's billing record
		2. Display sensitivity when requesting payment for services rendered

d. debit card

4. Describe types of adjustments made to patient accounts including:
    a. non-sufficient funds (NSF) check
    b. collection agency transaction
    c. credit balance
    d. third party
5. Identify types of information contained in the patient's billing record
6. Explain patient financial obligations for services rendered

CONTENT AREA VIII: Third Party Reimbursement		
Cognitive (Knowledge) **VIII.C. Third Party Reimbursement**	**Psychomotor (Skills)** **VIII.P. Third Party Reimbursement**	**Affective (Behavior)** **VIII.A. Third Party Reimbursement**

1. Identify:
    a. types of third party plans
    b. information required to file a third party claim
    c. the steps for filing a third party claim
2. Outline managed care requirements for patient referral
3. Describe processes for:
    a. verification of eligibility for services
    b. precertification
    c. preauthorization
4. Define a patient-centered medical home (PCMH)
5. Differentiate between fraud and abuse
	1. Interpret information on an insurance card
	2. Verify eligibility for services including documentation
	3. Obtain precertification or preauthorization including documentation
	4. Complete an insurance claim form
		1. Interact professionally with third party representatives
		2. Display tactful behavior when communicating with medical providers regarding third party requirements
		3. Show sensitivity when communicating with patients regarding third party requirements

CONTENT AREA IX: Procedural and Diagnostic Coding

Cognitive (Knowledge) IX.C. Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P. Procedural and Diagnostic Coding	Affective (Behavior) IX.A. Procedural and Diagnostic Coding

1. Describe how to use the most current procedural coding system
2. Describe how to use the most current diagnostic coding classification system
3. Describe how to use the most current HCPCS level II coding system
4. Discuss the effects of:
  a. upcoding
  b. down coding
5. Define medical necessity as it applies to procedural and diagnostic coding
	1. Perform procedural coding
	2. Perform diagnostic coding
	3. Utilize medical necessity guidelines
		1. Utilize tactful communication skills with medical providers to ensure accurate code selection

MEDICAL LAW AND ETHICS
CONTENT AREAS X-XI

CONTENT AREA X: Legal Implications

Cognitive (Knowledge) X.C. Legal Implications	Psychomotor (Skills) X.P. Legal Implications	Affective (Behavior) X.A. Legal Implications

1. Differentiate between scope of practice and standards of care for medical assistants
2. Compare and contrast provider and medical assistant roles in terms of standard of care
3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
4. Summarize the Patient Bill of Rights
5. Discuss licensure and certification as they apply to healthcare providers
	1. Locate a state's legal scope of practice for medical assistants
	2. Apply HIPAA rules regarding:
	  a. privacy
	  b. release of information
	3. Document patient care accurately in the medical record
	4. Apply the Patient's Bill of Rights as it relates to:
	  a. choice of treatment
	  b. consent for treatment
	  c. refusal of treatment
	5. Perform compliance reporting based on public health statutes
		1. Demonstrate sensitivity to patient rights
		2. Protect the integrity of the medical record

6. Compare criminal and civil law as they apply to practicing medical assistant
7. Define:
   a. negligence
   b. malpractice
   c. statute of limitations
   d. Good Samaritan Act(s)
   e. Uniform Anatomical Gift Act
   f. living will/advanced directives
   g. medical durable power of attorney
   h. Patient Self Determination Act (PSDA)
   i. risk management
8. Describe the following types of insurance:
   a. liability
   b. professional (malpractice)
   c. personal injury
9. List and discuss legal and illegal applicant interview questions
10. Identify:
   a. Health Information Technology for Economic and Clinical Health (HITECH) Act
   b. Genetic Information Nondiscrimination Act of 2008 (GINA)
   c. American with Disabilities Act Amendments Act (ADAAA)
11. Describe the process in compliance reporting:
   a. unsafe activities
   b. errors in patient care
   c. conflicts of interest
   d. incident reports
12. Describe compliance with public health statutes:
   a. communicable diseases
   b. abuse, neglect, and exploitation
   c. wounds of violence
13. Define the following medical legal terms:
	6. Report an illegal activity in the healthcare setting following proper protocol
	7. Complete an incident report related to an error in patient care

a. Informed consent b. Implied consent c. Expressed consent d. Patient incompetence e. Emancipated minor f. Mature minor g. Subpoena duces tecum h. Respondent superior i. Res ipsa loquitor j. Locum tenens k. Defendant-plaintiff l. Deposition m. Arbitration-mediation n. Good Samaritan laws		

CONTENT AREA XI: Ethical Considerations		
Cognitive (Knowledge) **XI.C. Ethical Considerations**	**Psychomotor (Skills)** **XI.P. Ethical Considerations**	**Affective (Behavior)** **XI.A. Ethical Considerations**

1. Define:
  a. ethics
  b. morals
2. Differentiate between personal and professional ethics
3. Identify the effect of personal morals on professional performance
	1. Develop a plan for separation of personal and professional ethics
	2. Demonstrate appropriate response(s) to ethical issues
		1. Recognize the impact personal ethics and morals have on the delivery of healthcare

SAFETY AND EMERGENCY PRACTICES
CONTENT AREA XII

CONTENT AREA XII: Protective Practices		
Cognitive (Knowledge) **XII.C. Protective Practices**	**Psychomotor (Skills)** **XII.P. Protective Practices**	**Affective (Behavior)** **XII.A. Protective Practices**

1. Identify:
  a. safety signs
  b. symbols
  c. labels
2. Identify safety techniques that can be used in responding to accidental exposure to:
  a. blood
  b. other body fluids
  c. needle sticks
  d. chemicals
	1. Comply with:
	  a. safety signs
	  b. symbols
	  c. labels
	2. Demonstrate proper use of:
	  a. eyewash equipment
	  b. fire extinguishers
	  c. sharps disposal containers
	3. Use proper body mechanics
		1. Recognize the physical and emotional effects on persons involved in an emergency situation
		2. Demonstrate self-awareness in responding to an emergency situation

3. Discuss fire safety issues in an ambulatory healthcare environment
4. Describe fundamental principles for evacuation of a healthcare setting
5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
6. Discuss protocols for disposal of biological chemical materials
7. Identify principles of:
   a. body mechanics
   b. ergonomics
8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency
	4. Participate in a mock exposure event with documentation of specific steps
	5. Evaluate the work environment to identify unsafe working conditions	

**THE CHRIST COLLEGE
OF NURSING AND HEALTH SCIENCES**

AAS/MACC MEDICAL ASSISITNG DEPARTMENT

Student Handbook Verification Form

I have obtained and read (or will read on-line version) of The Christ Hospital AAS & MACC Medical Assistant Program publications:

☐ Associate of Applied Science/MACC Medical Assisting Department Student Handbook (Fall 2022-2023 Edition).

I have (circle one) scheduled an appointment OR have met/spoken with my faculty advisor prior to beginning of classes.

Please return the signed and dated form to the Program Director/Practicum Coordinator. This form will be placed in your student file for future reference.

_____
Student Name – Printed Above

_____
Student Signature Above

_____
Date

Received in Program Director/Practicum Coordinator _____
Signed:_____