

Hocking College

Medical Assisting Program

2024-2025



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Letter from the Program Director

Greetings from the School of Allied Health and welcome to Hocking College! It is my pleasure to welcome you as you embark upon your path to becoming a Medical Assistant. This is an exciting time; I encourage you to take advantage of all that Hocking College has to offer. I hope that your time here will be both academically productive and personally rewarding.

Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity, and developing citizens who are engaged in their local and global communities.

Our faculty members are experts in their field and bring a broad scope of experience to the classroom. They are easily accessible and devoted to helping students achieve success.

I wish you the very best on your journey to become a Medical Assistant. If I can be of assistance, please contact me in my office in Davidson Hall 309 or e-mail me at shinglerc@hocking.edu.

Success in Education,

Crystal Dawn Shingler, Medical Assisting Program Director

MEDICAL ASSISTANT TECHNOLOGY CAREER INFORMATION

Program Description: Medical Assisting is a multi-skilled allied health profession whose practitioners work primarily in ambulatory settings such as medical offices and clinics under the direction of a physician. Medical Assistants function as members of the health care delivery team and perform office management and clinical procedures in a medical office or clinic. The two-year program at Hocking College combines general and specialized courses and leads to the Associate of Applied Science Degree. The demand for Medical Assistants is expected to increase by 16 percent in the next decade. Because of the multi-competent skill level of the Medical Assistant, many graduates enter advanced fields of employment such as medical office management, health care supervision, and specialized health care technologies.

During the second year of the program, students obtain directed practice two days each week with a physician, medical staff, and patients to refine the administrative and clinical skills they have learned in the classroom. Practicum sites are located in fifty medical offices and clinics in Athens, Chillicothe, Columbus, Lancaster, Logan, Marietta, Nelsonville, Parkersburg, and Pomeroy.

The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Graduates of CAAHEP-accredited Medical Assistant programs are eligible to sit for the National Certified Medical Assistant CMA (AAMA) exam.

Medical office management responsibilities include:

- Computer applications
- Patient reception
- Schedule, coordinate and monitor appointments
- Establish, organize and maintain patient medical records
- Coding and processing insurance claims
- Patient transactions, billing and bookkeeping
- Arranging for hospital admissions and laboratory services

Medical office clinical responsibilities include:

- Measuring vital signs
- Assisting with examinations
- Sterilizing instruments
- Assisting with minor office surgery
- Preparing and administering medications as directed by a physician
- Taking medical histories
- Running electrocardiograms
- Performing laboratory testing in urinalysis, hematology and microbiology
- Explaining treatment procedures to a patient
- Drawing blood
- Removing sutures and changing dressings

EMPLOYMENT OPPORTUNITIES

Medical Assistant/Administrative and Clinical: Performs both clinical and office management procedures in an ambulatory setting such as a medical office or clinic under the direction of a physician.

Medical Assistant/Administrative: Performs office management procedures in an ambulatory setting such as a medical office or clinic.

Medical Office Manager: Coordinates activities of medical office personnel in a medical office or clinic.

Certified Phlebotomy technician (CPT): Draws blood from patients or donors in hospital, blood bank, or similar facility for analysis or other medical purposes.

Certified Electrocardiograph Technician (CET): Produces recordings of electromotive variations in patient's heart muscle using electrocardiograph (ECG), to provide data for diagnosis of heart ailments.

HISTORY AND DEVELOPMENT MEDICAL ASSISTANT PROGRAM

HOCKING COLLEGE

Hocking College is a public, state-supported two-year technical college owned and operated by a local Board of Trustees who relate to the Ohio Board of Regents in conformity to state laws.

The Medical Assistant Program at Hocking College first began enrolling students in September of 1972. Initial program accreditation by AAMA/CAHEA was granted in 1977. Hocking College is the sponsor of both the academic, clinical, didactic and supervised practice components of this program. Agencies in which students perform their practicums sign a biannual written agreement that defines College, cooperating agency and student responsibilities.

Hocking College assumes primary responsibility for student admission, curriculum planning and selection of course content, coordination of classroom teaching and supervised clinical practice, appointment of faculty, receiving and processing applications for admission, and granting an associate degree documenting completion of the program. These responsibilities are implemented through Hocking College's Mission Statement and through the Medical Assistant Program Philosophy outlines in the following pages.

The mission of the Medical Assistant Program at Hocking College is to prepare individuals for entry-level careers in ambulatory health care settings such as medical offices and clinics and provide students with background sufficient for growth and advancement in the Medical Assisting profession. The program provides the students with the knowledge to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

The Medical Assistant Program seeks to fulfill its purpose by focusing its endeavors to the accomplishment of the following major goals:

1. To develop the knowledge and skills which will provide for successful job entry performance in a medical office or clinic.
2. To promote a positive attitude toward work including high standards of personal behavior, character integrity, and self-improvement.
3. To provide directed-practice in a medical office or clinic, encompassing maximum exposure to technically competent medical assisting professionals.
4. To prepare students for certification as a Certified Medical Assistant (AAMA).
5. To maintain the AAMA/CAAHEP accreditation status of the program.

MEDICAL ASSISTING DISTINCTIVE STRENGTHS AND UNIQUE FEATURES

Quality Curriculum:

1. The curriculum is outcome-based in both the didactic and practicum components.
2. Faculty members hold strong credentials in both education and work experience and are therefore able to pass along their expertise to the students.
3. The curriculum meets the CAAHEP accreditation standards.
There is an extensive practicum program including two rotations with over 400 clock hours as to 160 clock hours in most programs.

The program has mechanism to measure affective behavior in the classroom:

1. Class Progress Record Sheets are computed as a percentage of the student's grade in all clinical and administrative technical courses. The system measures Promptness, Professionalism, Participation and Critical Thinking.

The program maintains AAMA/CAAHEP accreditation:

1. Reaccreditation with no deficiencies was awarded for 2018.

The Medical Assisting Program produces quality graduates:

1. There are numerous calls for our graduates for employment. Many physicians and Healthcare Organizations in Southeastern Ohio employ Hocking College Medical Assisting graduates.
2. Medical Assisting graduates score above average on the CMA (AAMA) exam. Most physicians prefer the graduate to hold a CMA (AAMA) status.

YOUR MEDICAL ASSISTANT COURSE DESCRIPTIONS

MA-1100 BASIC CLINICAL

An introductory level course presenting the theory and techniques required by the medical assistant to perform basic level procedures in the family practice medical office. Emphasis is placed on procedures employed in the patient examination including medical asepsis, vital signs, positioning and draping, measuring height and weight, obtaining patient symptoms, charting in the medical record, completing the health history, patient preparation for and assisting with the physical examination, distance and near visual acuity testing, color vision testing, eye and ear instillations and irrigations and obtaining throat, sputum, wound and stool specimens for laboratory analysis.

A presentation of the theory and techniques required by the medical assistant to perform gynecologic & obstetric procedures in the medical office. Emphasis is placed upon gynecologic & obstetric examining room techniques including the menstrual cycle, the gynecologic examination*, instructing the patient in methods of birth control*, signs and symptoms of pregnancy, the prenatal examination*, problems of pregnancy, growth and development of the embryo and fetus, labor and delivery. Clinical Procedures included in this course are practiced and evaluated in a laboratory setting.

MA-1102 MEDICAL OFFICE PROCEDURES I

This is a course to acquaint the student with the administrative or office duties and behavior of an assistant in a medical office. These include receptionist duties, the medical record and filing of document, handling mail, telephone procedures, and managing records. Accuracy, responsibility, cooperation, and courtesy are stressed. A presentation of appointment systems and managing these systems for both in the medical office and for outpatient testing will be introduced. The success skills addressed in this course include communicates effectively, demonstrates learning and critical thinking skills, maintains professional skills and attitudes, practices human relations, demonstrates knowledge of science and environment, demonstrates community, cultural, and global awareness, and maintains a code of ethics.

MA-1110 FAMILY PRACTICE ASSISTING PROCEDURES

A presentation of the theory and techniques required by the medical assistant to perform intermediate level clinical procedures in the family practice medical office. Emphasis is placed upon procedures employed in tissue healing and surgical asepsis including the application of heat and cold, bandaging, assisting with cast application and removal, crutch walking, introduction to sterile technique, sterile dressing change, minor office surgery and urinalysis. Clinical procedures included in this course are practiced and evaluated in a laboratory setting. A presentation of the theory and techniques required by the medical assistant to perform growth measurements of an infant, assist in the pediatric examination, and collect a specimen for PKU screening.

MA-1112 MEDICAL LAW AND ETHICS

A presentation of the principles of medical ethics and law in the medical office setting. Through the use of project sheets and reference material, the student will analyze medical office situations to determine the ethical and legal status of each. Course content includes a history of medicine; the physician-patient relationship; the Medical Practice Acts; types of medical practice; the medical assistant's ethical and legal responsibilities; patient confidentiality; implied, verbal, and written consent; creating and terminating contracts, informed consent, reports required by law; professional liability; malpractice, maintaining professionalism in the medical office; and membership in professional organizations.

MA-1221 MEDICAL MANAGEMENT COMPUTERIZATION

A presentation of computer concepts and applications for the medical office. Emphasis is placed upon the utilization of microcomputers in medical office including the data processing cycle, components of the computer system, selection of hardware and software, secondary storage devices and the disk operating system. Students also will learn the purpose of coding systems, translating procedures and services into CPT codes, translating diagnoses into ICD-10-CM codes, problems caused by inaccurate procedure and diagnoses codes, the relationship between procedure and diagnosis codes, and a knowledge of other procedure/diagnosis coding systems (DRG, RVS, HCPCS; RBRVS).

MA-2200 ADVANCED CLINICAL ASSISTING PROCEDURES

This course presents theory and techniques required by the medical assistant to perform advanced clinical procedures in a medical office. Emphasis is placed on procedures employed in administering patient therapy and diagnostic testing including administration of medications, performing venipuncture, and assisting with colon procedures. Clinical procedures included in this course are practiced and evaluated in a laboratory setting.

MA-2206 COMPUTER APPLICATIONS IN MEDICAL ASSISTING

The student will be provided with a detailed study of the functions performed by medical office management application programs which includes the following: file maintenance, patient registration, posting transactions, appointments; patient billing; insurance billing; and reports. Detailed study of the functions of electronic medical records. Includes computer experience using word processing and an electronic medical record application program. A major portion of this course involves hands-on computer experience using a word processing and medical office management application program. Emphasis placed upon learning the program from the user manual. The success skills addressed in this course include communicates effectively, demonstrates math skills, demonstrates learning and critical thinking skills, maintains professional skills and attitudes.

MA-2224 PHARMACOLOGY FOR MEDICAL ASSISTANTS

A presentation of the principles of pharmacology relating to the medical office. Emphasis is placed on the correlation of drug therapy with pathologic conditions, patient education regarding medications and obtaining competency in researching drugs in a drug reference. Course content presents the use, action, side effects, and implications of medications that are dispensed, and prescribed in the medical office. These medications include antihistamines, immunizing agents, antibiotics, cardiovascular and circulatory system drugs, digestive drugs and drugs affecting the urinary, nervous, endocrine, and circulatory systems. Drugs that are used to control pain are presented with special emphasis on the medical assistant's responsibilities when administering and/or working with controlled substances. The student gains experience researching drugs through the completion of pharmacology worksheets.

The success skills addressed in this course include communicates effectively, demonstrates math skills, demonstrates learning and critical thinking skills, maintains professional skills and attitudes, practices human relation skills, demonstrates knowledge of science and environment, and maintains a code of ethics.

MA-2600, 2601 MEDICAL ASSISTANT PRACTICUM I AND II

Externship consists of a directed practicum in a medical office, clinic, or comprehensive health care facility to provide medical assisting students with direct patient contact; the opportunity to apply clinical and administrative theory to

practical situations; to give students the opportunity to perform clinical and administrative procedures in a medical office; to help the student gain insight into his/her role in the health care team; and to prepare a qualified and competent medical assisting graduate. The student spends two days each week in a general or specialty practice office performing administrative and clinical skills under the supervision of a preceptor. A weekly externship seminar is included in this course to provide students with the opportunity to discuss the externship experience. A discussion of each success skill will be addressed during externship class. Success skills used and evaluated in this course include communicates effectively, demonstrates math skills, demonstrates learning and critical thinking skills, maintains professional skills and attitudes, practices human relation skills, demonstrates knowledge of science and environment, and maintains a code of ethics.

MA-2220 MEDICAL LABORATORY PROCEDURES

A presentation of the theory and techniques required by the medical assistant to perform laboratory tests in the family practice medical office. Emphasis is placed upon patient preparation for laboratory tests; the completion of laboratory forms; collection of specimens for testing in the medical office and for transport to an outside laboratory; performing laboratory tests and reporting results; identifying abnormal results; quality control and laboratory safety. Specific course content includes venipuncture, obtaining a capillary blood specimen, hematologic, blood chemistry tests, microbiologic tests, and urinalysis. Electrocardiogram is presented. Clinical procedures included in this course are practiced and evaluated in a laboratory setting.

MA-2650 CASE STUDIES IN MEDICAL ASSISTING

This course focuses on an integration of all components of the Medical Assisting curriculum. Through simulated case studies, the student will demonstrate competency in knowledge and skills required for entry-level employment in a medical office or clinic. This course will also help to prepare the student to sit for the Certification Examination for Medical Assistants. The success skills addressed in this course include communicates effectively, demonstrates math skills, demonstrates learning and critical thinking skills, maintains professional skills and attitudes, practices human relation skills, demonstrates knowledge of science and environment, demonstrates community and cultural awareness, and maintains a code of ethics.

MA-2222 MEDICAL OFFICE PROCEDURES II

A course in handling financial and business records in a physician's office. It includes credit and collection policies, billing methods, bank services and procedures, use of accounting records, personnel and payroll records, inventory system for office supplies, and time management. There will also be a presentation of insurance for the medical office. insurance and insurance claim forms are included. Success skills addressed in this course include communicates effectively, demonstrates math skills, demonstrates learning and critical thinking skills, maintains professional skills and attitudes, human relation skills, and maintains a code of ethics

DEGREE TRACK

The listed degree track is for students beginning classes in May 2021 who will pursue an Associate of Applied Science in Medical Assistant.

AUTUMN 1				
SCHEDULE	COURSE	COURSE NAME	CREDIT HOURS	COURSE FEE
8 Weeks (1)	MA-1100	Basic Clinical Assisting Procedures	5.00	\$1,225
8 Weeks (1)	MATH-1103	Applied Mathematics	3.00	\$150
8 Weeks (2)	MA-1102	Medical Office Procedures I	3.00	\$400
8 Weeks (2)	MA-1112	Medical Law & Ethics	2.00	\$25
8 Weeks (2)	ENGL-1510	English Composition I	4.00	\$50
16 Weeks	GS-1010	Pathway to Prosperity	1.00	\$50
			SEMESTER TOTAL	18.00
			IN-STATE TUITION & FEES	\$4,560
			OUT-OF-STATE TUITION & FEES	\$6,305
SPRING 1				
SCHEDULE	COURSE	COURSE NAME	CREDIT HOURS	COURSE FEE
8 Weeks (1)	MA-1110	Family Practice Assisting Procedures (SL)	5.00	\$435
8 Weeks (1)	MA-2224	Pharmacology for Medical Assistants	5.00	\$145
8 Weeks (2)	BIOS-1112	The Human Organism	4.00	\$190
8 Weeks (2)	MA-1221	Medical Management Computerization	2.00	\$420
8 Weeks (2)	HLTH-1101	Medical Terminology	2.00	\$50
			SEMESTER TOTAL	18.00
			IN-STATE TUITION & FEES	\$3,890
			OUT-OF-STATE TUITION & FEES	\$6,145
AUTUMN 2				
SCHEDULE	COURSE	COURSE NAME	CREDIT HOURS	COURSE FEE
8 Weeks (1)	MA-2200	Advanced Clinical Assisting Procedures	4.00	\$1,650
8 Weeks (1)	MA-2206	Computer Applications in Medical Assisting	2.00	\$200
8 Weeks (1)	EM-1134	Basic Life Support (CPR)/BFA	1.00	\$255
8 Weeks (2)	PSYC-1101	General Psychology	3.00	\$50
16 Weeks	MA-2600	Medical Assistant Practicum I	3.00	\$680
			SEMESTER TOTAL	13.00
			IN-STATE TUITION & FEES	\$5,485
			OUT-OF-STATE TUITION & FEES	\$7,740
SPRING 2				
SCHEDULE	COURSE	COURSE NAME	CREDIT HOURS	COURSE FEE
8 Weeks (1)	MA-2220	Medical Laboratory Procedures	4.00	\$515
8 Weeks (2)	MA-2222	Medical Office Procedures II	3.00	\$240
8 Weeks (2)	COMM-1130	Speech	3.00	\$50
8 Weeks (2)	GS-2010	Pathway to Prosperity II	1.00	\$50
16 Weeks	MA-2601	Medical Assistant Practicum II	3.00	\$409
16 Weeks	MA-2650	Case Studies in Medical Assisting (Capstone)	2.00	\$60
			SEMESTER TOTAL	18.00
			IN-STATE TUITION & FEES	\$3,974
			OUT-OF-STATE TUITION & FEES	\$6,229
			TOTAL CREDIT HOURS	65.00
			TOTAL IN-STATE TUITION & FEES	\$17,899*
			TOTAL OUT-OF-STATE TUITION & FEES	\$26,919*

*All courses and course fees are subject to change. Visit us online to see the most up-to-date curriculum and pricing for this program.



QUESTIONS? CONTACT ME.

Kim Ephlin

Program Manager of Medical Assisting

ephlink@hocking.edu | (740) 380-9315 (ext. 6602)

www.hocking.edu/medical-assistant

Updated March 2021 - AU

ADMISSIONS

- ☑ Apply to Hocking College
- ☑ Students interested in the Medical Assisting program choose the Applied Science Program-MA.
- ☑ Complete the Free Application for Federal Student Aid (FAFSA)
- ☑ Register for the classes
- ☑ Pay tuition and fees by the due date

TRANSFER OF CREDITS

If you have attended another college or university, and would like to transfer credit to Hocking College, please have official transcripts mailed to the Hocking College Registrar for evaluation. An official transcript must be mailed directly from the college or university. All other forms of transcripts are considered unofficial. Transfer credits for general classes for the Medical Assisting Program are evaluated by the deans and registrar's office.

Technical classes will be evaluated by the Program Director and Dean if psychomotor and affective skills are included in that class. Be prepared to submit syllabi and additional supplemental documents. A simulation of skills for those classes containing psychomotor and affective skills will be evaluated by the Program Director and staff. If the student is unsuccessful in the skills being evaluated, no award will be granted to the transfer credit for technical classes.

There are no specific articulation agreements for Medical Assisting. We do have universities that accept credits for technical and general courses. Examples are: Franklin University offers a bachelor's degree in health sciences and Western Governors University offers a bachelor's degree in business administration healthcare management.

OCCUPATIONAL OUTLOOK

[Ohio Bureau of Labor and Statistics](#)

According to the U.S. Department of Labor, Medical assistants held about 720,900 jobs in 2020. The largest employers of medical assistants were as follows:

Offices of physicians	57%
Hospitals; state, local, and private	15
Outpatient care centers	8
Offices of chiropractors	4

Employment of medical assistants is projected to grow 16 percent from 2021 to 2031, much faster than the average for all occupations., much faster than the average of all occupations. Most employers prefer graduates of 2-year programs resulting in an associate degree and who have passed a national examination indicating that the medical assistant meets certain standards of competence. The American Association of Medical Assistants awards the Certified Medical Assistant credential, CMA (AAMA).

The earnings of medical assistants vary, depending on their experience, skill level, and location. The median annual wage of medical assistants is In Ohio, the average salary ranges from \$35, 700-\$41, 800.

\$38,270 per year. The median wage is the wage at which half the workers in an occupation earned more than that amount, and half earned less.

Most medical assistants work full-time. Some work evenings or weekends to cover shifts in medical facilities that are always open.

SOURCES OF ADDITIONAL INFORMATION

American Association of Medical Assistants

<http://www.aama-ntl.org>

Commission on Accreditation of Allied Health Education Programs

<http://www.caahep.org>

MEDICAL ASSISTANT PROGRAM OUTCOMES

The following outcomes express additional, particular skills, behaviors, and attitudes cultivated in students seeking the Associate Degree in the Medical Assistant technology:

1. Performs a wide range of clinical skills to promote care of patients and families effectively.
2. Conducts patient education to ensure continuity of care.
3. Directs office business by performing a variety of administrative duties.
4. Communicates effectively with staff, doctors, patients, community, and other medical personnel.
5. Maintains professional skills and attitudes with colleagues and patients.
6. Maintains, coordinates and documents policies and procedures for the office.

The Success Skills (Institutional Outcomes) and Program Outcomes combine to form a single set of skills, behaviors, and attitudes, determined desirable for entry-level practitioners in Medical Assisting, for graduates transferring to four-year institutions, and for educated citizens.

Institutional Learning Outcomes and You

The Hocking College Institutional Learning Outcomes are general, core outcomes needed on the job, at home, and in the community. They are work and life skills, and behaviors, and attitudes that all students need to develop. Institutional Learning Outcomes are integrated across all Hocking College program curriculums.

Institutional Learning Outcomes address the areas that employers say are needed to be successful in your career. Employers rank these skills as most important in obtaining and keeping a job as well as advancing or seeking promotions.

Hocking College is committed to helping you develop these skills in classes, labs, and field experiences as well as in co-curricular activities.

The Medical Assisting student must demonstrate positive Institutional Learning Outcomes before being placed in a practicum experience.

The following general outcomes are life and work skills cultivated in all students seeking the Associate Degree:

- 1) Demonstrate sound critical thinking, information literacy and technological competency in the production of academic writing and presentations
- 2) Apply the methods of mathematical, statistical or analytical reasoning to critically evaluate data, solve problems and effectively communicate findings.
- 3) Demonstrate an awareness of the social, political and economic forces which shape individuals, institutions and communities in the modern world.
- 4) Understand social justice and the diversities and complexities of the cultural and social world past and present and come to an informed sense of self and others.
- 5) Demonstrate a foundation of knowledge in the natural sciences based on theory and laboratory skills.
- 6) Cultivate ethical values, personal wellness and personal learning strategies in the development of the whole person, mind, body and spirit.

7) Integrate content material to application in the workforce and apply discipline specific knowledge and skills to successfully transfer or effectively meet the expectations of internships, workplace, volunteerism and/or entrepreneurship endeavors.

8) Utilize the ethical and professional application of current information technology and tools effectively.

Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting Program Goals and Minimum Expectations

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

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

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

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

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

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

Core Curriculum Content Area

Cognitive (Knowledge) I.C Anatomy, Physiology, & Pharmacology	Psychomotor (Skills) I.P Anatomy, Physiology, & Pharmacology
<ol style="list-style-type: none"> 1. Identify structural organization of the human body 2. Identify body systems* 3. Identify: <ol style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. Identify major organs in each body system* 5. Identify the anatomical location of major organs in each body system* 6. Identify the structure and function of the human body across the life span 7. Identify the normal function of each body system* 8. Identify common pathology related to each body system* including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology d. diagnostic measures e. treatment modalities 9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases 10. Identify the classifications of medications including: <ol style="list-style-type: none"> a. indications for use b. desired effects c. side effects d. adverse reactions 11. Identify quality assurance practices in healthcare 12. Identify basic principles of first aid 13. Identify appropriate vaccinations based on an immunization schedule. 	<ol style="list-style-type: none"> 1. Accurately measure and record <ol style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight (adult and infant) g. length (infant) h. head circumference (infant) i. oxygen saturation 2. Perform the following procedures: <ol style="list-style-type: none"> a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing 3. Perform patient screening following established protocols 4. Verify the rules of medication administration: <ol style="list-style-type: none"> 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

<p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> 9. Assist provider with a patient exam 10. Perform a quality control measure 11. Collect specimens and perform: <ol style="list-style-type: none"> 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. Provide up-to-date documentation of
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	provider/professional level CPR 13. Perform first aid procedures a. bleeding b. diabetic coma or insulin shock c. stroke d. seizures e. environmental emergency f. syncope
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Cognitive (Knowledge) II.C Applied Mathematics	Psychomotor (Skills) II.P Applied Mathematics
1. Define basic units of measurement in: a. the metric system b. the household system 2. Identify abbreviations used in calculating medication dosages 3. Identify normal and abnormal results as reported in: a. graphs b. tables	1. Calculate proper dosages of medication for administration 2. Record laboratory test results into the patient's record 3. Document on a growth chart 4. Apply mathematical computations to solve equations 5. Convert among measurement systems

Cognitive (Knowledge) III.C Infection Control	Psychomotor (Skills) III.P Infection Control
1. Identify major types of infectious agents 2. Identify 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. Identify 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. Identify the principles of standard precautions 6. Identify personal protective equipment (PPE) 7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings	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

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition
1. Identify dietary nutrients including: a. carbohydrates b. fat c. protein d. minerals e. electrolytes	1. Instruct a patient regarding a dietary change related to patient's special dietary needs

<ul style="list-style-type: none"> f. vitamins g. fiber h. water 2. Identify the function of dietary supplements 3. Identify the special dietary needs for: <ul style="list-style-type: none"> a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies i. eating disorders 4. Identify the components of a food label 	
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Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication
<ul style="list-style-type: none"> 1. Identify types of verbal and nonverbal communication 2. Identify communication barriers 3. Identify techniques for overcoming communication barriers 4. Identify the steps in the sender-receiver process 5. Identify challenges in communication with different age groups 6. Identify techniques for coaching a patient related to specific needs 7. Identify different types of electronic technology used in professional communication 8. Identify the following related to body systems*: <ul style="list-style-type: none"> a. medical terms b. abbreviations 9. Identify the principles of self-boundaries 10. Identify the role of the medical assistant as a patient navigator 11. Identify coping mechanisms 12. Identify subjective and objective information 13. Identify the basic concepts of the following theories of: <ul style="list-style-type: none"> a. Maslow b. Erikson c. Kubler-Ross 14. Identify issues associated with diversity as it relates to patient care 15. Identify the medical assistant's role in telehealth <p>*Body systems must include, but are not limited to, the following:</p>	<ul style="list-style-type: none"> 1. Respond to nonverbal communication 2. Correctly use and pronounce medical terminology in health care interactions 3. Coach patients regarding: <ul style="list-style-type: none"> a. office policies b. medical encounters 4. Demonstrate professional telephone techniques 5. Document telephone messages accurately 6. Using technology, compose clear and correct correspondence 7. Use a list of community resources to facilitate referrals 8. Participate in a telehealth interaction with a patient

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

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

Cognitive (Knowledge) VIII.C Third-Party Reimbursement	Psychomotor (Skills) VIII.P Third-Party Reimbursement
<ol style="list-style-type: none"> 1. Identify: <ol style="list-style-type: none"> a. types of third-party plans b. steps for filing a third-party claim 	<ol style="list-style-type: none"> 1. Interpret information on an insurance card 2. Verify eligibility for services 3. Obtain precertification or preauthorization with documentation

<p>2. Identify managed care requirements for patient referral</p> <p>3. Identify processes for:</p> <ol style="list-style-type: none"> verification of eligibility for services precertification/preauthorization tracking unpaid claims claim denials and appeals <p>4. Identify fraud and abuse as they relate to third party reimbursement</p> <p>5. Define the following:</p> <ol style="list-style-type: none"> bundling and unbundling of codes advanced beneficiary notice (ABN) allowed amount deductible co-insurance co-pay <p>6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements</p>	<p>4. Complete an insurance claim form</p> <p>5. Assist a patient in understanding an Explanation of Benefits (EOB)</p>
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Cognitive (Knowledge) IX.C Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P Procedural and Diagnostic Coding
<p>1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II)</p> <p>2. Identify the effects of:</p> <ol style="list-style-type: none"> upcoding downcoding <p>3. Define medical necessity</p>	<p>1. Perform procedural coding</p> <p>2. Perform diagnostic coding</p> <p>3. Utilize medical necessity guidelines</p>

Cognitive (Knowledge) X.C Legal Implications	Psychomotor (Skills) X.P Legal Implications
<p>1. Identify scope of practice and standards of care for medical assistants</p> <p>2. Identify the provider role in terms of standard of care.</p> <p>3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA)</p> <p>4. Identify the standards outlined in The Patient Care Partnership</p> <p>5. Identify licensure and certification as they apply to healthcare providers</p> <p>6. Identify criminal and civil law as they apply to the practicing medical assistant</p> <p>7. Define:</p> <ol style="list-style-type: none"> negligence malpractice statute of limitations Good Samaritan Act(s) 	<p>1. Locate a state's legal scope of practice for medical assistants</p> <p>2. Apply HIPAA rules in regard to:</p> <ol style="list-style-type: none"> privacy release of information <p>3. Document patient care accurately in the medical record</p> <p>4. Complete compliance reporting based on public health statutes</p> <p>5. Report an illegal activity following the protocol established by the healthcare setting</p> <p>6. Complete an incident report related to an error in patient care</p>

<p>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. Identify the purpose of medical malpractice insurance 9. Identify 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. Identify the process in compliance reporting: a. unsafe activities b. errors in patient care c. conflicts of interest d. incident reports 12. Identify compliance with public health statutes related to: 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. respondeat superior i. res ipsa loquitur j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-mediation</p>	
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Cognitive (Knowledge) XI.C Ethical and Professional Considerations	Psychomotor (Skills) XI.P Ethical and Professional Considerations
<p>1. Define: a. ethics b. morals 2. Identify personal and professional ethics 3. Identify potential effects of personal morals on professional performance 4. Identify professional behaviors of a medical assistant</p>	<p>1. Demonstrate professional response(s) to ethical issues</p>

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

AFFECTIVE SKILLS

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

A.1 Demonstrate critical thinking skills

A.2 Reassure patients

A.3 Demonstrate empathy for patients' concerns

A.4 Demonstrate active listening

A.5 Respect diversity

A.6 Recognize personal boundaries

A.7 Demonstrate tactfulness

A.8 Demonstrate self-awareness

Inclusive Tuition

Tuition: <http://www.hocking.edu>

The following items are included at no additional cost to the student. These items will be issued to each student at the beginning of the semester:

Textbooks

Professional uniforms and shoes, name badge

Stethoscope and blood pressure cuff

Physical examination required for Practicum rotation

Background Check required for Practicum rotation

Drug Screen required for Practicum rotation

CMA (AAMA) practice examination

Sitting for the CMA (AAMA) and NHA board exams



ESSENTIAL FUNCTIONS PHYSICAL, COGNITIVE, PSYCOMOTOR AND AFFECTIVE DOMAIN FUNCTION REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is frequently required to use hands to finger, handle, or feel; and reach forward with hands and arms. The employee is required to sit and stoop, kneel, or crouch.

Physical Demand Ratings are an estimate of the overall strength requirements that are considered to be important for an average, successful work performance of a specific job. In order to classify the occupation of a worker with a physical demand rating, the most strenuous and frequently performed tasks are evaluated. The overall physical demand rating for a job of the Medical Assistant falls within the **LIGHT** classification according to the Dictionary of Occupational Titles.

Physical Demands Medical Assistants may spend a great deal of their professional day walking, standing, moving and manipulating equipment, as well as lifting and moving objects, equipment and supplies. It is reasonable to anticipate lifting 20-25 pounds in any given day. Lifting up to 40-50 pounds may occasionally be required, depending on the specific style or type of care provided.

Patient Care: In the performance of certain patient care tasks, the Medical Assistant may be expected to have sufficient manual dexterity in order to safely perform various skills and techniques. Tasks and expectations may vary by clinical site and medical practice. The student must possess motor and dexterity skills sufficient to permit each of the following: • Performance of venipuncture, capillary puncture and injections smoothly enough so as to not injure the patient.

Visual and Auditory: Medical Assistants may also be expected to have a level of visual and auditory acuity sufficient to meet the needs of their job tasks. Corrective equipment and devices may enhance the person's ability to achieve the appropriate level of acuity. Differentiation of colors and color changes during the performance of laboratory procedures. Color blindness, of itself, does not preclude admission. Examples include but are not limited to: identification and interpretation of blood pressure sounds, palpation of pulse, ability to visualize the patient's medical records, medication vials and syringe calibrations.

Numerical Ability: Requires the ability to add, subtract, multiply, and divide all units of measurement.

Mental/Emotional Requirements: The Medical Assistant must be capable of working in stressful situations while maintaining composure.

Communication: The Medical Assistant must be able to communicate effectively with both spoken and written English language. Examples are but not limited to: communication with patients, families, health care professionals, patient and family teaching, documentation and computer literacy. Nonverbal communication skills must be recognized and used properly.

Interpersonal/Behavioral Skills: The Medical Assistant must have positive interactions with patients, staff, and healthcare personnel from multicultural backgrounds. Examples include but are not limited to: care without bias, work

well with others, separation of personal/professional emotions, and accountable for personal actions. The student must exhibit behavioral and social skills that are acceptable to the college and hospital settings.

Professional and Ethical Standards: The Medical Assistant must abide by all standards. Examples include but are not limited to: respectful to others, maintains confidentiality, be morally and ethically responsible, be accountable for their actions and behaviors and exercise good judgement.

According to the American Association of Medical Assistants (AAMA), Certified Medical Assistants must maintain a Code of Ethics to ensure the highest levels of ethical and moral character. This includes their pledge to:

Render service with full respect for the dignity of humanity.

Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.

Uphold the honor and high principles of the profession and accept its disciplines.

Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.

Participate in additional service activities aimed toward improving the health and well-being of the community.



GRADING SCALE

Grade determination will be included in each course outline handed out by the instructor teaching that course at the beginning of each semester. Your clinical and administrative courses will be evaluated using the following scale:

<u>GRADING SCALE:</u>	93%-100%=A	73%-76%=C
	90%-92%=A-	70%-72%=C-
	87%-89%=B+	68%-69%=D+
	83%-86%=B	66%-67%=D
	80%-82%=B-	65%=D-
	77%-79%=C+	0%-64%=F

***The student must receive a 76% or higher in order to pass MA Technical courses.**

100% of all psychomotor and affective objectives/competencies must be successfully achieved in order to pass the course.

- **The student will have three (3) attempts to pass the psychomotor skills checkoffs. If the skill is not passed by the third attempt, the student will receive an F for the class.**

LEARNING OPTIONS FOR THE MEDICAL ASSISTING PROGRAM

Web-Based Courses Available

1. English
2. Math
3. Medical Terminology

Flex Lab Courses

1. English
2. Math
3. Social Sciences
4. CPR for the Professional Rescuer

Academic Success Center

The [Academic Success Center](#) (ASC) is located on the first floor of Davidson Hall. The ASC houses the Testing Center, Library, Accessibility Resource Office, and Tutoring services.

[The Testing Center](#) – Location Davidson Hall Room 108. Testing Center hours are Monday – Friday, 8:00 am – 5:00 pm. Make-up tests are arranged with your instructor and can be taken on a walk-in basis. Standardized tests such as TEAS and ACE, SCANTRON and NOCTI are scheduled through the testing firm or coordinating agency and can be taken in the Hocking Testing Center. Please allow adequate time to complete an exam by the 5:00 pm closing time.

[Library services](#) – The Hocking College Library is committed to the advancement of teaching and learning by providing resources and services that support the core values of the college and enriching the experience by creating a community of lifelong learners. The Hocking College Library is an OhioLINK member. All faculty, staff, and currently registered students can borrow books from the Library or from other OhioLINK member libraries through the OhioLINK Catalog, or on site at other OhioLINK libraries.

Library Hours: Autumn/Spring Semester: Summer Semester:
 Monday – Thursday 7:30 am – 9:00 pm Monday – Friday 8:00 am – 5:00 pm
 Friday 7:30 am – 5:00 pm
 Saturday – Sunday 12:00 pm – 5:00 pm

[Tutoring](#) – The Academic Success Center offers free academic assistance to all Hocking College students. From tutoring to reinforcing good study habits, they help students overcome difficulties they might have with coursework and collaborate with them in managing the challenges of academic life. Studies show that students who seek academic assistance tend to perform better in their classes and retain more information. Tutoring schedules and locations are listed on the college website here: <https://www.hocking.edu/academic-support#tutoring>. Students are encouraged to make an appointment for tutoring, but walk-ins are welcome.

ADVISING

Students at Hocking College are encouraged to meet with their academic advisor every term before registering for classes. Advisors post hours of availability for advising. Students are encouraged to meet with the instructor at least three to four times per semester. The relationship students build with their advisor is important in helping shape their educational and career goals and ensuring that they stay on track for graduation. Students should be assigned an academic advisor from their department during the first term of classes. This information is located on the student's account. If a student is signing up for their first semester and does not have an advisor or would like to change advisors, they should see the secretary in their academic department. Advisors are required to keep regular, posted office hours each week to assist students with academic concerns and scheduling of classes. However, students also have a responsibility to become familiar with the college systems and program requirements and to seek out academic advice as they progress through their programs. Advising and guidance is available throughout the program by the Program Director and Advisor. Confidentiality and impartiality are maintained in dealing with student issues. The Program Director and advisor have assigned office hours and encourages students to make appointments for any issues that may be affecting their performance. The director is also available via email and telephone. Students are referred to services available on campus as needed. More information for registration/advising is available online at <https://www.hocking.edu/coursescheduling-registration>.

Accommodations Notice

[The Accessibility Resources Office](#) located in Davidson Hall (DVD) Room 114 is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

Disability Accommodations

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 and subsequent Amendments in 2008 ("ADA"), Hocking College will make reasonable modifications to its practices and will provide certain individualized services and accommodations as needed to assure nondiscrimination on the basis of disability. Students or applicants for admission who would like to request disability-related services and accommodations should contact the Director of Academic Support and Disability Services. The Accessibility Resources Office (Access Center) is located in Davidson Hall, Room 114. Accessibility Resources Office hours are Monday – Friday, 8:00 am – 5:00 pm.

Contact information: accessibility@hocking.edu

Religious Accommodations

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide written notice of the specific dates for which the student requires an accommodation and must do so not later

than fourteen (14) days after the first day of instruction to accessibility@hocking.edu. Students with questions about their religious accommodations under Ohio's Testing your Faith Act may contact the Vice President of Student Affairs or the Dean of General Studies, Arts & Science. Contact information may be found in the College Directory located at: www.hocking.edu/directory.

Commitment to Diversity and Inclusion

Our mission is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality.

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment, and are better prepared to become active participants in our pluralistic global society.

Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed.

Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

Discrimination and Harassment

Hocking College prohibits all forms of discrimination and harassment including those that violate federal and state law. The College does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, marital status, military status, national origin, race, religion, sex or pregnancy, sexual orientation, or veteran status.

The College has a designated formative Action (AA) Officer, Equal Opportunity (EO) Officer, and a Title IX Coordinator with the responsibility to coordinate the college's civil rights compliance activities and procedures. If you have any question, please contact Title IX Coordinator: Jacqueline C. Hagerott, Esq., LL.M., CCM, 740-753-7006 hagerottj@hocking.edu John Light Hall 151

Accidents or Injuries

Health care services at Hocking College are limited to basic first aid. The College relies on 911 for serious injuries. Whenever an accident or needle stick occurs, the site coordinator and program director will be notified immediately and an incident report will be submitted as soon as possible to record the injury. During phlebotomy procedures, if a student is exposed to blood via an accidental needle stick it is the source of the

needle stick has a moral obligation to be tested for HIV or Hepatitis. It is the responsibility of the student to see his/her own physician for follow-up treatment, prophylaxis, and further testing. The student must assume financial responsibility for any associated costs for any injury or medical condition that occurs during clinical practicum or student lab experiences. It is strongly advised that students purchase health insurance to cover the cost of medical expenses. All accidents must be Updated for Academic Year 2021/2022 Last update 07/13/2021 14 reported on the Hocking College Incident Form <https://cm.maxient.com/reportingform.php?HockingCollege>

Insurance

Each student is responsible for purchasing and maintaining their own health insurance coverage. Some clinical sites require proof of personal health insurance prior to the practicum. Hocking College provides professional liability insurance and is covered by a portion of the student laboratory fees.

Health Resources

[Hawks Center for Well-being](#)
[Mental health support](#)

Occupational Health Risks

The Hocking College Medical Assisting Program is dedicated to providing a safe environment for learning and practicing skills in the lab. Students are expected to follow all federal, state, and local safety and health laws. The students will be provided with personal protective equipment, and it is the responsibility of the student to notify the instructor immediately if there is any defect in safety equipment. Students will not be permitted to participate in the lab or practicum site without following proper dress code and safety rules. Students must have current Blood Borne Pathogen Certifications on file each year. Students must complete and comply with safety training including OSHA standards.

Students may be exposed to communicable diseases in the clinical environment. The communicable diseases include but are not limited to Hepatitis (A, B, C, or D), HIV, AIDS, TB, Measles, Mumps, Rubella, Chicken Pox, etc. Immunizations must be submitted prior to the practicum rotation. Hocking College Medical Assisting program and affiliated sites take precautions to minimize risks. In the nature of the health care industry, there is always a possibility that a student may be exposed despite all necessary precautions.

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. Working directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility. As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant and those hazards include the following: Exposure to infectious disease * Sharps injuries *Bloodborne pathogens and biological hazards *Chemical and drug exposure *Ergonomic hazards from lifting, sitting, and repetitive tasks * Latex allergies *Stress.

Legal Questions to Consider:

Before accepting the seat in the program, students need to answer the following questions:

- Have you ever been convicted of a felony, or have you ever accepted a court plea of guilty or no contest?

- Have you received a deferred judgment or deferred prosecution?
- Are you now, or were you for the 12 months preceding the date of this application, addicted to any controlled substance?

If you answered yes to any of these questions, the student needs to meet with the director or designee of the MA program for counseling to the specific requirements for certification and employment.

Drugs and Alcohol

The Hocking College Medical Assisting Program conforms to the common health profession requirement for drug testing. Placement at clinical sites is contingent upon presentation of a negative drug test. Drug testing must be completed by the testing company selected by Hocking College. The drug test is included in Hocking College All-inclusive Tuition.

Students that test positive for any drugs of abuse will be denied admission into the program for one year unless prescribed by a physician. Medical marijuana is a cause for denial even if prescribed by a physician if the student is taking medical marijuana the day of or during labs and/or the practicum experience. Marijuana can alter judgement and awareness required in the medical setting. The laboratory has blood, body fluids, chemicals, and instrument hazards that require all students to be attentive at all times.

Students who are denied admission due to a positive drug screen may reapply for the next year if space is available, pay for a drug screen out-of-pocket, and will follow the returning student's policy. Reasonable suspicion testing: The program may test students on a reasonable cause basis. If a student is having performance problems, or if the faculty member of clinical staff directly observes behavior in the clinical setting that may be alcohol or drug related, the student will be requested to submit immediately to drug or alcohol testing at the student's expense. If the drug test must be completed at an alternate site, the transportation to the alternate site will be at the student's expense. Continuance in the Medical Assisting Program is contingent on consent by the student for testing. Refusal to consent to testing will result in dismissal from the program and forfeits the ability to reapply to the program. The program has the right to access and review the results of any testing.

If the test is positive and/or the student is impaired the student will be sent home via alternative transportation, at the student's expense. A positive test will result in student dismissal from the program for a period of one year. A student dismissed from the Medical Assisting program for drugs or alcohol is encouraged to seek help from a medical professional. Students who have documentation from a medical professional that demonstrates 12-months of sobriety/clean may reapply to the program following the returning students "out of sequence" policy. Readmission is not guaranteed, and students are not allowed to attend a practicum site they have been dismissed from. Students re-entering after a positive drug screen will be tested for reasonable suspicion at the student's expense, if requested by practicum instructor, clinical liaison, or program director.

Pandemic/Emergency/Program Preparedness Plan for the Medical Assisting Program

During times of a state or nationwide pandemic of a communicable disease such as the Coronavirus, due to the technical hands-on field-based nature of the Medical Assisting program, MANY of the MA courses require elements that render it impossible to ensure social distancing as recommended by the Center for Disease Control and Prevention and Ohio

Department of Health. If you choose not to participate in a particular course or the program, see your academic advisor to learn about rescheduling options. Some courses are only taught once per year and may require you to wait in order to progress in your program. If the state or the college declares a stay-at-home mandate or is unable to provide face-to-face courses, all MA courses and labs will be converted, until face-to-face may safely resume, to virtual lecture and labs on Blackboard and other software or technology as needed to achieve the course outcomes and/or competencies.

Participation at practicums will be dependent on mandates by the practicum site. Students unable to complete practicums at the practicum site may be required to complete practicum hours via virtual/simulation labs if accreditation rules it acceptable or at a later date. All competencies must be completed as listed on the Master Competency Check List.

For any event that leads to the inability to access educational services on campus, the following guidelines are to be utilized. The Medical Assisting Program will follow the preparedness plan to assure continuity of education services.

-Communication will be through email, course room announcements, or phone calls. All communication of the program status changes will be made within 48 hours of the event.

-Virtual instruction methods will take place to deliver the theory portion of the core curriculum. Skills will be scheduled when in-person instruction can resume. If other options are available such as using another facility with sufficient resources to demonstrate and evaluate skills, this method will be utilized to provide continuity of the educational experience.

- If access to the LMS is unavailable, Instructors have alternate electronic access via their personal accounts with the publishers and/or hard copies of the program textbook, study guide, course exams, answer keys, resources, and competency assessment forms.

-Practicum experience that is affected may delay graduation time due to clinical hour requirements. In the event practicum is delayed, the Practicum Coordinator will work with each individual clinical site to determine availability and/or changes to schedules that may be necessary. If a site is no longer available to accommodate a student, all efforts will be made to find an alternative site in a timely manner.

-The Dean of Health and Nursing and the program instructors have continuous access to all curriculum content and resources available via the college LMS to ensure continued curriculum delivery in the event of an unanticipated disruption of any kind. In the event of a complete internet outage, the LMS system can be utilized off-line. All accreditation documentation, schedules of classes, cohort lists, and practicum assignments are available to the dean and administration.

- This includes but not limited to:
Unexpected departures of key personnel. As necessary, with instructor departures, the Program Director/Practicum Coordinator and/or other Medical Assisting instructors will substitute until a qualified replacement is onboarded and appropriately trained.
- In the event of an unexpected departure of the Program Director/Practicum Coordinator:
 - The Dean of Health Sciences / VP of Academic Affairs, and the program instructors have continuous access to all curriculum content and resources available via the college LMS to ensure continued curriculum delivery.

-The Program Director will communicate with the Department Dean and MAERB as appropriate. The program will maintain all records of action plans and courses of strategy for the emergency duration.

In the event of an unanticipated impact to instruction, the Hocking College administration will support each Department and faculty in developing an appropriate plan for all impacted areas of study. These plans will consider all modalities of instruction, including but not limited to, converting lecture-based content to an online format, following all state and federal health/safety regulations to continue offering in-person skill instruction and assessment, and teaching in-person instruction in a comparable space (with necessary equipment). Students will be made aware of these changes to classroom formatting in writing and/or verbally, with frequent updates provided. In the event of requiring change to a course modality, college staff will reach out to all students impacted to assure continuity of educational services and meet each individual need.

The full **Institutional Emergency Operations Plan** is located at the Hocking College Police Department. Click on the link to view. [..\Institutional Emergency Operations Plan.pdf](#)

Children on Campus

1. Children are not to be in class.
2. If children are on the campus, an adult should be in attendance.
3. Students are asked to adhere to College procedures prohibiting sick children on campus.

Returning Students

Students returning to the program after sitting out one or more semesters is considered “out of sequence” or having failed a technical course with a percentage below 76% will be required to complete the following items before the semester starts:

- ◆ Complete a conference with the Program Director 740-753-6421.
- ◆ Meet with the Program Director bi-weekly for the duration of the first semester back in the program.
- ◆ Students with failed courses should contact the Academic Success Center for tutoring prior to the first week of the repeated class.
- ◆ Complete a background check and drug screen. (if returning to Practicum I or II).
- ◆ Complete safety refresher with Program Director or designee. (if out >1 semester)
- ◆ Update the Immunization and Health Form. (if returning to Practicum I or II)
- ◆ The Medical Assisting faculty may require the demonstration of technical skills and theory training to ensure that your knowledge and skills are current and up to date so you can continue in the program.

Attendance Policy

In support of preparing Hocking College students for the world of work, the following policy has been developed to model work environments they will enter upon graduation. **The Medical Assisting Program's attendance is included in the final grade of technical courses. The description and percentage scores are defined in the course syllabus for each course.**

The expectation is that students attend all classes. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.

Policy

In an 8-week course, students have 1 Unexcused Absence

In a 16-week course, students have 2 Unexcused Absences

Unexcused absences greater than the above will result in being administratively DROPPED from the course(s). Students administratively DROPPED from a course(s) will not be re-admitted. They will be required to repeat the course to complete the program and are responsible for all associated charges.

The College is not responsible for the student's failure to follow the official withdraw policy. Students will be responsible for tuition and fees according to the refund policy

USE OF CELL PHONES OR OTHER ELECTRONIC DEVICES

The use of cell phones during classes and labs is a disrespectful distraction to your instructor and other classmates. *Please turn your cell phone and other electronic devices off while you are in class/lab.* In emergency situations, please discuss limited use of a cell phone with your instructor prior to the class during which you would like to use your cell phone.

Netiquette

Hocking College delivers many courses online, whether wholly or in a blended format. Online communication is expected to be professional and respectful, just as it is in a traditional classroom

POLICY REGARDING HONESTY

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill "Maintains a Code of Ethics." All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work. The

definition of academic misconduct that is provided in the Hocking College Student Guide applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else's as one's own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will receive will be held accountable as described by the academic school policy in addition to the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Student Rights and Responsibilities and Judicial Affairs will conduct a judicial proceeding with the accused student, resulting in a finding of "In Violation" or "Not In Violation" of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future Judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Rights and Responsibilities and Judicial Affairs, JL 269, or by referring to the Student Code of Conduct found on the Hocking College website (www.hocking.edu).

Academic Grievance Process

Hocking College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Hocking College faculty is composed of individuals whose professional skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience.

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders and evaluation of student work and progress in a course or work experience. College grading policies and procedures reflect the quality of performance and achievement of competency by students who complete one or more courses. Students have the right to ask instructors for an explanation of any grade received. A final grade appeal should not be entered lightly by a student nor lightly dismissed by an instructor. It is the responsibility of the instructor to assign a final grade. Students have the responsibility of providing documentation that establishes sufficient grounds for changing a grade.

Simple disagreement with the instructor’s professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member regarding their concerns. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint pursuant the Student Grievance Procedure located at: <https://www.hocking.edu/student-affairs>

SERVICE LEARNING/CIVIC RESPONSIBILITY

Medical Assisting Recognition Week – During your first semester you will be assisting the public in becoming more aware of the important role and function of a Medical Assistant. Students are assigned into groups and each group develops and institutes a college or community plan.

CAPSTONE EXPERIENCE

The Medical Assistant Practicum Program is a period of directed practice consisting of hands-on medical assisting experience in a general practice medical office, specialty practice office, and a comprehensive health care clinic. The student spends two days each week at a practicum facility performing administrative and clinical skills under direct supervision of a practicum supervisor who is a medical office staff member(s). A weekly seminar is included in the course to provide students with opportunity to discuss the practicum experience. (See Policy Guide and Practicum Evaluation Tool in this handbook)

Case Studies (MA-2650) is the capstone course offered in semester 4. This course focuses on an integration of all components of the Medical Assisting Curriculum. Through simulated case studies, the student will demonstrate competency in knowledge and skills required for entry-level employment in a medical office or clinic and help prepare the student to sit for the Certification Examination for Medical Assistants.

Medical Assisting Creed

The Medical Assisting Creed of the AAMA sets forth medical assisting statements of belief:

- 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.

CMA (AAMA) Core Values

- Actively participate in the delivery of quality health care.
 - Promote patient safety and well-being.
- Contribute to a positive health care experience for patients. Demonstrate integrity and respect, and protect patient confidentiality.
- Advocate the essential value of certification and continuing education.
 - Embrace change, growth, and learning.

Practicum Student Policy Guide

I. DESCRIPTION:

The Medical Assistant Practicum Program is a period of directed practice consisting of hands-on medical assisting experience in a general practice medical office, specialty practice medical office, and/or a comprehensive health care clinic. The student is required to obtain a minimum of 440 clock-hours of hands-on experience during the practicum program.

The practicums are held at professional health care organizations. Hocking College has formal affiliation agreements with each facility. The agreements are in place to provide students clinical instruction and practice in the field to prepare them for employment in the medical field. **However, students must understand that they are also required to conform to all of the policies of the host agency when completing their practicum.**

It is also an expectation that students comply with policy expectations anywhere on the premises including the parking lot and off premises while representing Hocking College or the host organization. Examples include uniform and appearance expectations, social media usage, patient/client interaction, behavior in the parking lot, organizational outings and any other activities related to the learning experience. Students must always identify themselves as a student. Students should be aware that it is a patient's rights to refuse a student performing procedures. Professionalism and strict adherence to all governmental regulations is mandatory.

II. OUTCOMES

- A. To provide the student with direct patient contact.
- B. To give students the opportunity to perform administrative and clinical procedures at a practicum facility under the direction of a practicum supervisor.
- C. To give students the opportunity to relate administrative and clinical theory to practical application in a professional setting.
- D. To help the student gain insight into his/her role as a part of the total health care team.
- E. To prepare a qualified and competent entry-level medical assistant.
- F. To develop and perform the following Success Skills:

III. COMPENSATION POLICY

The Medical Assistant Practicum Program is an educational experience and the student may **NOT** receive payment in any form for the supervised practicum experience.

IV. PERFORMING CLINICAL WORK:

Students may perform clinical work while enrolled in the program if it does not interfere with their practicum hours. Students who work at an ambulatory site are not permitted to complete their practicum at the same site to avoid any interference with practicum hours versus work hours.

V. PRACTICUM SCHEDULE

- A. **Academic School Year Schedule:**
Each student is required to complete two practicum experiences of a duration of one semester each. The student will obtain directed practice two days each week at a practicum facility. The practicum experiences typically include a rotation at a general practice office and a rotation at a specialty office. The student must complete a total of 440 clock-hours of hands-on experience (divided between the two practicum experiences). The Practicum Coordinator will distribute a schedule of the required days at the beginning of each experience to both the Practicum Supervisor and the practicum student. **A student MUST obtain a practicum experience at two different medical facilities. Under NO CIRCUMSTANCES is a student permitted to obtain a practicum experience at only one facility.**
- B. *Summer Schedule:*
An individual schedule will be developed for the student who elects to complete a practicum experience during the summer. A maximum of one practicum experience is permitted during the summer. Special arrangements due to extenuating circumstances, however, may be considered by the Practicum Supervisor.

VI. APPEARANCE REQUIREMENTS

- A. The practicum student must adhere to the following guidelines relating to appearance:
 - 1. **Uniform:** Navy Blue Scrubs. The student will be provided 2 sets. Uniform must be clean and free from wrinkles or tears.
 - 2. **Hair:** Students hair must be neat and clean, pulled back off of the face and shoulders secured with a hair tie or clip.

3. **Name Tag:** Visible and always worn. Students will be provided through Hocking College a name tag with their first name and student medical assistant verification.
4. **Shoes:** Students will be provided shoes through Hocking College course lab fees. Shoes are to be kept clean and polished.
5. **Watch:** A watch with a second-hand one is required.
6. **Jewelry:** Acceptable jewelry includes engagement ring and/or wedding band, plain stud earrings. Necklaces, bracelets, dangling earrings and other facial jewelry is not permitted.
7. **Makeup:** Makeup must be discreet.
8. **Fingernails:** Nails must be short, clean and filed. Only clear nail polish is acceptable. Artificial nails are not permitted.
9. **Gum:** No gum chewing is permitted
10. **Smoking:** No smoking is permitted
11. **Practicum Outerwear:** it is acceptable to wear a lab coat over the uniform; a sweater or jacket over the uniform are unacceptable.
12. **Tattoos:** Must be covered. If in an area that cannot be covered (i.e. face, hands) then every effort must be made to be as professional in appearance as possible.
13. **Personal Hygiene:** Body must be kept clean and free from odor. Use of deodorant is recommended. Perfumes are prohibited.

VII. PRACTICUM PREREQUISITES

- A. The following criteria must be met before the student is permitted to enter the Practicum Program:
 1. The student must maintain a 2.00 GPA or above to be permitted to enter or remain in the Practicum Program.
 2. A student must successfully complete the courses listed below before entrance is permitted into MA 2600 Medical Assistant Practicum I) of the Practicum Program.

MA 1100	Basic Clinical Assisting Procedures
MA 1102	Medical Office Procedures I
BIOS 1112	The Human Organism
HLTH 1101	Medical Terminology I
MA 1110	Family Practice Assisting Procedures
MA 1112	Medical Law and Ethics
MA 1221	Medical Management Computerization

MA 2224 Pharmacology for Medical Assistant

b. A student must successfully complete the courses listed below before entrance is permitted into MA 2601 (Medical Assistant Practicum II) of the Practicum Program.

MA 2200 Advanced Clinical Assisting Procedures

MA 2206 Computer Applications in Medical Assisting

MA 2600 Medical Assistant Practicum I

EM 1134 CPR/1st Aid for Healthcare Provider

c. The following courses must be taken concurrently with (or prior to entrance into) MA 2601 (Medical Assistant Practicum II):

MA 2220 Medical Laboratory Procedures

MA 2650 Case Studies in Medical Assisting

MA 2222 Medical Office Procedures II

3. **The student must exhibit professional medical assisting behavior and attitudes.**

- a. A student must demonstrate professional medical assisting behavior and attitudes in the classroom during the first year of the program to be permitted to enter the Practicum Program.
- b. Professional behavior/attitudes must be exhibited during the second year of the program in the classroom and practicum facility in order for the student to be permitted to remain in the Practicum Program.
- c. Consistent inappropriate behavior/attitudes will be documented by the Medical Assistant faculty and presented to the student in a scheduled conference.
- d. A reasonable length of time, (as stipulated by the Medical Assistant Coordinator, but not to exceed four weeks) will be given to the student to demonstrate improvement.
- e. First year students not demonstrating improvement will **NOT** be permitted to enter the Practicum Program. Second year students not demonstrating improvement will **NOT** be permitted to remain at the Practicum site.

4. Physical examinations cost is part of the practicum course fee. The physical exam, drug screen and tb test will be provided through the Hawk center for well-Being. Completed form and test results are to be given to the practicum coordinator, Lori Cline in JL 241. The physical examination must be current for the Practicum Semester(s) intended. A student is not permitted to enter a practicum facility without a completed physical examination.

5. The student must obtain a 12 panel urine drug screen prior to the entrance into a practicum facility. The urine drug screen is covered in the practicum laboratory fees and provided through the Hawk Center for Well-Being.

6. The student must obtain and submit a BCI and FBI background check prior to entrance into a practicum facility. The cost is covered in the practicum laboratory fee. Students will schedule with the Hocking College police department. Results will be sent to the practicum coordinator.

7. The student must demonstrate he/she understands the policies and procedures governing the Practicum Program by attaining a score of 100 on a written examination covering material presented in the Practicum Policy Guide.
8. The student must demonstrate retention of clinical skills acquired during the first year of study through a review simulation evaluation administered the week prior to entrance into the first practicum experience. The student must demonstrate competency in the review simulation with a score of 85 or above.

VIII. MEDICAL ASSISTING CLASSROOM BEHAVIOR/ATTITUDES

A. Instructor/Student Interaction:

1. Establishes a good rapport with other students.
2. Maintains a friendly but professional approach in the practice and testing laboratories.
3. Uses tact when dealing with instructors and other students.
4. Listens attentively to instructors and other students.
5. Cooperates with instructors and other students and participates in a team effort to achieve classroom objectives.

B. Professionalism

1. Is cooperative and willing to learn.
2. Displays professional conduct by maintaining a positive attitude towards classroom work, instructors and students.
3. Arrives to class/laboratory on time.
4. Remains in the classroom/laboratory the required length of time.
5. Completes assigned tasks with minimal delay.
6. Perform procedures with care and attention.
7. Works within scope of limitations.
8. Seeks assistance when needed.
9. Is able to accept suggestions and criticism.
10. Presents a neat and acceptable appearance.
11. Utilizes resources for additional information as needed (e.g. PDR, Code book).
12. Is able to relate theory to practice.
13. Is able to plan and organize work so that time is used efficiently and the work area remains clean and orderly.
14. Does not use a cellular phone during class to text or perform other functions. Ensures that his/her cellular phone is turned OFF before entering the classroom.

C. Medical Ethics and Law

1. Demonstrates knowledge of personal and medical assisting limitations
2. Reviews clinical and administrative procedures with the medical assistant faculty when in doubt.

MEDICAL ASSISTING PRACTICUM BEHAVIOR/ATTITUDES

A. Patient/Staff Interaction:

1. Establishes a good rapport with medical staff and patients.
2. Maintains a friendly but professional approach with medical staff and patients.
3. Uses tact when dealing with medical staff and patients.
4. Listens attentively to medical staff and patients.
5. Cooperate with medical staff and participate in a team effort to achieve medical office objectives.

B. Professionalism:

1. Is cooperative and willing to learn.
2. Displays professional conduct by maintaining a positive attitude towards work and the medical office.
3. Arrives at the practicum facility on time.
4. Remains in the practicum facility the required length of time.
5. Completes assigned tasks with minimal delay.
6. Seeks assistance when needed.
7. Is able to accept suggestions and criticism.
8. Presents a neat and acceptable appearance.
9. Utilizes resource books or materials for additional information as needed
10. Is able to relate theory to practice.
11. Is able to plan and organize work so that time is used efficiently and the work area remains clean and orderly.
12. Works within scope of limitations.
13. Refrains from taking a cellular phone into the practicum facility.

C. Medical Ethics and Law:

1. Demonstrates knowledge of personal limitations.
2. Demonstrates respect of patient privacy.
3. Refers inquiries regarding care to the physician.
4. Respects patient confidentiality.
5. Assures the safety of patients (e.g. makes sure patient is seated/lying down before giving injection, assists patient onto and off the examination table.)

D. Clinical Procedures:

1. Reviews procedures with the clinical practicum supervisor when in doubt

E. Administrative Procedures:

1. Reviews procedures with the administrative practicum supervisor when in doubt.

VIII. HOCKING COLLEGE MA PROGRAM RESPONSIBILITIES

MONITORING AND MANAGING STUDENT ACADEMIC PROGRESS

Student Performance, both academic and clinical/practicum, will be reviewed by the Practicum Coordinator and Program Director throughout the semester. At the completion of each class, the Medical Assisting department faculty will meet to ensure that all students are progressing satisfactorily in each course within the program.

Progression to practicum will be based on:

- Must maintain a 76% or better in all courses.
- Attendance record must be maintained in each semester.
- Successfully meet professionalism and semester practicum requirements.

- Is deemed to be safe to continue to work in the medical office.

Management Responsibilities:

1. To inform the physician and medical staff of the intent and purpose of the practicum program.
2. To provide institutional leadership of all students enrolled in the Medical Assistant Practicum Program.
3. To provide individual consultations with students and help with any problems pertaining to practicum experience.
4. To make on-site observation of student and consult with the physician and/or medical staff to discuss areas of strengths, concerns and means of improvement.
5. To provide for such discipline or corrective action as may be required.
6. To determine the final letter grade at the end of the grading period.
7. To respect the confidential nature of all information pertaining to the practicum experience.

IX. PRACTICUM STUDENT RESPONSIBILITIES

A. Your responsibilities as a practicum student are to:

1. Visit your practicum site one week prior to the beginning of the experience to introduce yourself and verify the arrival/departure times for the experience. Complete an Orientation of Practicum form which will be collected during the first Practicum Seminar.
2. Provide your own transportation to and from the practicum facility.
3. Abide by the rules and regulations of the practicum facility.
4. **Maintain confidentiality at all times.**
5. **Do NOT take a cellular phone into the practicum facility.**
6. Be responsible for your own actions during the practicum experience.
7. Complete two emergency cards and present one copy to the Practicum Coordinator and one copy to the Practicum Supervisor.
8. Maintain a professional attitude/behavior at the practicum site.
9. Follow the OSHA Blood borne Pathogens Standard.
10. Notify the Practicum Coordinator if a radiation badge is needed. (Note: You are required to wear a radiation badge when working with ionized radiation (x-rays).)
11. Perform only those administrative and clinical skills in which you have demonstrated competency in the classroom laboratory. (Also refer to section XIII of this policy guide.)
12. Appear at the practicum facility at the specified time and leave at the specified time unless special arrangements are indicated by the Practicum Supervisor. You are required to complete a time sheet which is to be signed each week by the Practicum Supervisor. Time sheets **MUST** be brought to the practicum seminar each week.
13. Carry a small note pad and pencil to the practicum site to record important information relating to administrative and clinical skills.
14. **Contact the practicum facility due to any absence on the morning of absence within ½ hour after the office opens.** (Refer to section XV).
15. Maintain the Student Policy Guide, Outcome Assessment Record and Procedure Competency Checklists in a notebook.
16. Bring your Outcome Assessment Record and time sheet to the practicum seminar each week.
17. Complete of minimum of 440 clock-hours during the two-rotation practicum experience.

18. Schedule a practicum final conference with the Practicum Coordinator at the completion of the experience.

X. PRACTICUM SUPERVISOR RESPONSIBILITIES

A. The responsibilities of the practicum supervisor are as follows:

1. A well-structured orientation is essential. Students should be introduced, shown around the office, and given a general knowledge of office policies and procedures.
2. Students will have a basic general knowledge of procedures listed on the evaluation forms. Explanation of how your office personnel perform each procedure will still be necessary.
3. As soon as procedures are adequately explained and the student has observed how the procedures are performed in your office, the student will be expected to begin performing the procedure under supervision.
4. The student will be working a minimum of 16 hours a week. The practicum is an educational experience; therefore, the student is not paid.
5. Keep the practicum student's emergency card in an accessible location in the event that an emergency arises requiring information from this card.
6. Review the administrative and clinical objectives set forth in the Outcome Assessment Record (OAR).
7. Allow the student to engage in activities that meet the objectives in the Outcome Assessment Record.
8. Initial each objective in the Outcome Assessment Record once the student performs it with competence.
9. Provide the student the opportunity to obtain directed practice in both the administrative and clinical areas of the medical office or clinic.
10. Notify the college if the student does not adhere to the standards outlined in the Practicum Student Policy Guide.
11. To assure adequate safety of students, staff, and patients in the practicum rotations, the student has been evaluated on information for health and safety hazards and procedures to ensure safety, health, and wellness, and compliance with environmental and health and safety laws and regulations. Allow the student to follow the OSHA Blood Borne Pathogens Standard and all health and safety laws. Inform the student of how these regulations are followed in your facility.

12. Contact the Practicum Coordinator if the student will be working with x-ray procedures to make arrangements for a radiation badge.
13. The practicum coordinator will visit and observe the student during the practicum. A brief conference with the student and supervisor will be necessary at that time. This visit may be unannounced.
14. If you anticipate grading the student with "Needs Improvement," please discuss this with the practicum coordinator/student prior to completing the Student Progress Report so the student can have time to implement improvements.
15. Complete a Student Progress Report on the practicum student at the end of the practicum experience.

XI. PRACTICUM ORIENTATION:

- A. Before entering the practicum program, the student must attend a practicum orientation session to become familiar with responsibilities, objectives, and policies governing the practicum program. Orientation will be scheduled by the practicum coordinator. **Attendance is mandatory. Students that do not attend orientation will not be permitted to complete practicum.**

XII. PRACTICUM NOTEBOOK

- A. A practicum notebook must be maintained by the practicum student and must contain the following items.
 1. Practicum Student Policy Guide
 2. Outcome Assessment Record: Administrative and Clinical
 3. Administrative and Clinical Evaluation of Competency Checklists
- B. The student must take the notebook to the practicum facility each week. Failure to do so will result in a deduction of points from the student's on-site evaluation.

XIII. PERFORMANCE OF SKILLS DURING PRACTICUM

- A. The administrative and clinical evaluation checklists that the student is required to maintain in his/her notebook should be used as a guide for performing skills at the practicum facility.
- B. Practicum students entering the first practicum experience are permitted to perform the administrative and clinical skills included in Medical Office Procedures I, Basic Clinical Assisting Procedures, and Family Practice Clinical Assisting Procedures.
- C. As the student progresses through the third and fourth semesters of the program and demonstrates competency in additional administrative and clinical procedures (as documented by the instructor's initials on the Outcome Assessment Record), the student is permitted to perform these procedures at the Practicum facility.
- D. If the Practicum Supervisor wants the student to perform a skill not yet covered in the classroom, the guidelines outlined below must be followed:
 - 1. Inform the Medical Assistant Coordinator of the request.
 - 2. A Medical Assistant faculty member will assess the student's readiness for performing the skill.
 - 3. If permission is granted to perform the skill, the faculty member will make an assignment to the student to acquire the necessary theory behind the skill.
 - 4. The faculty member will review the procedure with the student and give the student the opportunity to practice the procedure.
 - 5. The Medical Assistant faculty member will evaluate the student over the procedure. The student must demonstrate competency with a score of 85 or above.
 - 6. **In all cases, the student is not permitted to perform injections or venipuncture at the practicum facility until he/she has successfully demonstrated competency over these outcomes in the classroom setting. There are NO EXCEPTIONS to this policy.**
- E. In summary, the student is permitted to perform only those administrative and clinical skills in which the student has previously demonstrated competency in the scheduled classroom sessions, unless prior approval has been granted following the guidelines stipulated above.
- F. The student is permitted to call in prescription medications and to write prescriptions that are signed by the physician. This skill, however, must be under the direct supervision of the student's practicum supervisor.

XIV. OUTCOME ASSESSMENT RECORD

- A. The student is responsible for maintaining his/her Outcome Assessment Record (OAR) in a three-ring notebook. The Outcome Assessment Record lists specific administrative and clinical objectives to be completed during his/her period of directed practice. The student is responsible for identifying the status of each objective in his/her medical office using the following system:
 - 1. **Competent Performance of the Objective:** The practicum supervisor is responsible for initialing each objective once the student performs it with competence. It is suggested the student and supervisor spend five minutes at the end of each day to review the student's progress for that day including the initialing of competently performed objectives as well as designating areas of needed improvement leading to competency.
 - 2. **Procedure is observed only:** At times the medical assistant will not actually perform the task in the medical office but will have the opportunity to observe it. In this instance, the abbreviation **O** (observed) should be recorded on the objective sheet next to the task.

3. **Procedure is NOT performed at the medical office:** There will be objectives (especially in the specialty offices) that are listed on the OAR but which are not performed at the student's practicum site. In this instance the word **NOT** (not performed) should be recorded next to the objective.
 4. **Procedure is performed but the student is not permitted to become involved with it:** There may be some procedures that are performed at the practicum site that the student is not permitted to perform (e.g.; computerized patient transactions). In this instance, the word **IS** should be recorded next to the objective, however, it is highly recommended that the student observe the task being performed. In this instance **IS-O** would be recorded next to the task.
 5. **Procedure is performed but the opportunity did not arise to perform it:** If the procedure is performed at the practicum site but the medical assistant did not have the opportunity to perform it, **NO-OP** should be recorded next to the task. However, the student should be aware that this category should be used as little as possible. If an excessive number of "NO-OP" appear on the objective sheet, the practicum coordinator will counsel the student to determine the reason.
- B. The Outcome Assessment Record must be kept up-to-date on a week-to-week basis.
 - C. The student is responsible for hand-carrying the Outcome Assessment Record to the practicum site and to the practicum seminars.
 - D. The Practicum Coordinator will collect and review the Outcome Assessment Record each week during the seminar. If the Coordinator observes deficiencies, a notation will be made on the Seminar form. The student must make a concerted effort to correct deficiencies or provide a reasonable explanation for the deficiency. Examples include:
 1. Not making measurable progress completing clinical and administrative objectives performed at the practicum facility.
 2. Focusing too much attention on one facet of the program (administrative or clinical) and not enough on another.

XV. ABSENCES

- A. **The student** is responsible for contacting the practicum facility due to **any** absence. This includes illness, unscheduled school closing etc. All absences must be made up.
- B. The practicum facility must be notified on the morning of the day of the absence within ½ hour after the office opens. Failure to do so will result in placing student on practicum probation for a period of two weeks. If the student is unable to contact the office, the Practicum Coordinator should be notified immediately.
- C. The student is required to complete an Absentee Report during the Practicum Seminar following the practicum absence. The Practicum Coordinator will counsel the student as to when the experience can be made up. An Absentee Report can be obtained from the Practicum Coordinator. The student must also document the absence on his/her time sheet.
- D. Any modification of the practicum schedule must be discussed and approved in advance by the Practicum Coordinator (e.g. leaving early for a doctor's appointment). These hours must be made up.

- G. Any absences that are not made up by the end of the semester must be made up the following semester. The student **WILL NOT** be given a grade for the practicum experience until the days are made up. An I (incomplete) will appear on the student's transcript until the days are completed. If the days are not made up within the duration of one semester, the student will receive an **F** for the practicum course.

XVI. ATTENDANCE

- A. The student is required to attend the weekly practicum seminar and complete a practicum journal worksheet to be turned in each week. Each seminar class has a value of 10 points.
- B. The following will result in the dropping of the final grade by one letter grade:
1. Missing 3 seminar classes will result in your final letter grade being dropped by one letter grade. Example: Final grade was an A would now receive a B.
 2. Each additional practicum seminar class that is missed after 3 classes will result in another drop of a letter grade. Example: B grade will drop to a C. Must obtain 76% or higher to receive a passing grade.
- C. **If the student misses more than 3 practicum days, this will result in your final letter grade being dropped by one letter grade. Each additional practicum day will result in another drop in a letter grade. Extenuating circumstances will be looked at individually by the practicum coordinator and the program director.**

XVII. PRACTICUM PROBATION

- A. The student may be placed on practicum probation if he/she fails to abide by the Practicum Student Policy Guide. Practicum probation encompasses the following criteria:
1. An individual meeting with the Practicum Coordinator each week following the practicum experience.
 2. A telephone or on-site conference between the Practicum Coordinator and Practicum Supervisor each week following the practicum experience to discuss the student's progress.
 3. If improvement is not noted during the probation period, the practicum student will be removed from the practicum experience.
 4. Removal from the Practicum program will result in a failing grade for the practicum experience.

XVIII. METHOD OF EVALUATION

A. Practicum Final Grade	Percentage of Grade
1. Outcome Assessment Record	40%
2. Telephone and On-Site Evaluation	10%
3. Student Progress Report	40%
4. Practicum Seminar (Attendance and Journal)	10%

- B. Each evaluation method is based on a point value system. Specific information relating to the deduction of points for failure to perform obtainable objectives at the Practicum site will be presented by the Practicum Coordinator during the orientation session.
- C. Student Evaluation of the Practicum
 - 1. The student is required to complete an Evaluation of Practicum form. The form is completed after the student is completely finished with the practicum experience.
- D. Final Conference
 - 1. The student is required to schedule an appointment with the Practicum Coordinator at the completion of the experience. At this time, the student will have an opportunity to review his/her completed evaluation forms. Strengths, concerns and means of improvement will be discussed.

Explanatory Note: Students are required to pass all the psychomotor and affective competencies in the MAERB Core Curriculum, as is outlined in Standard IV.A.1. In addition, programs must demonstrate that students have passed those competencies by tracking their successful completion in order to illustrate “programmatic summative measures” in Standard IV.B.1.

Below is a template of a form that can be used as a tracking mechanism. The psychomotor and affective competencies are combined under each specific content area and numbered appropriately.

Institution Name:

Student Name:

Date of Graduation:

Master Competency Checklist

2022 MAERB Core Curriculum

Psychomotor Competencies

I. Anatomy, Physiology, and Pharmacology					
		Grade	Pass	Date	Int.

I.P.1	Accurately measure and record: a. blood pressure b. temperature c. pulse d. respirations e. height f. weight (adult and infant) g. length (infant) h. head circumference (infant) i. oxygen saturation				
I.P.2	Perform the following procedures: a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing				
I.P.3	Perform patient screening following 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 treatment				
I.P.9	Assist provider with a patient exam				
I.P.10	Perform a quality control measure				
I.P.11	Collect 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	Provide 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. stroke d. seizures e. environmental emergency f. syncope				
II. Applied Mathematics					
II.P.1	Calculate proper dosages of medication for administration				
II.P.2	Record laboratory test results into the patient's record				
II.P.3	Document on a growth chart				
II.P.4	Apply mathematical computations to solve equations				
II.P.5	Convert among measurement systems				
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 hand washing				
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 waste				
IV. Nutrition					
IV.P.1	Instruct a patient regarding a dietary change related to a patient's special dietary needs				
V. Concepts of Effective Communication					
V.P.1	Respond to nonverbal communication				
V.P.2	Correctly use and pronounce medical terminology in health care interactions				

V.P.3	Coach patients regarding: a. office policies b. medical encounters				
V.P.4	Demonstrate professional telephone techniques				
V.P.5	Document telephone messages accurately				
V.P.6	Using technology, compose clear and correct correspondence				
V.P.7	Use a list of community resources to facilitate referrals				
V.P.8	Participate in a telehealth interaction with a patient				
VI. Administrative Functions					
VI.P.1	Manage appointment schedule, using established priorities				
VI.P.2	Schedule a patient procedure				
VI.P.3	Input patient data using an electronic system				
VI.P.4	Perform an inventory of supplies				
VII. Basic Practice Finance					
VII.P.1	Perform accounts receivable procedures to patient accounts including posting: a. charges b. payments c. adjustments				
VII.P.2	Input accurate billing information in an electronic system				
VII.P.3	Inform a patient of financial obligations for services rendered				
VIII. Third-Party Reimbursement					
VIII.P.1	Interpret information on an insurance card				
VIII.P.2	Verify eligibility for services				
VIII.P.3	Obtain precertification or preauthorization with documentation				
VIII.P.4	Complete an insurance claim form				
VIII.P.5	Assist a patient in understanding an Explanation of Benefits (EOB)				
IX. Procedural and Diagnostic Coding					

IX.P.1	Perform procedural coding				
IX.P.2	Perform diagnostic coding				
IX.P.3	Utilize medical necessity guidelines				
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	Complete compliance reporting based on public health statutes				
X.P.5	Report an illegal activity following the protocol established by the healthcare setting				
X.P.6	Complete an incident report related to an error in patient care				
XI. Ethical and Professional Considerations					
XI.P.1	Demonstrate professional response(s) to ethical issues				
XII. Protective Practices					
XII.P.1	Comply with safety practices				
XII.P.2	Demonstrate proper use of: a. eyewash b. fire extinguishers				
XII.P.3	Use proper body mechanics				
XII.P.4	Evaluate an environment to identify unsafe conditions				

Affective Competencies

A.1	Demonstrate critical thinking skills	Grade	Pass	Date	Int.
A.2	Reassure patients				

A.3	Demonstrate empathy for patients' concerns				
A.4	Demonstrate active listening				
A.5	Respect diversity				
A.6	Recognize personal boundaries				
A.7	Demonstrate tactfulness				
A.8	Demonstrate self-awareness				

PRACTICUM EVALUATION OF STUDENT
Hocking College Medical Assisting Program

Name of Practicum Student Being Evaluated: _____

Practicum Site: _____ Date: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Indicate in the appropriate box the student's level of competency.

	Below Average	Needs Improvement	Average	Excellent
1. Attitude: the student is expected to maintain a positive attitude towards work and the medical staff at all times during the practicum experience.				
2. Response to authority and directions: The student is expected to respond appropriately to authority and directions by accepting constructive criticism, incorporating suggestions, and modifying behavior.				
3. Integrity: the student is expected to admit mistakes and take immediate steps to correct the error.				

4. Dependability: The student is expected to complete assigned tasks with minimal delay and following adequate instruction with minimum guidance.				
5. Organization and work area: the student is expected to plan and organize his/her own work so that time is used efficiently and the work area remains clean and orderly.				
6. Initiative: The student is expected to seek activities which further enhances learning.				
7. Interpersonal relationships: The student is expected to cooperate with medical staff and participate in a team effort to achieve medical office objectives.				
8. Personal efficiency and adaptability: the student is expected to carry out his/her tasks with due speed and efficiency. The student should demonstrate flexibility by accepting and implementing approved changes in procedure, and be capable of learning new tasks.				
9. Punctuality: The student is expected to be punctual and to attend all regularly schedule practicum days.				
10. Responsibility and awareness of the importance of accuracy: The student is expected to perform procedures with care and attention. Adhering strictly to written procedures and protocols. The student is also expected to act within the scope of his/her authority by acknowledging the degree of responsibility in procedures and maintaining patient confidentiality.				

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Indicate in the appropriate box the student's level of competency, if applicable, or access to the specific task.

	Competent	Needs Work	Student was able to observe	Not Available at this site
Psychomotor & Affective Competencies				
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.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.11 Obtain specimens and perform CLIA waived tests				

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				
III Infection Control				
III.P.2. Select appropriate barrier/personal protective equipment (PPE)				
III.P.3. Perform handwashing				
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.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.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				
VI Administrative Functions				
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				
VII Basic Practice Finances				
VII.P.1. Perform accounts receivable procedures to patient accounts				
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				
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.2. Apply HIPAA rules in regard to: a. privacy b. release of information				
X.P.3. Document patient care accurately in the medical record				

XI Ethical Considerations				
XI.P.2. Demonstrate appropriate response(s) to ethical issues				
XII Protective Practices				
XII.1. Comply with:				
a. safety signs				
b. symbols				
c. labels				
XII.2. Demonstrate proper use of:				
c. sharps disposal containers				
XII.3. Use proper body mechanics				

Additional Comments

What type of administrative duties did the student perform? What type of administrative duties did the student observe?

What type of clinical duties did the student perform? What type of clinical duties did the student observe?

What type of oversight did the Practicum Coordinator of the medical assisting program provide for the student and the site supervisor? Were you able to contact the Practicum Coordinator with any problems? Was there regular contact?

Signature of individual completing this evaluation _____

Credentials & Title _____ Date _____

Hocking College
Mission and Purposes
Adopted by the Hocking Board of Trustees December 12, 2000

Mission
Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.

Commitment to Diversity
The mission of Hocking College is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality. Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work. Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment, and are better prepared to become active participants in our pluralistic global society. Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed. Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

Purposes
Technical Career Preparation and Enhancement
The College provides hand-on technical education that prepares learners to be successful in the workplace. Learning opportunities prepare individuals with specific knowledge, skills, and attitudes for entry-level technical positions or for career advancement. Academic professional and government standards are utilized to measure success.

General Education
The College's General Education Program is built on the belief that general education is essential to all work and participation in local and global societies. General knowledge, skills and attitudes, known as Institutional core Competencies, have been adopted. These represent minimum expectations for a college-educated adult. Core Competencies are woven into and assessed throughout the curriculum.

Transfer
The college collaborates with other institution of higher education and with high schools to facilitate students' smooth passage between institutions. The transfer module, associate of individualized studies, applied associate degrees and transfer agreement

with other institutions of higher education facilitate the transfer of programs and courses.

Developmental Education

The College is committed to providing access to those learners who need additional preparation for college-level work. Learners begin their coursework at appropriate developmental levels and progress to levels of competence needed for career success. They acquire the confidence and skills to succeed. The College encourages learners to take selected hands-on-technical courses prior to our simultaneously with the developmental course work.

Economic Development

The College enhances the economic vitality of other community by providing customized education and training for local organizations and by partnering with other institutions of higher learning and chambers of commerce to recruit new employers to the area. The College works actively with advisory groups and local, regional, national, and international organizations to assist with business development and economic expansion.

Lifelong Learning

The College is a learning community committed to the enhancement and enrichment of each of its community members through diverse educational opportunities offered throughout their lives. The College fosters learning as a continuous journey toward empowerment for students, staff, graduates, and all other members of its extended community.

Co-curricular Education

The College demonstrates its commitment to enrichment of the whole learner through the support and delivery of co-curricular programs directed toward personal and career enhancement. Holistic growth and development of learners is promoted in college-managed residence halls and the student center, which are living/learning centers.

Hocking College Handbooks, Policies & Procedures

<https://www.hocking.edu/student-conduct>

[Student Code of Conduct Handbook](#)

[Residence Hall Handbook](#)

[Hocking College Policies](#)

[Title IX Resources](#)

[Judicial Appeal](#)

Annual Report Outcomes

The job market for Medical Assisting is excellent. 100% reflects the percentage of graduates who chose to seek employment in their field for the 2021 cohort.

Graduates of the Medical Assisting Program at Hocking College showed 100% graduate satisfaction rate over the past five years. Employers who have employed Hocking College Medical Assistant graduates showed 100%

satisfaction rate over the past five years.

The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Graduates of CAAHEP-accredited Medical Assistant programs are eligible to sit for the National Certified Medical Assistant CMA (AAMA) exam. The MAERB Annual report for 2022 indicated a 100.00% passage rate for those who chose to take the exam. The percentage far exceeds the 60.00% threshold set forth by MAERB.

The Medical Assisting Education Review Board

The Medical Assisting Education Review Board is a Committee on Accreditation (CoA) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). MAERB is an autonomous unit within the American Association of Medical Assistants Endowment (AAMAE). The American Association of Medical Assistants (AAMA) is a sponsoring organization of MAERB. MAERB makes accreditation recommendations for the status of accreditation of medical assisting programs.

Quick Reference Guide

Allied Health

Who to Call or Direct Student to...

As of January 2022

Main #: 740-753-6350

Fax #: 740-753-6352

For any specific questions, please call:

<p>Tamara Moyer, PhD</p> <p>Dean, Allied health and Nursing moyert@hocking.edu 740-753-6356 DVD 208</p>	<ul style="list-style-type: none">• Information and Advising Allied Health Programs• Questions/Concerns about Allied Health Programs

<p>Doris Wilderman, Assistant Dean Allied health and Nursing DVD 309 wildermand@hocking.edu 740-753-6434</p>	<ul style="list-style-type: none"> • Information and Advising Medical Assistant Program • Scheduling for classes
<p>Dawn Shingler CMA (AAMA), AAS Medical Assistant Program Director DVD 309 shinglerc@hocking.edu 740-753-6421</p>	<ul style="list-style-type: none"> • Information and Advising Medical Assistant Program • Scheduling for classes
<p>Lori Jarvis Cline CMA (AAMA), AAS Medical Assistant Clinical Coordinator and Instructor Wellness Center clinel@hocking.edu 740-753-7079</p>	<ul style="list-style-type: none"> • Information and Advising Medical Assistant Program • Scheduling for classes

ACREDITATION CONTACT INFORMATION

Commission on Accreditation of Allied Health Education Programs

9355 - 113th St. N, #7709

Seminole, FL 33775

P:727-210-2350

F:727-210-2354

E: mail@caahep.org

Medical Assisting Education Review Board

2020 N. Carolina Ave

#213 Suite 7

Chicago, IL 60647

312-392-0155

American Association of Medical Assistants

20 N. Wacker Dr., Ste. 1575
Chicago, IL 60606

312/899-1500 or 800/228-2262

 MEDICAL ASSISTANT		SPEECH	MEDICAL OFFICE PROCEDURES II	MEDICAL ASSISTANT PRACTICUM II	CASE STUDIES IN MEDICAL ASSISTING	MEDICAL LABORATORY PROCEDURES	CPR PRO/1ST AID FOR HEALTHCARE PROVIDER	GENERAL PSYCHOLOGY	APPLIED MATHEMATICS	MEDICAL ASSISTANT PRACTICUM I	COMPUTER APPLICATIONS	ADVANCED CLINICAL ASSISTING PROCEDURES	THE HUMAN ORGANISM	PHARMACOLOGY FOR MEDICAL ASSISTANTS	MEDICAL MANAGEMENT COMPUTERIZATION	FAMILY PRACTICE ASSISTING PROCEDURES	ENGLISH COMPOSITION I	MEDICAL LAW AND ETHICS	HC CORNERSTONE	MEDICAL TERMINOLOGY	MEDICAL OFFICE PROCEDURES I	BASIC CLINICAL ASSISTING PROCEDURES
3/23/2018		COMM 1130	MA 2222	MA 2204	MA 2225	MA 2220	EM 1134	PSYC 1101	MATH 1510	MA 2203	MA 2206	MA 2200	BIOS 1112	MA 2224	MA 1221	MA 1110	ENGL 1510	MA 1112	GS 1000	HITH 1101	MA 1102	MA 1100
Performs a wide range of clinical skills to promote care of patients and families effectively.																						
Medical Asepsis and the OSHA Standard																						
Demonstrates knowledge of clinical skills previously learned																						
Demonstrates responsibility in initiating and completing patient care needs																						
Applies principles of patient safety																						
Performs care within scope of practice																						
Conducts patient education to ensure continuity of care.																						
Documents patient care																						
Patient encounter																						
Explain the recommended patient education ordered by the physician to the patient																						
Communicates with the patient at their level of understanding																						
Directs office business by performing a variety of administrative duties																						
HIPAA (Health Insurance Portability and Accountability Act)																						
Demonstrates knowledge of administrative skills																						
Demonstrates responsibility in initiating and completing patient documents																						
Demonstrates sensitivity when communicating with patients																						
Performs administrative functions within scope of practice																						
Maintains, coordinates and documents policies and procedures for office.																						
Calibrate and document appropriate equipment																						
Run appropriate quality control																						
Recognize the implications for failure to comply with Center of Disease Control (CDC) regulations in healthcare settings																						
Utilize a maintenance check list for administrative or clinical equipment																						

LEGEND:

I - Outcome is introduced R - Outcome is incorporated into and reinforced throughout this course.

F - Outcome is formatively assessed in this course. (reinforcement assumed) S - Outcome is summatively assessed in this course

Venipuncture and Finger Stick Participant

Release and Waiver Agreement

I, The undersigned student of Hocking College understand and hereby expressly acknowledge that as part of the instruction that I am to receive as part of the program, I will be asked to draw blood by venipuncture or by finger stick on other program students, and that such other program students will be asked to practice drawing blood by venipuncture or finger stick on me.

I understand that these activities might, under some circumstances about which I have been advised, pose certain dangers, including, but not limited to, the exposure to such diseases as Human Immunodeficiency Virus (HIV), the virus responsible for AIDS, and Hepatitis, and therefore, involve the risk of serious injury or death.

I understand and agree that accidental expose to human blood or other potentially infectious material (OPIM) must be reported immediately. I understand that I am personally responsible for the cost of the post-exposure medical management and treatment and Hocking College is in no way responsible for these expenses.

I hereby release, waive, discharge and covenant not to sue Hocking College, its officers, agents, employees, or students of Hocking College for any damages, loss or injury. I assume full responsibility for and risk of bodily injury, death, or property damage that I suffer while enrolled in Hocking College.

I have read and voluntarily sign the release and waiver of liability.

Witness to Student's Signature

Date

Student Signature

Print Name

HOCKING COLLEGE

3301 Hocking Parkway, Nelsonville, Ohio 45764
PH 740-753-3591

To ensure receipt of your Student Health Physical prior to your Clinical/Theory start term, please begin Student Health Physical process 2 months prior to your Clinical/Theory start term.

Dear Provider:

This individual is interested in a career in Nursing, Allied Health, EMT/Paramedic, Fire/Emergency, or Police Science. Please complete the attached physical exam while keeping in mind the following question – **In your opinion, do you feel this person is physically capable of performing his/her responsibilities as a student?** Please understand that we consider pregnancy a normal state. If there is no complication in the pregnancy, no special considerations are needed.

The physical strength demands are as follows:

Heavy Work: Exerting 50 to 100 pounds of force occasionally and/or 25 to 50 pounds of force frequently, and /or 10 to 20 pounds of force constantly to move objects.

The following items are other requirements that are essential for these positions.

- **Physical:** standing, walking, sitting, lifting, carrying, pushing, pulling, climbing stairs, in/out vehicles, operating equipment/machinery, stooping, crouching, crawling, reaching, head/neck movement.
- **Mental:** alertness, precision, ingenuity, problem solving, analytic ability, memory, creativity, concentration.
- **Interpersonal:** talking, persuasiveness, imagination, initiative, speaking ability, diplomacy, judgment, patience.
- **Coordination:** balancing, handling, controls (buttons, knobs, pedal, levers, cranks), driving, grasp, manual dexterity.
- **Perception:** feeling, seeing, hearing, tactile/auditory/olfactory discrimination, aesthetic sense, spatial aptitude.

Immunization/Testing Information

1) Tuberculin Skin Test (Mantoux Method)

A TST (Tuberculin Skin Test) is required within the year before starting clinical and every year after. A student will only be allowed into a clinical area with EITHER documentation of a negative TST or a negative chest x-ray. **A two-step TB skin test is required if this is the first time a student has been tested or if it has been more than 1 year since the last test. A two-step simply means that the TB test is administered and then repeated again 1-3 weeks.** A single BAMT (Blood Assay for *M. Tuberculosis*) may be substituted for the TST. Please attach results to the physical form.

2) Tetanus, Diphtheria, Pertussis (Tdap)

Due to the increase in Pertussis and the subsequent risk to unprotected clients, students entering the nursing program must have a Tdap vaccination.

3) Varicella (Chickenpox)

Two doses of varicella vaccine separated by 4 weeks or a negative titer is required. **If titer shows no immunity, vaccination is required.** If a titer is chosen, please attach results to the physical form.

IMPORTANT! MMR and varicella vaccines should be administered on the same day. If not, they must be separated by 4 weeks.

4) Measles, Mumps, Rubella (MMR)

Persons born in or after 1957 who cannot document prior vaccination must receive two doses of MMR separated by at least 4 weeks. Alternatively, serologic testing (titer) could be chosen to determine immunity to measles, mumps, and rubella. Persons born before 1957 should have at least one dose of MMR if they do not have

laboratory evidence of measles, mumps, and rubella immunity (titer.) If a titer is chosen, please attach results to the physical form. Pregnancy should be avoided for 1 month after vaccination. **If titer shows no immunity, vaccination is required.**

IMPORTANT! If the two-step TST is needed, the MMR should be given with the 2nd TST. If the MMR is given 1st, a student must wait 6 weeks before getting the TST.

5) Hepatitis B (HBV)

Due to potential exposure to blood and other potentially infectious materials, completion of a Hepatitis B series is required. Hepatitis B is a series of 3 vaccines given over 6 months.

6) Urine Drug Screen (UDS)

A drug screen is required prior to entering the clinical area. **Please check with your department to see what panel is required.**

7) Additional immunizations may be required by individual facilities or when the CDC recommends seasonal immunizations due to infectious diseases.

Physicals and drug screening will be completed at the Hawks Center for Well-Being in John Light room 241 - BY APPOINTMENT ONLY. Please visit your local Health Department or personal physician for immunizations/titers.

The completed forms must be turned in to your Practicum Coordinator for Medical Assisting Program.

HOCKING COLLEGE

3301 Hocking Parkway, Nelsonville, Ohio 45764
PH 740-753-3591

STUDENT HEALTH PHYSICAL

Student Name _____ Date _____

Address _____

Gender (circle) M F Date of Birth ___/___/___ Student ID # _____

Technology (circle) Nursing Allied Health

HEALTH HISTORY (student must complete prior to physical exam)

Explain "YES" responses following the question.	YES	NO
1. Have you had a medical illness or injury since your last checkup?		
2. Have you ever been hospitalized overnight?		
3. Have you ever had surgery?		
4. Are you currently taking any prescription or nonprescription (over-the-counter) medications, herbs, or supplements? If yes, list all medications.		
5. Do you have any allergies, including allergy to latex? Any food allergies to bananas, avocados, potatoes, tomatoes, kiwis, chestnuts, peaches, papaya?		
6. Have you ever been considered disabled?		
7. Do you require any special adaptive equipment?		
8. Do you think you are in good health? If no, explain.		

Have you had any of the following?	YES	NO	Have you had any of the	YES	NO
Diabetes			Any Immune System Disease		
Eye Disease			Asthma		
Ear or Hearing Problems			Tuberculosis		
Heart Disease			Hepatitis		
High Blood Pressure			Measles		
Hernia or Rupture			Mumps		
Back/Extremity Problems			Rubella		
Fainting or Blackout Spells			Chickenpox		
Epilepsy or Convulsions			Psychiatric Disorder		

Explain any "YES" responses here _____

I certify that all statements made by me on this medical history are true and complete to the best of my knowledge.

Student Signature _____

Student Name (printed) _____

Physical Examination

Height	Weight	Blood Pressure /	Heart Rate
--------	--------	------------------	------------

Wears Glasses/Contacts/Neither (circle)

Vision	Uncorrected	Corrected
Right	20/	20/
Left	20/	20/
Both	20/	20/

Hearing: Right _____ Left _____

Color Vision (ISHIHARA 14 Color Plate or equivalent)

Normal _____ Deficient _____

Findings	Normal	Abnormal (indicate nature and degree)
Skin/Scalp		
Eyes		
Ears		
Nose		
Mouth & Teeth		
Pharynx		
Head/Neck		
Lymph Nodes		
Thyroid		
Chest		
Breasts (optional)		
Lungs		
Heart		Rhythm Murmur
Abdomen		
Hernia		
Back/Spine		
Musculoskeletal		
Neurologic		
Psychiatric		

Any diagnostics ordered? (i.e. EKG, UA, blood work) No _____ Yes _____ (If yes, indicate type and attach results to physical form.)

COMMENTS: _____

I certify that I have on this date examined this individual. On the basis of this examination and the medical history furnished to me, this person has no medical problems that would interfere with participation in their educational program.

Agree _____ Disagree _____ Date _____

Provider's Signature _____ M. D. D.O. N.P. P.A.

Provider's Name _____ Phone _____

(please print or stamp)

Address _____

Immunizations/Testing

MMR (measles, mumps, rubella) <i>2 vaccines required or titer</i>	#1 vaccine Date _____	#2 vaccine Date _____	MMR Titer (attach results)
Tdap(Tetanus/Diphtheria/Pertussis) <i>Must have within past 10 years</i>	Date _____		
TST (2 step must be performed if 1 st TB) OR a single BAMT (attach results)	#1 skin test Date _____ Result _____mm	#2 skin test Date _____ Result _____mm	Chest x-ray required if TST positive (attach results.)
Hepatitis B Vaccine <i>3 doses required</i>	#1 vaccine Date _____	#2 vaccine Date _____	#3 vaccine Date _____
Varicella (Chickenpox) <i>2 doses required or titer</i>	Vaccine Date _____	Vaccine Date _____	Varicella Titer (attach results)
I Urine Drug Screen (UDS) Check with dept. to see what panel Drug screening is required.	Attach results		



REQUEST FOR BACKGROUND CHECK VIA ELECTRONIC PRINTING

HOCKING COLLEGE POLICE DEPARTMENT

Radio buttons for BCI, FBI, and BCI & FBI

Personal Information: (please print) Type of Photo ID & ID #

Full Name DOB

Address SSN

City/State/Zip

Email Phone #

Complete this portion only if an FBI background check is needed: Sex Race Height Weight Eye Color Hair Color

Reason for background check:

Address for results to be mailed to:

Direct Copy to (circle only one)

- BMV Dealer License, Ohio Board of Pharmacy, Ohio Medical Board, etc.

I certify that the personal identifiers provided on this form are accurate and I voluntarily and knowingly authorize the Ohio Bureau of Criminal Investigation and/or the Federal Bureau of Investigation to conduct a criminal records check for the information relating to me. I also voluntarily and knowingly authorize BCI to disseminate criminal conviction and juvenile delinquency adjudication record to (individual/agency requesting results) . I voluntarily and knowingly release and discharge the Ohio Attorney General's Office, BCI, the FBI and their employees from all claims and liability related to this authorized criminal record review and dissemination.

Applicant's Name (please print) Witness Name (please print)

Applicant's Signature (Date) Witness Signature

Parent/Guardian Name (minor applicants only) Parent/Guardian Signature (minor applicants only)

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Medical Assisting Program

Upon entering the program, students enrolled in the Medical Assistant Program should be able to meet the established technical standards identified below with or without reasonable accommodations. The following is a general overview of the physical requirements, working conditions and job duties of a medical assistant. Every student must possess the physical, mental, and emotional capabilities required to complete the medical assisting program successfully and to pass the certification exam.

SELF ASSESSMENT OF PHYSICAL AND TECHNICAL ABILITIES

Physical Requirements: The position of Medical Assistant has been given a strength ratio of LIGHT WORK by the US Dictionary of Occupational Titles (exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force 2/3 or more of the time to move objects). The position involves walking, standing, and sitting for prolonged periods as well as stooping, bending, lifting, and carrying.

I am capable of meeting these requirements

I am not capable of meeting these requirements

I am capable of meeting these requirements with the following accommodations:

Data Conception: Requires the ability to gather, collate, or classify information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

I am capable of meeting these requirements

I am not capable of meeting these requirements

I am capable of meeting these requirements with the following accommodations:

Visual Observation: The student must possess visual acuity sufficient to allow for each of the following:

1. Differentiation of colors and color changes during the performance of laboratory procedures.

Color blindness, of itself, does not preclude admission.

2. Observation of patient conditions during phlebotomy procedures.

3. Observation of patient conditions while administering medications.

4. Reading instrument and equipment gauges for correct measurement for patient care and professional practice.

I am capable of meeting these requirements

I am not capable of meeting these requirements

I am capable of meeting these requirements with the following accommodations:

Numerical Ability: Requires the ability to add, subtract, multiply, and divide all units of measure.

I am capable of meeting these requirements

I am not capable of meeting these requirements

I am capable of meeting these requirements with the following accommodations:

Form/Spatial Ability: Requires the ability to inspect dimensions of items and to visually read information and data.

I am capable of meeting these requirements

I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Motor Functions: The student must possess motor and dexterity skills sufficient to permit each of the following:

- Performance of venipuncture at the patients at designated locations.
- Lift and handle typical hand-held medical laboratory equipment, supplies and tools.
- Perform all routine functions and tasks required in the various departments of the medical office.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Communication Skills: The student must possess verbal and non-verbal skills adequate for transmitting to and receiving information from patients and medical personnel. The student must be able to read, write, speak and comprehend English with sufficient skill to communicate.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Behavioral and Social Skills: The student must exhibit behavioral and social skills that are acceptable to the college and clinical settings. A student must have the capacity to demonstrate full utilization of her/his intellectual abilities, emotional stability, exercise good judgment and promptly complete all responsibilities. He/she must be able to tolerate physically and mentally taxing workloads and function effectively under stress. As a component of education, a student must demonstrate ethical behavior, including adherence to the professional and student honor codes. Student must be able to attend to work assignments and instructions/orders given.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Health Form: The student must submit a completed physical exam and immunization form by the due date.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Drug Screen: The student is aware that a negative drug screen is required prior to entrance into the Medical Assistant Program and submitted by the due date.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Background: The student is aware that a background check is required prior to entrance into the Medical Assistant Practicum rotation and submitted by the due date.

_____ I am capable of meeting these requirements

_____ I am not capable of meeting these requirements

_____ I am capable of meeting these requirements with the following accommodations:

Physical Restriction: An individual is constantly exposed to various forms of latex in the medical office setting. Known and or developed latex allergy may result in a potential life-threatening situation.
_____ I am aware of this exposure and that it can life threatening.

Occupational Safety: An individual in this program is exposed to various biohazardous blood and body fluids. I understand that I may be exposed to patients with communicable disease while in the practicum setting. OSHA standards must be followed at all times to limit exposure. OSHA standards are taught and reviewed in each MA class.
_____ I am aware of this potential biohazard exposure and will follow OSHA standards of safety at all times within the classes and clinical sites for the MA program.

Printed Name _____

Signature _____ Date _____

Office Use:

Program Director Review Signature: _____

Date: _____

Comments:

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CONFIDENTIALITY

Health Insurance Portability and Accountability Act of 1996

The following statement is contained in the Agreement made between the Hocking College Board of Trustees (the College) and clinical sites (the Cooperating Agency):

“In compliance with the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), the College agrees to maintain strict confidentiality with respect to protected health information regarding patients receiving services within the Cooperating Agency. The College shall insure that each of the students engaged in clinical education experiences shall likewise maintain the confidentiality of this patient information. Any information that could in any way identify the patient shall be used only for the purposes of treatment, payment, health care operations, and the education of students enrolled in clinical within the Cooperating Agency, and only viewed by authorized users. This obligation of confidentiality shall exist not only during the term of this Agreement, but for all periods subsequent to the termination of the Agreement, unless otherwise required by law.”

Confidentiality

During participation in Directed Practices, any information regarding patients is strictly confidential and is not to be shared with others outside that particular clinical setting.

- This includes patient names, diagnoses, and any other sensitive or identifying information a student may learn about someone as part of the Directed Practice experience. Students are not to remove from the clinical setting any paperwork containing identifiable patient information.
- Students are expected to be discrete when discussing patient information even with Clinical Instructors or other students - **do not** discuss patients in front of other patients, in the hall, in elevators, in the cafeteria, in a restaurant, or in any other public area where others may overhear the conversation.

Student Handbook Agreement Form

- I verify that I received the Medical Assistant Student Handbook and that I read it in its entirety and understand it fully.
- I understand that I am responsible for reviewing the Medical Assisting Program Handbook and if understanding is not present, to clarify with the Medical Assisting Program Director.
- I agree that I am responsible for the content provided in the handbook, as well as updated program and institutional policies throughout my enrollment in the Medical Assistant Program.
- I know I must comply with the rules and regulations including the Code of Conduct as stated.
- I understand that in order to meet requirements of the Medical Assisting Program, I must maintain a 76% or higher in all technical classes.
- I understand that I will have three (3) attempts to pass the psychomotor skills check-off. If the skill is not passed by the third attempt, I will receive an F for the class.
- I agree to abide by the attendance polices and code of ethics.
- I understand that all patient information is confidential and agree to follow all HIPAA guidelines.
- I understand that 100% of all MAERB psychomotor, affective, and cognitive competencies/objectives must be successfully achieved in order to complete the Medical Assisting Program.
- I understand that I must adhere to the dress code while in the laboratory and Practicum setting.
- I agree to abide by the criminal background check and drug testing policies of the Medical Assisting Program.
- I understand that by while in the Medical Assisting Program I may be exposed to biohazardous material and communicable diseases. I understand it is my responsibility to follow all OSHA safety guidelines.
- I understand that failure to abide by the policies will be grounds for possible disciplinary action and possible dismissal from the Medical Assistant Program. I understand the causes for probation and dismissal.

Printed Name _____

Signature of Student _____ Date _____

Witnessed Program Director Signature _____

This Program Handbook sets forth the requirements of the Medical Assisting Program, who reserves the right to change this Handbook at any time. You will be notified through the learning management system (LMS) of any substantive changes to this Handbook.

