



2017-2018

MEDICAL ASSISTING PROGRAM STUDENT HANDBOOK

TABLE OF CONTENTS

Welcome Letter	3
Mission Statement	4
Program Goals	4
Purpose Philosophy	4
Directory	5
Program Accreditation	5
Professional Registration/Certification	5
Description of the Profession	6
Code of Ethics	6
AAMA Creed	7
Program Progression	7
MA Entry-Level Competencies	7
Master Competency Checklist	8
MA Core Curriculum	16
MA Class Rotation	29
Associate of Science Program	30
Technical Standards of Performance	31
Policies and Procedures	32
Medication Aide Registry	32
Professionalism	33
Academic Progression	33
Clinical Assignment	33
Clinical Evaluation	34
Clinic Attendance	35
Electronic Communication	35
Communication Devices	36
Informed Consent	36
Medical Error Reporting	36
Classroom & Clinical Dress Code	37
Confidentiality of Records	37
Employment	38
Student Injury	38
Blood/Body Fluid Exposure	39
Return to Clinical Following an Illness/Injury	39
Student Health	40

Dismissal from a Clinical Site	40
Patient Communication Policy	41
Program Handbook Disclaimer	42
Student Responsibility Statement	43

Welcome!

You will spend the better part of the coming year completing the courses of the Medical Assisting Certificate Program. The courses will be rigorous, and at times you may wonder what you have gotten yourself into, but your perception of intensity has much to do with the amount of time, dedication and commitment you spend towards your chosen profession.

You will have to absorb a lot of information and apply that information in the laboratory and clinical setting. You will have to develop critical thinking skills, empathy, and knowledge relating to the field of Medical Assisting. Every patient, every situation is unique. You can't memorize all the answers, but you will be expected to apply the basic Medical Assisting skills that you have learned.

You will be educated and held accountable for your professional attributes. What are professional attributes? They are those qualities—over and beyond the knowledge you gain and the skills you learn—which are essential for your success in the classroom and clinic. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, cooperate with fellow workers, and display the dependability expected of a professional. Treat your classmates, instructors, patients, and co-workers, as you would like to be treated.

Those who make the most of the program learn early on that the program faculty, clinical staff and instructors, and other college personnel work extremely hard to build a bridge for you to successfully graduate and realize your dream. You can become a Medical Assistant and enjoy a rewarding and successful career. It is up to YOU, the student, to be successful...we are here to help you achieve your goals.

Sincerely,

Marcia Franklin, RN, MSN

Medical Assistant Program Director

Mission Statement

The mission of the NMC Medical Assistant Program is to prepare competent entry level medical assistants who excel in the knowledge (cognitive), skill (psychomotor), and professionalism (affective) in their service to the communities that they service.

Program Goals

The program strives to satisfy the needs and expectations of its communities of interest that include, but are not limited to, students, graduates, faculty, College, and administration, employers, physicians, and the public. The Medical Assistant Program at Nebraska Methodist College will prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students who successfully complete this program will be able to achieve the following six programmatic goals:

1. Demonstrate behavior commensurate with an ethical health care professional, capable of honesty and moral integrity necessary to uphold ideal patient care standards.
2. Communicate clearly and effectively utilizing spoken, written and technical skills with patient, physicians and co-workers.
3. Demonstrate critical thinking skills in performing patient assessment and care.
4. Demonstrate the ability to perform various activities associated with maintaining effective office functions as well as all aspects of the patient's medical record.
5. Incorporate learned competencies to apply quality control measures in following health and safety policies and procedures to prevent illness and injury in the medical office setting.
6. Recognize the importance of professional engagement through membership to professional organization, completion of the national certification exam thereby earning the credentials and title of Certified Medical Assistant (CMA), as well as understanding the necessity of life-long learning and maintaining national certification.

Purpose

The purpose of these policies is to provide the student with information specific to the Medical Assisting Certificate Program. The policies and procedures contained in this handbook are subject to change without notice at the discretion of the Program Director with the approval of the Dean. Any changes made will be communicated to students in a timely manner. This

information and policies serve to supplement, not substitute for, those present in the College Student Handbook and Catalog. It is the student's responsibility to become familiar with all three documents while a student at the College. You are expected to abide by the regulations contained in it. Your signature at the back of the handbook indicates that you have read and understand all policies and that you agree to act in accordance with those policies and regulations.

Philosophy

The philosophy of the Medical Assisting Department reflects the core values and beliefs of Nebraska Methodist College (NMC). Adult learning methodologies are used to challenge students in the development of critical thinking skills. The Medical Assisting program uses classroom and laboratory instruction with the most current equipment to prepare the students to function during their clinical practicum with the intended outcome of developing the students' skills and abilities to function competently as an entry-level Medical Assistant (MA).

Medical Assisting Program Directory

Personnel	Office Number	Phone
Program Director, Marcia Franklin, RN, MSN	Clark building 3231	354-7076

Program Accreditation

The Medical Assistant Certification Program at Nebraska Methodist College – Josie Harper Campus is accredited by the Commission on Accreditation of Allied Health Education Programs. The Commission on Accreditation of Allied Health Education Programs (www.CAAHEP.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, Florida, 33756 (727)210-2350.

www.caahep.org

Certification

Students in the Medical Assistant Program at Nebraska Methodist College must sit for the National CMA (AAMA) Exam prior to graduation but not more than 30 days before finishing their externship. One of the goals of Nebraska Methodist College is to educate students in their respective health care field so that they are prepared for national certification examination. Taking this

examination is a graduation requirement within the MA Program. The College does not guarantee that a student will pass this examination. The expense of the original certification testing done prior to graduation is included in the cost of tuition.

What is a Certified Medical Assistant?

The Certified Medical Assistant (CMA) is in greater demand than ever. Medical Assistants are the only allied health professionals specifically trained to work in ambulatory settings, such as physician's offices, clinics and group practices. These multi skilled personnel can perform administrative and clinical procedures. Physicians value this unique versatility more and more, as managed care compels them to contain costs and manage human resources efficiently. Not surprisingly, the demand for medical assistants is expanding rapidly.

What sets the CMA apart among medical assistants is the National Board Certification. A medical assistant first earns the CMA credential by passing a rigorous examination that requires a thorough, broad and current understanding of health care delivery. Then, the CMA must renew the credential every five years. This means keeping abreast of new developments in the health care field by participating in approved continuing education study programs, reading authoritative texts, and networking with other CMAs. Health care delivery is changing every day. The CMA keeps changing with it. Students in Nebraska Methodist College Medical Assistant Program sit for the Certification Exam prior to graduation.

The CMA credential is offered by the American Association of Medical Assistants (AAMA) the only medical assisting organization granted Official Observer Status to the American Medical Association's House of Delegates. The National Board of Medical Examiners – responsible for many national examinations for physicians – serves as test consultant for the AAMA CMA Certification/Recertification Examination. As a result, the reliability and validity of the CMA credential is of the highest order.

The CMA's recertification requirement can be met by examination or through continuing education. Also CMA's employed or seeking employment must have current certified status to use the CMA credential in connection with employment. This information retrieved from AAMA website <http://www.aama-ntl.org/medical-assisting/what-is-a-cma>.

Code of Ethics

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

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

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

AAMA Medical Assistant Creed:

I believe in the principles and purposes of the profession of medical assisting. I endeavor to be more effective. I aspire to render greater service. I protect the confidence entrusted to me. I am dedicated to the care and well-being of all people. I am loyal to my employer. I am true to the ethics of my profession. I am strengthened by compassion, courage and faith.

This information retrieved from AAMA website <http://www.aama-ntl.org/about/overview>.

Program Progression

The grading of all Didactic and Laboratory Courses is described in the syllabus for each course. Most of the Medical Assisting Courses require a 70% exam average before adding other assignments to the course grade to determine the final course grade. In these courses students who do not have a 70% average of course exams will not pass the course regardless of other assignment grades and cannot continue to progress. The remainder of the grading scale follows the college criteria outlined in the college Academic Policies. **A student who receives a grade below a “C” will not be able to continue in the program at the current time. The next time the course is offered the student may return and will be required to reenroll, pay for the course again, and complete a Developmental Plan as described in the Repeat of Course Policy in the College Academic Policies. Since the courses are only offered one time per year, the returning student must also enroll and pay for a bridge course to assure they are still competent in the skills taught in previous classes which they have passed. The student will be evaluated and must again demonstrate competence in all skills they demonstrated prior to stopping their progression. Term One courses are the only courses that can be bridged. If a student has taken any courses past Term one before failing out of the program, then all courses must be repeated.**

Medical Assisting Entry-Level Competencies

In addition to completing each course with a 70% or above, each student must demonstrate the entry-level competency requirements established by the AAMA. Each student must complete 100% of the competencies. These specific competencies required for each course will be listed on the course syllabus. All competencies must be completed with a

score of at least 80% or above or be considered a failure. The competencies are graded to make sure they are completed at 80% or above but are not part of the course grade.

All of the competencies must be completed prior to the externship in Term IV. A list of the Core Curriculum for Medical Assistants from the Medical Assisting Education Review Board (MAERB) and Master Competency Form can be found in the Medical Assistant Program Handbook.

Master Competency Checklist

2015 MAERB Core Curriculum

Psychomotor & Affective Competencies	Grade	Pass	Date	Int.
I Anatomy & Physiology				
I.P.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				
I.P.2. Perform:				
a. electrocardiography				
b. venipuncture				
c. capillary puncture				
d. pulmonary function testing				
I.P.3. Perform patient screening using established protocols				
I.P.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				

I.P.5. Select proper sites for administering parenteral medication				
I.P.6. Administer oral medications				
I.P.7. Administer parenteral (excluding IV) medications				
I.P.8. Instruct and prepare a patient for a procedure or a treatment				
I.P.9. Assist provider with a patient exam				
I.P.10. Perform a quality control measure				
I.P.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				
I.P.12. Produce up-to-date documentation of provider/professional level CPR				
I.P.13. Perform first aid procedures for:				
a. bleeding				
b. diabetic coma or insulin shock				
c. fractures				
d. seizures				
e. shock				
f. syncope				
I.A.1. Incorporate critical thinking skills when performing patient assessment				
I.A.2. Incorporate critical thinking skills when performing patient care				
I.A.3. Show awareness of a patient's concerns related to the procedure being performed				
II Applied Mathematics				
II.P.1. Calculate proper dosages of medication for administration				
II.P.2. Differentiate between normal and abnormal test results				

II.P.3. Maintain lab test results using flow sheets				
II.P.4. Document on a growth chart				
II.A.1. Reassure a patient of the accuracy of the test results				
III Infection Control				
III.P.1. Participate in bloodborne pathogen training				
III.P.2. Select appropriate barrier/personal protective equipment (PPE)				
III.P.3. Perform handwashing				
III.P.4. Prepare items for autoclaving				
III.P.5. Perform sterilization procedures				
III.P.6. Prepare a sterile field				
III.P.7. Perform within a sterile field				
III.P.8. Perform wound care				
III.P.9. Perform dressing change				
III.P.10. Demonstrate proper disposal of biohazardous material				
a. sharps				
b. regulated wastes				
III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings				
IV Nutrition				
IV.P.1. Instruct a patient according to patient's special dietary needs				
IV.A.1. Show awareness of patient's concerns regarding a dietary change				
V Concepts of Effective Communication				
V.P.1. Use feedback techniques to obtain patient information including:				
a. reflection				
b. restatement				
c. clarification				
V.P.2. Respond to nonverbal communication				

V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients				
V.P.4. Coach patients regarding:				
a. office policies				
b. health maintenance				
c. disease prevention				
d. treatment plan				
V.P.5. Coach patients appropriately considering:				
a. cultural diversity				
b. developmental life stage				
c. communication barriers				
V.P.6. Demonstrate professional telephone techniques				
V.P.7. Document telephone messages accurately				
V.P.8. Compose professional correspondence utilizing electronic technology				
V.P.9. Develop a current list of community resources related to patients' healthcare needs				
V.P.10. Facilitate referrals to community resources in the role of a patient navigator				
V.P.11. Report relevant information concisely and accurately				
V.A.1. Demonstrate:				
a. empathy				
b. active listening				
c. nonverbal communication				
V.A.2. Demonstrate the principles of self-boundaries				
V.A.3. Demonstrate respect for individual diversity including:				
a. gender				
b. race				
c. religion				
d. age				
e. economic status				
f. appearance				
V.A.4. Explain to a patient the rationale for performance of a procedure				

VI Administrative Functions				
VI.P.1. Manage appointment schedule using established priorities				
VI.P.2. Schedule a patient procedure				
VI.P.3. Create a patient's medical record				
VI.P.4. Organize a patient's medical record				
VI.P.5. File patient medical records				
VI.P.6. Utilize an EMR				
VI.P.7. Input patient data utilizing a practice management system				
VI.P.8. Perform routine maintenance of administrative or clinical equipment				
VI.P.9. Perform an inventory with documentation				
VI.A.1. Display sensitivity when managing appointments				
VII Basic Practice Finances				
VII.P.1. Perform accounts receivable procedures to patient accounts including posting:				
a. charges				
b. payments				
c. adjustments				
VII.P.2. Prepare a bank deposit				
VII.P.3. Obtain accurate patient billing information				
VII.P.4. Inform a patient of financial obligations for services rendered				
VII.A.1. Demonstrate professionalism when discussing patient's billing record				
VII.A.2. Display sensitivity when requesting payment for services rendered				
VIII Third Party Reimbursement				
VIII.P.1. Interpret information on an insurance card				
VIII.P.2. Verify eligibility for services including documentation				

VIII.P.3. Obtain precertification or preauthorization including documentation				
VIII.P.4. Complete an insurance claim form				
VIII.A.1. Interact professionally with third party representatives				
VIII.A.2. Display tactful behavior when communicating with medical providers regarding third party requirements				
VIII.A.3. Show sensitivity when communicating with patients regarding third party requirements				
IX Procedural and Diagnostic Coding				
IX.P.1. Perform procedural coding				
IX.P.2. Perform diagnostic coding				
IX.P.3. Utilize medical necessity guidelines				
IX.A.1. Utilize tactful communication skills with medical providers to ensure accurate code selection				
X Legal Implications				
X.P.1. Locate a state's legal scope of practice for medical assistants				
X.P.2. Apply HIPAA rules in regard to:				
a. privacy				
b. release of information				
X.P.3. Document patient care accurately in the medical record				
X.P.4. Apply the Patient's Bill of Rights as it relates to:				
a. choice of treatment				
b. consent for treatment				
c. refusal of treatment				
X.P.5. Perform compliance reporting based on public health statutes				
X.P.6. Report an illegal activity in the healthcare setting following proper protocol				
X.P.7. Complete an incident report related to an error in patient care				

X.A.1. Demonstrate sensitivity to patient rights				
X.A.2. Protect the integrity of the medical record				
XI Ethical Considerations				
XI.P.1. Develop a plan for separation of personal and professional ethics				
XI.P.2. Demonstrate appropriate response(s) to ethical issues				
XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare				
XII Protective Practices				
XII.1. Comply with:				
a. safety signs				
b. symbols				
c. labels				
XII.2. Demonstrate proper use of:				
a. eyewash equipment				
b. fire extinguishers				
c. sharps disposal containers				
XII.3. Use proper body mechanics				
XII.4. Participate in a mock exposure event with documentation of specific steps				
XII.5. Evaluate the work environment to identify unsafe working conditions				
XII.A.1. Recognize the physical and emotional effects on persons involved in an emergency situation				
XII.A.2. Demonstrate self-awareness in responding to an emergency situation				
XII.5. Demonstrate proper use of the following equipment:				
a. Eyewash				
b. Fire extinguishers				
c. Sharps disposal containers				
XII.6. Participate in a mock environmental exposure event with documentation of steps taken				

XII.7. Explain an evacuation plan for a physician's office				
XII.8. Demonstrate methods of fire prevention in the healthcare setting				
XII.9. Maintain provider/professional level CPR certification				
XII.10. Perform first aid procedures				
XII.11. Use proper body mechanics				
XII.12. Maintain a current list of community resources for emergency preparedness				
XII.13. Recognize the effects of stress on all persons involved in emergency situations				
XII.14. Demonstrate self-awareness in responding to emergency situations				

Appendix B

Core Curriculum for Medical Assistants

Medical Assisting Education Review Board (MAERB)

2015 Curriculum Requirements

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

FOUNDATIONS FOR CLINICAL PRACTICE

CONTENT AREA I-IV CONTENT AREA I: Anatomy & Physiology

Cognitive (Knowledge)

I.C 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

Psychomotor (Skills)

I.P Anatomy & Physiology

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

Affective (Behavior)

I.A Anatomy & Physiology

1. Incorporate critical thinking skills when performing patient assessment
2. Incorporate critical thinking skills when performing patient care
3. Show awareness of a patient's concerns related to the procedure being performed

10. Identify CLIA waived tests associated with common diseases
 11. Identify the classifications of medications including:
 - a. indications for use
 - b. desired effects
 - 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
5. Select proper sites for administering parenteral medication
 6. Administer oral medications
 7. Administer parenteral (excluding IV) medications
 8. Instruct and prepare a patient for a procedure or a treatment
 9. Assist provider with a patient exam
 10. Perform a quality control measure
 11. Obtain specimens and perform:
 - 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

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

Psychomotor (Skills) II.P Applied Mathematics

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

Affective (Behavior) II.A Applied Mathematics

1. Reassure a patient of the accuracy of the test results

CONTENT AREA III: Infection Control

Cognitive (Knowledge)

III.C 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 the 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

Psychomotor (Skills)

III.P Infection Control

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

Affective (Behavior)

III.A Infection Control

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

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

Psychomotor (Skills)

IV. P Nutrition

1. Instruct a patient according to patient's special dietary needs

Affective (Behavior)

IV.A Nutrition

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

1. Identify styles and types of verbal communication
2. Identify types of nonverbal communication
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
12. Define patient navigator
13. Describe the role of the medical assistant as a patient navigator
14. Relate the following behaviors to professional communication:
 - a. assertive
 - b. aggressive

Psychomotor (Skills) V.P. Concepts of Effective Communication

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
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

Affective (Behavior) V.A. Concepts of Effective Communication

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

- 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

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
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

Psychomotor (Skills)

VI.P Administrative Functions

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
9. Perform an inventory with documentation

Affective (Behavior)

VI.A Administrative Functions

1. Display sensitivity when managing appointments

CONTENT AREA VII: Basic Practice Finances

Cognitive (Knowledge)

VII.C 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
 - 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

Psychomotor (Skills)

VII.P Basic Practice Finances

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

Affective (Behavior)

VII.A Basic Practice Finances

1. Demonstrate professionalism when discussing patient's billing record
2. Display sensitivity when requesting payment for services rendered

CONTENT AREA VIII: Third Party Reimbursement

Cognitive (Knowledge)

VIII.C 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

Psychomotor (Skills)

VIII.P Third Party Reimbursement

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

Affective (Behavior)

VIII.A Third Party Reimbursement

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

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. downcoding
5. Define medical necessity as it applies to procedural and diagnostic coding

Psychomotor (Skills)

IX.P Procedural and Diagnostic Coding

1. Perform procedural coding
2. Perform diagnostic coding
3. Utilize medical necessity guidelines

Affective (Behavior)

IX.A Procedural and Diagnostic Coding

1. Utilize tactful communication skills with medical providers to ensure accurate code selection

CONTENT AREA X: Legal Implications

Cognitive (Knowledge)

X.C 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
6. Compare criminal and civil law as they apply to the practicing medical assistant
7. Define:
 - a. negligence
 - b. malpractice
 - c. statute of limitations
 - d. Good Samaritan Act(s)

Psychomotor (Skills)

X.P Legal Implications

1. Locate a state's legal scope of practice for medical assistants
2. Apply HIPAA rules in regard to:
 - 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
6. Report an illegal activity in the healthcare setting following proper protocol

Affective (Behaviors)

X.A Legal Implications

1. Demonstrate sensitivity to patient rights
2. Protect the integrity of the medical record

- 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. Americans 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:
- 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
7. Complete an incident report related to an error in patient care

CONTENT AREA XI: Ethical Considerations

Cognitive (Knowledge)

XI.C 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

Psychomotor (Skills)

XI.P Ethical Considerations

1. Develop a plan for separation of personal and professional ethics
2. Demonstrate appropriate response(s) to ethical issues

Affective (Behavior)

XI.A Ethical Considerations

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

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
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

Psychomotor (Skills)

XII.P Protective Practices

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
4. Participate in a mock exposure event with documentation of specific steps
5. Evaluate the work environment to identify unsafe working conditions

Affective (Behavior)

XII.A Protective Practices

1. Recognize the physical and emotional effects on persons involved in an emergency situation
2. Demonstrate self-awareness in responding to an emergency situation

Medical Assisting Class Rotation

Nebraska Methodist College
Medical Assisting Certificate
Academic Advising Student Record (Starting August 2011)

INSERT NAME HERE

ANY COURSEWORK OLDER THAN 5 YEARS SHOULD BE REPEATED
OR A COURSE WAIVER SIGNED. PLEASE SEE ADVISOR.

	COURSE	Contact Hours	Semester Completed	Grade	Credit Accepted	Transfer Course
Term I- 200 hours						
MA 110	Structure and Function of the Human Body	80				
MA 160	Written Communication	30				
MA 175	Principles of Lifespan Psychology	20				
MA 100	Medical Terminology	20				
MA 155	Applied Math Concepts	20				
MA 120	Fundamentals I: Intro to Medical Assisting	30				
Term II- 200 hours						
MA 205	Human Diseases and Disorders	60				
MA 250	Essentials of Pharmacology I	30				
MA 225	Fundamentals II: Clinical Skills/ Procedures	40				
MA 230	Administrative Procedures for the MA I	40				
MA 263	Personal Interactive Skills for the Medical Office Professional	30				
Term III- 200 hours						
MA 328	Fundamentals of Medical Assisting III	40				
MA 335	Admin Procedures for the MA II	30				
MA 340	Med Lab Techniques for the Medical Office	60				
MA 353	Essentials of Pharmacology II	30				
MA 365	Applied Ethics and Law for the MA	20				
MA 370	Insurance and Coding for the Medical Office	20				
Term IV -330 hours						
MA 400	Clinical Externship	300				
MA 430	Medical Assisting Seminar	30				

Program Total: 930 Contact Hours (Transfer of Credit is typically not available for courses that are shaded)

**ASSOCIATE OF SCIENCE DEGREE IN HEALTH STUDIES
WITH EMPHASIS IN MEDICAL ASSISTING**

Graduates of the Methodist Certificate Program in Medical Assisting may complete an Associate's degree as described below.

General Education Requirements: 21 credit hours

Humanities– 9 credits

SS235	Sociology of Culture	3 credits
HU--	World of Ideas: Elective	3 credits
HU150	World of Ideas: Critical Reasoning and Rhetoric	3 credits

Communication – 6 credits

CM101	English Composition	3 credits
CM230	Language and Culture in Healthcare	3 credits
CM290	Portfolio Synthesis	0 credits

Natural and Applied Sciences – 3 credits

SS--	Science elective	3 credits
------	------------------	-----------

Social Sciences – 3 credits

SS215	Life Span Psychology	3 credits
-------	----------------------	-----------

Professional Course Credit - 40 credits*

*Awarded following completion of general education course curriculum

Program Total - 61 credits

Technical Standards for Medical Assisting

1. **Motor:** The MA student should possess the ability for gross and fine motor function, manual dexterity, and physical strength to:
 - Apply general care & emergency treatment to patients
 - Help lift patients who may be unable to move themselves to and from the examination table.
 - Lift and move objects routinely (50 pounds or more)
 - Manipulate mechanical and patient care equipment.
 - Distinguish audible sounds
 - Work standing on his/her feet 80% of the time.
 - Have full use of hands, wrists and shoulders involving the coordination of muscular movements, equilibrium, and sensation.
2. **Cognitive Domain:** The MA student must be able to:
 - Read and comprehend written instructions, patients' charts, and other written material.
 - Perform basic arithmetic calculations
 - Demonstrate sufficient analytical and critical thinking skills to provide quality patient care in keeping with professional standards of the MA profession.
 - Function safely, responsibly and effectively under stressful situations including medical emergencies.
3. **Communication:** The MA student must:
 - Possess sufficient communication skills (verbal, non-verbal and written) to interact with others.
 - Be able to hear and observe clinical staff and patients in order to accurately assess vital signs, elicit information, perceive nonverbal communications, describe changes in mood, activity and posture, and recognize and respond to an emergency situation.
 - Possess appropriate interpersonal communication skills to interact positively with all persons, regardless of race, ethnicity, religious beliefs or sexual orientation.
 - Apply the principles of confidentiality, respect, and discretion.
4. **Affective Domain (Social/Emotional):** The MA student must:
 - Demonstrate professional attributes including accepting responsibility and accountability for actions in the medical office setting, a positive work ethic that includes showing up to class and clinic on-time and being emotionally and academically prepared to carry out the day's assignments in a professional manner.
 - A student must possess qualities of adaptability, flexibility, and be able to function as a team member in the delivery of patient care. He/she must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.

It is your responsibility to understand the duties, responsibilities, skills and abilities required of your chosen program/profession. In addition to the technical standards as described above, please review the information regarding **Medical Assisting** at the O*NET website at <http://www.onetonline.org/link/summary/31-9092.00>.

Additional information about the medical assisting profession including working conditions and job outlook can be obtained at the following websites.

- <http://www.bls.gov/oco/ocos164.htm>
- http://www.healthpronet.org/ahp_month/05_03.html

Policies and Procedures

Medication Aide Registry

All Medical Assistant students must be listed on the Nebraska Medication Aide Registry prior to starting their externship. The information and skills needed will be taught and demonstrated in the Term II course CMA 250 Essentials of Pharmacology I. The faculty will complete the assessment of each student and sign the registry forms. It is the responsibility of each student to pay the \$18.00 fee and mail the form to the state of Nebraska to be placed on the registry. The student must supply a copy of the registry card to the Program Director prior to registering for Term IV courses.

The state of Nebraska has discretion as to what constitutes “being of good moral character” which is one of the qualifications for being placed on the medication aide registry. The application for being placed on the registry requires Certified copies of all charges, amended charges, pleas, sentencing and probation orders for convictions related to:

1. Lewd behavior
2. Behavior involving minors, except minor in possession (MIP)
3. Taking something belonging to someone else
4. Physically, verbally, or emotionally threatening, abusing, or neglecting another individual
5. Obstruction of justice/resisting arrest
6. Failure to appear or comply with citation
7. Destruction of property
8. Trespassing, and
9. Manufacture and/or delivery of controlled substances

Any student who is not listed on the Nebraska Medication Aide Registry will not be allowed to register for Term IV of the Medical Assisting Program and will therefore not be able to complete or graduate from the program.

Professionalism

A student's track record of attendance and the way a student handles unexpected absences speaks directly to his or her level of professionalism. The Medical Assistant professional course objectives include: "Attend classes, laboratories, and clinical sessions on all scheduled days at assigned times." **Students who fail to meet this objective risk dismissal from the program for deficiencies in professional behavior.**

Academic Progression

Purpose: To monitor progression of students throughout the program curriculum.

Policy: Students in the Medical Assisting Program must complete all courses with a 70 % or above in order to progress to the next term. The students must also be able to demonstrate competence in all entry-level competencies prior to starting the externship portion of the program (Term IV).

If a student is having difficulty with course content, it is the student's responsibility to contact the instructor for assistance with forming strategies for successful completion of course requirements. However, the student's progress will be assessed at mid-term and if any difficulty is perceived by the instructor, a contract for remediation will be initiated.

Procedure: **Students will inform their academic advisor or program director of any mid-term grade of 70% or below received during a course.** Contracts for remediation will be documented in the student's permanent advising folder

Refer to College Academic Policies regarding academic suspension and procedure to request to return to the program following suspension

Clinic Assignment

Purpose: *To provide each student an opportunity to do an externship in a medical clinic and be mentored by a clinical preceptor and other staff members.*

Policy: Every student will be assigned a specific clinic and laboratory location in which they will interview with the supervisor for an externship position. If the supervisor agrees to accept the student, the schedule will be established for the required 300 hours of externship experience required of each graduate of this medical assisting program. There is to be no compensation for the student working as an extern.

The clinical preceptor or other appropriate health care professional is responsible for the provision of supervision of learning experiences for the students. The clinic staff is ultimately responsible for all client care that is given.

Procedure:

- The **program director** or clinical practicum coordinator will assign each student to a clinical setting and provide the contact information for the supervisor of that clinic.
- Students will schedule and attend an interview with the supervisor of their clinic and discuss the clinic hours the students will be working. For most clinics these student hours are 8:00 a.m. -5:00 p.m. with a one hour lunch. If the supervisor declines to accept the student for an externship, the program director or clinical practicum coordinator will reassign the student to a different clinic.

Clinical Evaluation

In order for the student to complete the MA Program he/she must successfully complete MA 400 with a “Pass” grade. This requires:

1. Have completed 300 hrs. of externship as documented by weekly timesheets (signed by your preceptor) by Wed, July 22, 2016
2. Have demonstrated Performance and Professionalism in the clinical setting as demonstrated by progressing to a **3 or above rating on all 5 areas of evaluation** on at least **5 of the 8** weekly evaluation sheets done by preceptors.
3. Present a Comprehensive Final evaluation by preceptor which has all **ratings of 3 or above** in all categories.

Failure to meet any one of the above requirements will result in an unsatisfactory grade and failure of the course.

In order for the student to complete the MA Program he/she must successfully complete MA 430 with a “Pass” grade. This requires:

1. Average score of **70%** or above on online exams during externship.(8 Exams Total)
2. All required exams completed on time and submitted prior to each week’s deadline. Late exams will not be accepted and will be scored a zero. In addition each week’s assignment has a required time which the student must fulfill practicing online within the practice program (Currently- Northstar). These timelines

Clinic Attendance

Purpose: To provide information regarding clinic attendance.

Policy: Students are responsible for their own transportation to assigned clinical sites. Students will follow designated clinic hours during the entire term. Students are required to complete a minimum of 300 hours in Term IV. Tardiness will not be tolerated and must be made up. Excessive absences will result in unsatisfactory evaluations and result in failure of the course. Clinical time must be completed by the end of Term IV in order for the student to complete the program and graduate with their cohort. This includes absences, prolonged illness, short-term disabilities such as pregnancy, illness or injury. Clinical make-up is not guaranteed in all circumstances due to the structure of the program. If clinical assignments are not complete by the end of Term IV the student will fail the course. In the case of extenuating circumstances, the student may receive an incomplete grade for the course, and must follow the Academic Progression policy.

Procedure:

- Medical clinic scheduled time will be determined for each student by the site supervisor. Students leaving the area during the clinical day must have the approval of the clinical personnel with whom they are assigned.
- Students must notify the clinic personnel and the director of the program if they will be late to or absent from the scheduled clinic.

Electronic Communication Policy

Purpose: To ensure the privacy of all communications with the College. To properly communicate with others within the college and clinical settings.

Policy: All students are required to utilize the Methodist College e-mail system for electronic communication with the instructor. Students are also to ensure that only appropriate materials are transmitted through this e-mail account. Inappropriate material or material in bad taste sent can be subject to disciplinary action as deemed by the Program Director and/or Dean.

All students are required to use proper grammar, capitalization, punctuation and language when communicating by e-mail with faculty and staff. No texting slang terms and abbreviations are to be used. Each e-mail should have an opening with who it is addressed to and a closing along with the student's name.

Communication Devices (Personal Calls, Cell Phones and Pagers)

Purpose: To support an academic atmosphere free from distractions caused by communication devices.

Policy: No personal telephone call should be received while in the clinical area except for emergencies. Departmental telephones may not be used for personal calls.

- All students must turn cell phones and pagers off during all educational activities (class, lab, clinical). These devices are disruptive to the educational environment and should only be activated during breaks.
- Failure to do so may result in dismissal from the classroom, lab or clinical site and could result in disciplinary action. Disciplinary action for violations of the student code of conduct (privacy violations, photographing documents or individuals, text-messaging during an exam, etc) range from suspension to dismissal.

Informed Consent – Patient consent

Purpose: To provide a mechanism to ensure patients are informed when students are involved in patient care and to ensure the risk-free right of patients to refuse to participate in clinical education.

Policy:

1. Students are to introduce themselves to the patient as a Medical Assisting student with Nebraska Methodist College
2. In accordance with the dress-code policy, students are required to wear their college ID badge that identifies them as a student in the Medical Assisting Program
3. If a patient refuses to allow the student to participate in their care, the student is to respond appropriately and respectfully to the patient and seek out the supervising clinical instructor, after ensuring that the patient's safety is secured.

Medical Error Reporting

Purpose: It is a professional obligation to immediately report and actively prevent medical errors. Because students will be working with patients in a health care setting, there is the potential for error, and the possibility of identifying the potential for error. Students have an obligation to report any errors that may have gone unnoticed so that patient safety can be maximized. The purpose of reporting error, in addition to its direct impact on the patient affected, is to develop a plan to prevent such errors in the future.

Policy: When a student feels that an error in practice has occurred (whether or not they made the error), it is their responsibility to inform their direct clinical instructor or lab instructor. The student is obligated to report the error as soon as reasonably possible to a person in authority. If the student fears possible repercussions from reporting the error, they should contact the Program Director immediately. Depending on the nature of the error if committed by the student, a plan for remedial education may be required.

Classroom & Clinical Dress Code

Purpose: To provide students with a professional dress code in the classroom and clinical areas.

Policy: All students are expected to adhere to the following dress code policy **and** the policy of clinical sites. Students are not required to wear scrubs until the start of Term II. After the start of Term II, they must be worn to every class and clinical.

Procedure: All students will arrive at the clinical site in a clean uniform.

- Matching top and bottom scrub suit
- Clean closed-toe shoes
- Stethoscope
- College name tag
- Watch with a second hand
- All students are expected to be well groomed.
- Over-bearing perfumes or colognes are not allowed (may cause an allergic reaction)
- Long hair must be pulled back and kept in a manner so as not to prevent the student from doing good patient care or to cause contamination of equipment or sanitized areas
- Dangling jewelry and body ornamentation is not allowed (this includes nose ring, tongue studs, etc.). **No** tattoos or piercings may be visible when the students are wearing scrubs in the classroom or clinical settings.
- Fingernails must be kept clean and short, due to infection control procedures (nail polish or false tips are not allowed)

Students will be dismissed from clinical or the classroom if they are **NOT** in compliance with the dress code. All clinical time lost in this manner will have to be made up.

Confidentiality of Client Records/HIPPA

Purpose: To protect the privacy of clients and comply with agency policy along with Federal HIPPA regulations.

Policy: All client information is confidential. Whenever students have access to confidential information, they must follow agency policy in the handling of that information. Patient information should never be copied or removed from the clinic setting. **Failure to abide by this policy may result in suspension or dismissal from the College.**

Procedure: The student must protect confidential information.

- Written information should not be left in areas that may be seen by other people.
- Client information is not to be discussed in areas that may be overheard by others, such as in the hallway, elevators or cafeteria.

Refer to the college policy on Confidentiality of Patient Records at <http://www.methodistcollege.edu/about/policies-and-guidelines/general-policies>

Employment

Purpose: To provide a standard for outside employment.

Policy: Students may be employed outside the classroom and clinical times. Employment within the professional area being studied will not substitute for program clinical time.

Procedure: Outside employment must be arranged to not interfere with program classroom and clinical schedules.

Student Injury

Refer to Student Handbook for specific details and updates:

If a student is involved in an accident or unusual occurrence which may cause actual or potential injury, proper documentation of the incident must be made within 24 hours. The completed Incident Report Form documenting the incident will be filed in the Student Health Office.

Protocol for on-campus and off-campus occurrences:

1. The student reports the incident to the appropriate faculty member, preceptor or designated supervisor, who initiates reporting and treatment.
2. The student receives immediate first aid or medical attention at the site as needed, and will receive information related to the nearest emergency services, if necessary.

3. The student must report the incident to the Student Health Center within 24 hours by calling 354-7210. If leaving a message, provide your name and contact information as well as the nature, date, and location of the incident.
4. If necessary, the student will seek further treatment at the provider/agency of their choice. Any costs incurred are the responsibility of the student. The exception is a blood/body fluid exposure which requires immediate treatment (refer to BBF policy).
5. Student Health will notify the students Program Director and follow-up with the students as necessary

Blood/Body Fluid Occupational Exposure Procedure

Refer to Student Handbook for specific details and updates:

This procedure is to be followed if a student is involved in a blood/body fluid exposure incident at any campus or clinical facility.

1. Faculty, preceptor or designated supervisor immediately assists the student in cleansing the wound or affected area with soap and water, or irrigating splash areas (i.e., eyes, mucous membranes) with normal saline or water. If eyes have been splashed, flush 15 minutes at eye wash station with wash bottle or saline.
2. If the exposure occurs Monday–Friday, 6:30 a.m. – 5 p.m., call Methodist Employee Health at 354-5684. When speaking to the secretary, the caller should identify him/herself as a Nebraska Methodist College student with a potential BBF exposure. The student will be directed to go to one of the Employee Health locations (Methodist Hospital, 2nd floor, North Tower or 8601 W. Dodge, Suite 37).
3. If the exposure occurs at a time when Employee Health is closed, call the Methodist Hospital operator at 354-4000 and page the House Supervisor to report the exposure.
4. Employee Health will assist the student in filling out all necessary documentation forms and coordinate any necessary follow-up.
5. In addition to notifying the Methodist Health System Employee Health Department (as directed above) the student is to follow any institutional policies and procedures at the location where the exposure occurred.
6. Costs incurred by a student blood and body fluid exposure are paid by Nebraska Methodist College.

Return to Clinical following injury/illness

Refer to Student Handbook for specific details and updates:

Purpose: To determine the student's ability to return to normal clinical activities and to protect the student and patients.

Policy: Upon return from a prolonged absence caused by having surgery, any orthopedic pain/injury including back/neck pain, pregnancy, delivery or a student requesting any restrictions, the student must present documentation from their personal health care provider to the Student Health Center. Documentation must indicate the date that the student may return to clinical and any restrictions. Students with physical restrictions may not be allowed to provide patient

care. Restrictions will be evaluated on a case-by-case basis depending on the clinical area at the time of the illness/injury.

Before returning to class/clinical from an absence related to an actual or probable infectious condition including, but not limited to, pink eye, diarrhea/vomiting, rash, draining wounds or influenza, the student must contact and may need to be seen by the Student Health Center at the request of the faculty. The student may also be requested to present documentation from their personal health care provider stating that they are no longer infectious and may return to class/clinical.

All documentation related to the issues above shall be presented to the Student Health Center to be placed in the student's medical file.

Student Health- refer to College Website

Student Health Insurance

All Nebraska Methodist College students must have health insurance. Students may have an independent policy or purchase student health insurance through the College. Proof of insurance must be demonstrated on the pre-entrance physical form. For additional information, contact Student Services, 354-4909.

Annual Physical

All students must complete an annual physical. Physicals must be current (dated no more than one year prior to the date of registration). The physical form may be filled out by the student's physician or through Student Health Services. First semester newly-admitted students will need to complete the pre-admission physical only once.

Clinicals/Practicum

All students who are registering for clinical or practicum courses must have their health information and immunizations up-to-date prior to being allowed to begin clinical hours.

Dismissal from a Clinical Education Site

Any request by a clinical site to remove (temporary or permanently) an individual student from the site as a result of the student's behavior or performance will be evaluated on a case-by-case basis. Depending on the nature of the

clinical dismissal, actions may range from placement at a new clinical site or required make-up time to clinical probation or program dismissal. Due to the variety of circumstances that involve the affective and technical domains of learning, no one disciplinary standard can apply to all incidents. The nature and degree of disciplinary action taken will be based on the type and seriousness of the infraction, the student's academic and clinical record, and previous history of warnings/ disciplinary actions. Note, incidents that compromise patient safety or violate patient confidentiality (HIPAA) will have serious consequences. The Clinical Coordinator will conduct an investigation of the situation and together with the Program Director, render a decision on the outcome. If a student is removed from the clinical site, immediate and/or future clinical placement is not guaranteed. In some cases, a student's clinical experience may be delayed depending on clinical availability.

PATIENT COMMUNICATION POLICY

Purpose: To provide students a framework to communicate effectively with patients, family, faculty and each other. Our students will display an active commitment to the five fundamentals of service and have the dedication of providing excellent care to our patients and their families.

Policy: Students receive instruction in the AIDET process of communicating with patients, and are expected to follow this process in the clinical environment. Students will make sure to acknowledge and introduce themselves to patients, and explain treatment procedures to patients. This communication process serves to increase the patient's trust in the student and the treatment, build the therapeutic relationship, decrease patient anxiety and improve clinical outcomes

Use of Electronic Devices during testing and in the classroom

Use of cell phone or other mobile electronic devices (e.g., iPad, tablet, and laptop) are strictly prohibited during testing. Inappropriate use of an electronic device in a class or lab session (e.g., texting, Facebook) is not acceptable and it will be at the instructor's judgment for determining a remedy.

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Nebraska Methodist College adheres to high academic standards. Students of NMC are expected to conduct themselves in a manner reflecting personal and professional integrity. Academic honesty is fundamental to the integrity of professionals. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the College. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. At a minimum, NMC expects that a student will complete any assignment, examination, or other academic endeavor with the utmost honesty, which requires the

student to: (a) Acknowledge and adhere to the expectations and guidelines in the syllabus or instructions on assessments as determined by the faculty member; (b) Acknowledge the contributions of other sources to their scholastic efforts, (c) Complete all academic work independently unless otherwise instructed by faculty, (d) Follow instructions for assignments and examinations as determined by faculty, (e) Avoid engaging in any form of academic dishonesty on behalf of themselves or another student, and (f) Ask faculty for clarification if there are any questions. Additional details on the NMC's policy for violating academic integrity along with all academic policies are published on the college website: <http://www.methodistcollege.edu/about/policies-and-guidelines/academic-policies>.

NMC Syllabus Addendum

Each student is responsible for being aware of the policies, resources, and expectations as specified in the NMC Syllabus Addendum located at: <http://www.methodistcollege.edu/student-life/registrar/syllabus-addendum>.

Items include: NMC E-mail address; Disability Accommodations; Military Friendliness Academic Policy; Technical Computer Support; iDEA Course Evaluations; My.Methodist Portal; NetTutor; Student Participation; Writing Resources; NMC Library; Recording of Class Sessions; Communication Etiquette.

PROGRAM HANDBOOK DISCLAIMER

The policies and procedures contained in this handbook are subject to change without notice at the discretion of the Program Director with the approval of the Dean. Any changes made will be communicated to students in a timely manner. It is the responsibility of each student to be acquainted with all requirements, policies, and procedures for his or her degree program and to assume responsibility for meeting those requirements.

STUDENT RESPONSIBILITY STATEMENT

As a student in the Medical Assisting Program, it is your responsibility to read this policy and procedure manual. You are expected to abide by the policies in it. Your signature below confirms that you have read and understand this Medical Assisting Program Handbook and that you agree to the conditions stated.

STUDENT SIGNATURE _____ DATE _____