



MEDICAL ASSISTING PROGRAM

STUDENT HANDBOOK

2026–2027



Contents

Welcome Letter	3
Program Faculty	4
Program Mission and Goal	5
Program Student Learning Outcomes	5
Certification Eligibility	5
Program Offerings	6
Medical Assistant Curriculum Plan	7
Curriculum Design	8-11
Entry-Level Competencies for Medical Assistants	8-11
Practicum	11
Technical Standards.....	12
Occupational Risks	13
Academic and Clinical Policies	14-18
Student Evaluation & Academic Progression	14
Repeating Medical Assistant Courses	14
Grading Policy	14
HealthCare Provider CPR	14
Testing Policy	15
Class Participation	15
Attendance Policy	15-16
E-mail Correspondence Statement	16
Academic Integrity Statement	16
Food and Drink in the Academic Areas	16
Electronic Devices	16
Health and Pregnancy	17
Clinical Competencies	17-18
Practicum	18
Dress Code for Skills Lab	19
Dress Code for Clinical Areas	19
The Practice of Students Performing Injections/Venipuncture	19
Professional Organizations	19-20
American Association of Medical Assistants (AAMA)	19-20
Medical Assistant Student Organization (MASO)	20
Bylaws	20
Appendix A: Core Curriculum for Medical Assistants (MAERB)	22

Welcome

Dear Medical Assistant Student:

I would like to welcome you to the Cabarrus College of Health Sciences Medical Assistant Program. You are about to begin a program filled with new experiences and challenges that will both excite and fulfill you while challenging you and pushing you to succeed.

Medical Assistants are critical members of the health care team within an ambulatory care setting. Certified Medical Assistants (CMAs) work closely with physicians, nurse practitioners, physician assistants, other CMAs, nurses, etc. to provide the best possible care for patients in a physician office. We are dedicated to providing you with the best educational training that will allow you to function at the highest capacity. The program is constantly evaluating and modifying experiences to meet new standards and student needs. It is your responsibility to achieve the objectives and complete the program in order to be eligible to sit for the certification exam.

Our program began in the fall of 1997 with the first diploma class of medical assistant students graduating in the spring of 1998.

We work closely with Atrium Health and Cabarrus Family Medicine and their vast physician office structure for clinical experiences. We are further supported by the local American Association of Medical Assistants Cabarrus County Chapter, with the opportunity for scholarships and continuing education.

The program is accredited by The Commission on Accreditation of Allied Health Education Program (CAAHEP) upon recommendation of the Medical Assistant Education Review Board (MAERB). Graduates of our program are eligible to take the certification exam administered by the Certifying Board of the American Association of Medical Assistants and earn the well-respected credential of CMA (AAMA).

This handbook has been designed as a reference for you regarding policies and procedures. Please review this handbook. If you have any additional questions or concerns, please do not hesitate to contact us. All students are subject to the regulations outlined in the Cabarrus College of Health Sciences College Catalog, this Medical Assistant Handbook, and the Cabarrus College of Health Sciences Student Handbook.

It is with great confidence that I can assure you that you will experience a higher standard of health sciences education in a setting where strong clinical experience is grounded with sound general education, preparing you for a successful professional career.
We wish you success!

Sincerely,

Kassi Raffaldt

Kassi Raffaldt, AS, CMA (AAMA) Program
Director, Medical Assistant Program

Kassi Raffaldt, AS, CMA(AAMA), Program Chair

Kassi Raffaldt, AS, CMA(AAMA) joined the Medical Assistant Program in January 2023 as an adjunct faculty member, having also previously served in a full-time faculty position. Ms. Raffaldt returned as full-time faculty August 2024. She earned an Associate of Science degree in Medical Assisting from Cabarrus College of Health Sciences. Ms. Raffaldt is currently finishing her bachelor's degree here at Cabarrus College. Prior to working at the College, she worked at the Dermatology Group of the Carolinas as an MMS Assistant assisting with MOHS surgeries. Before that, she also worked as a Clinical Assistant II in a fast-paced internal medicine office in Concord. While she has loved the clinical aspect of the profession, she has a strong passion for helping develop future Medical Assistants. In her free time, she enjoys being with her two sons, being at the beach, and spending time with family and friends.

Contact Information:

Office on Campus: 231 (Plaza Building)

Office Phone: 704-403-0558 Cell Phone: 704-701-9695

Email: kassi.raffaldt@cabarruscollege.edu or kassi.raffaldt@atriumhealth.org

Office Hours: Vary by semester, will be posted outside office door as well as in all course syllabi;
Virtual office hour appointments are available weekly as well.

Program Faculty:**Dean of Health Professions/Associate Professor: Rachel Houston, DHSc, CMA (AAMA)**

Dr. Houston joined the Medical Assistant Program in January 2012 and was Program Chair until 2025. She currently serves as the Practicum Coordinator. Dr. Houston is an alumnus of Cabarrus College of Health Sciences with an Associate of Science Degree in Medical Assisting, Magna Cum Laude. She also earned her Bachelor of Science Degree in Psychology and Human Services, Cum Laude from Montreat College and a master's degree in Psychology of Leadership from Pennsylvania State University. Dr. Houston completed her Doctor of Health Sciences degree with a concentration in Rural Health at Campbell University.

Dr. Houston is currently an active member of the American Association of Medical Assistants (AAMA) formerly serving as a member on the Continuing Education Board and as chair of the Leaders in Education and Advanced Practice (LEAP) national committee. In addition to remaining actively engaged in the various professional organizations, Dr. Houston has a passion for research and serving vulnerable populations within her community. She is actively involved in multiple community-based projects to better serve the needs of the underserved.

Prior to Cabarrus College, Dr. Houston worked as a CMA in Orthopedic Surgery and Obstetrics/Gynecology.

In her free time, she enjoys traveling, sports, and spending time with her two daughters.

Contact Information:

Office on Campus: 237 (Plaza Building)

Office Phone: 704-403-1228 Cell Phone: 704-232-6684

Email: rachel.houston@cabarruscollege.edu or rachel.houston@atriumhealth.org

Office Hours: Vary by semester, will be posted outside office door as well as in all course syllabi;
Virtual office hour appointments are available weekly as well.

Program Mission

The mission of the Medical Assistant Program at Cabarrus College of Health Sciences is to provide an atmosphere for qualified students to develop, enhance, and demonstrate the knowledge, skills and professionalism required to function as an entry-level medical assistant in the ambulatory care setting.

Program Overarching Goal

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

Program Student Learning Outcomes – Diploma Program

- Perform the clinical and clerical skills of an entry-level medical assistant.
- Apply knowledge of MAERB Core Curriculum by completing and passing the core competencies and AAMA certification examination.
- Demonstrate professional and effective therapeutic communication skills with all patients and teammates.
- Define legal and ethical considerations pertaining to the medical assistant's scope of practice.
- Manage medical records in the physician's office by effectively navigating medical record software.

Program Student Learning Outcomes – Associate of Science Program

- Analyze the patient experience to provide optimum patient care.
- Apply knowledge of MAERB Core Curriculum by completing and passing the core competencies and AAMA certification examination.
- Demonstrate cultural sensitivity and advocacy when providing care to individuals of diverse cultural and economic backgrounds.
- Summarize the advanced practices of medical assistants as related to the scope of practice for the state of residence.
- Execute data management within practice management software in the ambulatory setting.
- Analyze the interrelationships of body systems in health maintenance and disease prevention.
- Apply principles of mathematics and pharmacology with consistency and accuracy.

Certification Eligibility

The Cabarrus College of Health Sciences Medical Assistant Diploma Program is based on accreditation standards and guidelines for an Accredited Education Program for the Medical Assistant developed by the Commission on Accreditation of Allied Health Programs (CAAHEP). CAAHEP grants accreditation to qualifying allied health programs that prepare individuals to enter the medical assisting profession. Cabarrus College of Health Sciences was initially accredited in April of 2000 and was most recently granted continued accreditation in February 2017 until 2027. All graduates are eligible to sit for the American Association of Medical Assistants Certification Exam after successful completion of the diploma portion of the program.

Program Offerings

The Medical Assistant program gives students the administrative and clinical skills necessary to become a medical assistant professional, one of the country's fastest growing healthcare careers. Medical assistants perform both clinical and clerical duties in the healthcare setting. Responsibilities include updating medical records, performing basic laboratory procedures, assisting the physician, and assessing and educating patients.

Associate of Science Degree

Students enrolling in the associate of science degree program will graduate with the clinical knowledge and skills needed to perform as a medical assistant, as well as with a solid foundation that could lead to various bachelor's degree completion options. Students will complete coursework in anatomy and physiology, sociology, psychology, math, and humanities. With such an education, many doors may open including those in office management.

Diploma

Students have the option of completing their diploma in medical assisting. With this, students are eligible to take the certification exam offered by the American Association of Medical Assistants. To complete the diploma, students will need to earn thirty-eight credits consisting of coursework in medical assisting, math, English, and psychology.

MEDICAL ASSISTANT CURRICULUM PLAN

DIPLOMA PROGRAM- FALL ADMISSION

Fall Semester

Course #	Course Title	Credit Hours
ENG 101	English Composition I	3
BIO 100	Medical Terminology	1
MED 105	Medical Assisting I	7
MED 115	Pathophysiology for Medical Assistants	3
MED 112	Electronic Health Records	1
	TOTAL	15

Spring Semester

Course #	Course Title	Credit Hours
PSY 101	General Psychology	3
MED 121	Advanced Clerical Practices	4
MED 125	Advanced Clinical Practices	8
MED 130	Pharmacology for Medical Assistants	2
	TOTAL	17

Summer Session

Course #	Course Title	Credit Hours
MED 140	Medical Assistant Practicum	4
MED 145	Certification Examination Preparation	2
	TOTAL	6

Thirty-eight semester hours are required to earn a Diploma in the Medical Assistant program.

ASSOCIATE DEGREE PROGRAM

All courses in the Diploma program plus:

Fall Semester

Course #	Course Title	Credit Hours
SOC 101	Introduction to Sociology	3
BIO 190	Principles of Microbiology	4
BIO 210	Human Anatomy & Physiology I	4
PSY 150	Human Growth & Development	3
	TOTAL	14

Spring Semester

Course #	Course Title	Credit Hours
NTR 210	Nutrition for Healthy Living	3
BIO 220	Human Anatomy & Physiology II	4
HUM ###	Humanities Elective	3
MAT ###	Math Elective	3
	TOTAL	13

Summer Session

Course #	Course Title	Credit Hours
MED 230	Medical Assistant Internship	3

Sixty-eight semester hours are required to earn an Associate of Science Degree in the Medical Assistant program.

Curriculum Design

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outlines, and competencies required for graduation, which must be provided prior to implementation of each segment of the curriculum.

1. Core Curriculum for Medical Assistants

Please see Appendix A, adopted from the MAERB national standards

2. Competencies

The Entry-Level Competencies for the medical assistant include, but are not limited to:

Competency (Psychomotor & Affective)

Content Area I: Anatomy & Physiology

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 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 medications.
I.P.6. Administer oral medications
I.P.7. Administer parenteral (excluding IV) medications.
I.P.8 Instruct and prepare a patient for a procedure or a treatment.
I.P.9. Assist provider with a patient exam.
I.P.10. Perform a quality control measure.

I.P.11. 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: a. bleeding b. diabetic coma or insulin shock c. stroke d. seizures e. environmental emergency f. syncope
Content Area 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.
Content Area 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
Content Area IV. Nutrition
IV.P.1. Instruct a patient regarding a dietary change related to a patient's special dietary needs.
Content Area 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.
Content Area VI. Administrative Functions
VI.P.1. Manage appointment schedule, using established protocols.
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.
Content Area 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.
Content Area 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).
Content Area IX. Procedural and Diagnostic Coding
IX.P.1. Perform procedural coding.
IX.P.2. Perform diagnostic coding.
IX.P.3. Utilize medical necessity guidelines.
Content Area 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.
Content Area XI. Ethical and Professional Considerations
XI.P.1. Demonstrate professional response(s) to ethical issues.
Content Area XII. Protective Practices

XII.P.1. Comply with safety practices.
XII.P.2. Demonstrate proper use of: a. eyewash equipment 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.
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

THE STUDENT MUST COMPLETE ALL COURSE COMPETENCIES WITHIN THE REQUIRED TIME FRAME, AND AT A SPECIFIC DEGREE OF ACCURACY. IF THE STUDENT CANNOT PASS ALL COMPETENCIES REQUIRED BY THE DEPARTMENT, THEY WILL BE ASKED TO WITHDRAW FROM THE PROGRAM.

3. Practicum

A supervised, unpaid practicum of 192 contact hours in an ambulatory health care setting performing clerical and clinical procedures must be completed prior to graduation.

The program ensures that the practicum experience and instruction of students is meaningful and parallel in content and concept with the material presented in lecture and laboratory sessions.

Sites are selected so that each student is afforded a variety of experiences, while at the same time all students are provided consistent learning opportunities.

Technical Standards

To ensure safe and effective participation in the Medical Assisting Program, students must be able to meet the following technical standards, with or without reasonable accommodations. These standards reflect the physical, cognitive, sensory, and professional abilities required for successful program completion and entry into practice.

Failure to meet these standards may impact a student's ability to progress in or complete the program. Students seeking accommodation should contact Disability Services or Dr. Zellua Sistrunk-Moore.

The following is a list of technical standards required of all students enrolled in the medical assistant program at Cabarrus College of Health Sciences:

1. **Physical and Motor Skills** – Students must be able to:
 - a. Perform clinical tasks requiring coordination, dexterity, and mobility (i.e., venipuncture, medication administration, CPR).
 - b. Lift, transfer, and assist patients and push equipment such as wheelchairs.
 - c. Stand for extended periods and frequently walk, bend, stoop, and reach during patient care activities.
 - d. Maintain sufficient fine motor skills to handle instruments, equipment and specimens safely.
2. **Sensory and Observational Abilities** – Students must be able to:
 - a. Accurately observe patients and clinical findings through vision, hearing, and touch.
 - b. Interpret vital signs, monitor equipment, and detect changes in patient condition.
 - c. Distinguish colors, read medical information, and accurately interpret diagnostic results.
 - d. Hear and respond to verbal communication, equipment alarms, and patient distress signals.
3. **Cognitive and Critical Thinking Skills** – Students must be able to:
 - a. Apply critical thinking, clinical reasoning, and problem-solving in patient care situations.
 - b. Perform basic mathematical calculations for medication administration.
 - c. Analyze information, prioritize tasks, and make sound clinical judgments, including in emergency situations.
 - d. Learn, retain, and apply medical knowledge and technical skills across clinical and classroom settings.
4. **Communication Skills** – Students must be able to:
 - a. Communicate clearly and effectively in English, both verbally and in writing, with patients, families, and healthcare team members.
 - b. Accurately document patient information and maintain medical records.
 - c. Demonstrate appropriate nonverbal communication and active listening skills.

- d. Use professional interpersonal skills to interact with diverse populations.
5. **Professional and Behavioral Expectations** – Students must demonstrate:
 - a. Ethical behavior, integrity, and adherence to confidentiality standards (including HIPAA).
 - b. Emotional stability and the ability to function effectively under stress.
 - c. Professional conduct, including accountability, teamwork, and respect for others.
 - d. Compliance with standards for personal hygiene, safety, and professional appearance.

Occupational Risks

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. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030.

Medical Assistants work 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 diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure
- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assistant programs, such as the one here at Cabarrus College of Health Sciences, are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

Academic and Clinical Policies

College policies can be found in full in the College Catalog and on the College Website.

Student Evaluation & Academic Progression

A minimum of 80% is required in all major and program required Medical Assistant courses to progress in the program and to graduate.

Repeating Medical Assistant Courses

Students that are repeating medical assisting courses for any reason will be required to repeat **all** the required clinical and classroom experiences for that course. This includes those repeating due to failure to progress as well as those repeating to improve their grade. A student may repeat a maximum of one (1) medical assisting course per admission.

The following guidelines will be used to consider student requests for repeating medical assisting courses.

1. Students who withdrew passing the course and rational for withdrawal.
2. Students who completed the course but failed to progress due to a grade of "D".
3. Student who withdrew with a failing grade. (Either "F" in theory, a "U" in clinical, or both)
4. Students who completed the course with a theory grade of 80 or better but a "U" in clinical.
5. Students who completed the course with a theory grade of less than 80 and a "U" in clinical.
6. Cumulative GPA will also be considered.
7. Each student requesting to repeat a medical assisting course should submit an action plan to their academic advisor identifying areas for success and strategies for improvement.

NOTE: Dropping and repeating courses may affect financial aid.

Grading Policy

College Wide Grading Scale:

The following grading scale will be used for all courses in the College:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = less than 60

HealthCare Provider CPR

HealthCare Provider certification is required to practice in all health care facilities. Every student must be currently certified in CPR before the practicum. The student may attend any approved class for certification which must be renewed every two years. Please contact the appropriate Medical Assistant instructor for the location or area where renewal may be obtained. The certification card must be recorded in the student's individual record.

Testing Policy

1. Exams are scheduled during the semester with dates listed in the syllabus.
2. Faculty will not answer questions during the exam.
3. Failure to call prior to missing a class will result in a “0” for any exam or quiz grade given during the missed class. If a call is made to let the classroom instructor know of an absence, the student has 24 hours upon returning to school to make contact with the instructor. Failure to do so will result in a “0” for any missed quiz, test or in class activity. Return to school is defined as either class or clinical.
4. Late entry during testing **will not be permitted**.
5. Exam and quiz grades are calculated to the one-tenth place. Grades are not rounded to a whole number until calculating the **final** course grade.
6. Early Testing- Students will not be allowed early testing. This includes all tests in a course.
7. Make-up testing- Those students with absences, planned or unplanned, which cause them to miss testing or class assignments, should communicate prior to the absence or before the test is given, directly to the instructor for assistance in planning make-up testing. Alternative testing methods for that make-up may be exercised by the course faculty. If a student fails to complete the plan for make-up, the student will receive a **zero** as the grade for the missed test.
8. The student will be given the opportunity to review the exam and clarify questions when the test is handed back. The student may schedule an individual appointment with the instructor following the exam review if additional questions or clarification is needed. This appointment should be during the faculty members’ office hours, and within one week of the exam review. No further discussion or change of grade will be made available after these deadlines.

Class Participation

You are expected to take an active part in **all** class activities. Class discussion and role-playing are an integral part of the learning experience. Participation will account for a portion of the final course grade. Students are encouraged to ask questions relevant to material presented. Students are also encouraged to use other resources, including, but not limited to their classmates, tutoring, texts or the Internet, to further their understanding.

Students are expected to be alert and attentive during class. Extraneous conversations with other students during lecture are disrespectful to the class as a whole and to the instructor and will result in the student receiving a warning and eventually being asked to leave the class. **NO CELL PHONE USE DURING CLASS.**

Attendance Policy: Class and Clinical Lab

Faculty believes that attendance in class and lab is necessary to understand all concepts being taught. However, in the event of illness or other emergency, the student must call the instructor **and** clinical site preceptor at least one hour prior to class or clinical and inform them of the reason for absence. When absent from class, the student is responsible for completing assigned material and for knowing the material that was covered in class. Also, the student is responsible for contacting the instructor the day they return to school to arrange for makeup of any missed tests/quizzes and/or skills lab experiences.

If a student misses class the day of a scheduled quiz and does not notify the instructor as

required, the student will not be eligible to make-up the quiz and will receive a score of **“0” (zero)** for that quiz. If a student misses class on the day of a scheduled quiz, and does notify the instructor as required, **the student is responsible** for contacting the instructor the day they return to school to arrange for make-up quiz.

Students are to notify faculty as much in advance as possible of impending absences. Being absent for consecutive school days without contacting college officials may be reason for dismissal from the college.

Any days missed during the clinical practicum **must** be made up at an agreed upon time between the program coordinator and the clinic supervisor.

Lateness and distracting behaviors are considered unprofessional behaviors. Repeated episodes may jeopardize the successful completion of the class. A student may be refused admission to the class due to repeated lateness.

E-Mail Correspondence Statement:

E-mail is a valuable communication tool for issues in this course associated with information and notifications (schedule changes, making appointments, notification of assignments, etc.). When there is a need to resolve differences regarding performance, evaluation, grading, or other academic issues, communication should be via a scheduled face-to-face meeting between the faculty and the student. E-mail is not an appropriate tool to resolve such matters.

Academic Integrity Statement:

Each student is expected to present self in a manner of utmost integrity at all times, with all assignments (see College Student Handbook, Student Conduct Code). Collaboration and group study are encouraged in all learning activities in the course. However, for any individual assignment submitted for a grade the student must not collaborate with anyone in a manner that will result in the student attaining a grade not completely reflective of the individual student's work. Cheating in any manner, which includes lying, stealing, unauthorized copying, falsification of patient's records, or any dishonest act, will result in disciplinary action (see College Student Handbook, Withdrawal/Dismissal policies). Any observed act of cheating should be immediately reported to the instructor for follow-up action. If it is determined that cheating did occur, then the student cheating would receive a “0” on the assignment.

Food and Drink in the Academic Areas:

Beverages will be permitted in the classrooms. Food is not allowed. No food or beverages are permitted in the skills, computer, or science labs due to the hazards and nature of the activities in these settings. Spills must be cleaned immediately.

Electronic Devices:

The use of electronic devices (i.e., cell phones, pagers, laptops, iPads, etc.) during class, clinical, or lab is permitted, however if it becomes disruptive to the teaching/learning environment, the instructor has the right to ask you to shut it off. Cell phone use is not permitted during practicum experiences. Furthermore, no pictures and/or video may be taken during class, clinical, lab, or practicum time without expressed consent of the individual(s) in the photo or video. This includes classroom lectures. If you would like to record your lecture or class, please ask your instructor prior to doing so.

Health and Pregnancy Statements

The Medical Assistant Program has determined the necessity for students to enter the program in a healthy state. Documentation must be provided to the front office of health insurance, immunizations, Hepatitis B immunity, and PPD skin test results. In addition, the student must provide a Medical Examination form indicating the student is physically and emotionally capable of undertaking the program.

Pregnancy is **not** viewed as a disability or hindrance to completing the Medical Assistant program. The faculty, however, recognize that pregnancy requires certain considerations pertaining to the general welfare of the expectant mother and the unborn child. To promote the well-being of the pregnant student and to assist her in health/safety and with degree planning, we encourage you to notify the program chair of the pregnancy once determination has been made.

College Student Pregnancy and Childbirth Policy

Based on Title IX requirements, the College has the following obligations:

- Cabarrus College of Health Sciences does not tolerate discrimination of a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Any Cabarrus College student who was absent or missed an assignment for a health-related reason must submit a doctor's note or other supporting documentation to the instructor. For women covered under Title IX, doctor's notes only need to indicate that the student is medically ready to return to the demands of the educational setting.
- Pregnant students must be allowed to participate in all parts of the College's education programming including class, labs, clinicals, fieldwork, practicums, field trips, extracurricular activities, clubs, or any other educational experience offered to non-pregnant students. To ensure patient and student safety, faculty and students may agree to alternate yet comparable clinical or fieldwork assignments.

Clinical Competencies

Clinical performance evaluations (competencies) will be used to assess and document student competency in skills and tasks included in the curriculum of this program. Competencies are a checklist of individual steps in a procedure, outlined in a sequential format.

A point-value weighing of the procedural steps will be used to evaluate the performance of the student. Each step of the procedure will be designated as one of three categories reflecting their level of value: critical, essential and important steps. Steps that are considered critical will have a point value that will result in failure of the procedure if they are not performed properly. The standards of time criteria and level of accuracy will be assigned to the critical category. The minimum passing score (satisfactory) for all procedures is 85%.

A student repeating a competency will not receive the same grade as one demonstrating mastery on the 1st attempt. Each time an evaluation is repeated a standard point-deduction penalty of 15 points will be deducted from the final score. The repeat evaluation will be scored first to determine if the student attained a satisfactory score for that attempt. The penalty points will then be deducted from the student's score to arrive at the final grade for that competency. This is to determine if the student attained a satisfactory score for the attempt, yet the final performance grade will reflect the additional attempts by the student to pass the competency.

EXAMPLE:

Jane Doe missed multiple essential requirements on her first attempt of her blood pressure competency, scoring an 84% and failing.

Jane repeated the evaluation the following week, this time scoring a 94%. This score indicates that she attained competency as it is above the minimum satisfactory score of 85. Next, the repeat penalty points are deducted from the evaluation score ($94 - 15 = 79$). The grade recorded for Jane's blood pressure competency will be a 79, though she scored a 94.

The student will have **3** attempts to achieve a passing score to attain the competency.

A student will not be permitted to perform a procedure in the clinical office or in practicum until competency is attained. A student **must pass all** competencies in all major courses to receive an "S" (satisfactory) for the clinical laboratory portion of the course and progress to the practicum. This must be done by the end of the scheduled course. Clinical competencies will be averaged together to determine if a student is satisfactory or unsatisfactory overall. **Satisfactory will be 85% or better.** A student must pass **both** the clinical laboratory portion of a course with an "S" (85%), in addition to the summative portion (80%) to pass the course in its entirety and to progress in the Medical Assisting Program.

If a student receives a "U" for the clinical portion of the course, a grade of "F" will be recorded for the course grade.

Practicum

Cabarrus College of Health Sciences will strive to provide the medical assisting student with a practicum that will allow the student to apply their knowledge, develop professional attitudes, and interact with other health care professionals and patients, while performing administrative and clinical procedures. Clinical experiences are an integral part of the education of CCHS students. Placement of students in specific sites for these experiences is determined by and is the sole responsibility of the faculty of the program. Each clinical agency reserves the right to determine the appropriateness of the student's conduct and activity for purposes of continuing at the facility. At no time is the student to be paid during their practicum experience. Students are responsible for their transportation to and from the site.

Faculty and qualified office staff supervise students in practicum. Students are never substituted for paid office personnel. During any clinical experience or during their practicum, as their course work progresses and they show proficiency, the student is expected to work more independently under the supervision of faculty and/or office staff.

The practicum for the medical assisting student must be completed prior to graduation with a satisfactory evaluation by the clinic supervisor in conjunction with the Program Chair and Practicum Coordinator. The coordinator provides an evaluation form, with objectives clearly stating the expectations of the student during their practicum. The student will self-evaluate and provide weekly journals to report on their progress. Periodic conferences will take place during the practicum allowing the student and coordinator to address any issues that may concern the student or the clinical site supervisor. This will allow for early intervention, if needed, to insure the student the best possible learning experience.

When the student is in their practicum, they are representing the college and should adhere to all policies of the college and the clinic in which they are placed.

Dress Code for Skills Lab

Students are expected to have the following to participate in the clinical classroom experience: Stethoscope; watch with a second-hand; scrubs; and close-toed shoes. If a student comes to the skills lab and is not dressed accordingly, they will be asked to leave and be given the opportunity to return in the appropriate attire.

Dress Code for Clinical Areas

Students are to adhere to the dress code of the facility to which they are assigned.

- ID badge will be clearly visible and worn above the waist.
- Students will be clean and neat while on any clinical campus.
- All clothing **MUST** be business casual when representing the MA program and will be free of profanity, slanderous language or inflammatory causes.
- Denim is **NOT** acceptable in the practicum setting.
- You must **NOT** wear sleeveless garments, shorts, sweat suits, bib overalls, tank tops, revealing neck lines or halters. Avoid fabrics of spandex, chiffon, metallic leather, sheer or clinging fabrics. Slacks and/or trousers should fit at the waist concealing undergarments. “Skinny” jeans and leggings are not acceptable.
- No T-shirts.
- Sandals, open-toed shoes and novelty shoes are not acceptable in the clinical area.
- Bare legs, sports socks and socks worn with skirts are not acceptable.
- Fashion hats, visors, caps and other headgear shall not be worn indoors.
- Jewelry should be limited to clinical site policies.
- No visible body piercings or tattoos.
- Makeup and perfume should be moderate.
- Nails should be clean, short and without polish. Artificial nails are not permitted.

The Practice of Students Performing Injections and Venipuncture

The faculty believes that the practice of students performing injections and venipuncture prior to administration to patients is a valuable learning experience, which cannot be fully simulated on a model. All students should be prepared to participate in this experience from both sides of the procedure. This experience will only occur under direct supervision.

However, this practice should only occur when the student has received at least two hepatitis B immunizations and standard precautions are followed. Should a needle stick occur, the protocol of the clinical agency or the college will be followed.

Professional Organizations

American Association of Medical Assistants (AAMA)

Students are encouraged, but not required to join the American Association of Medical Assistants as students. This organization has a membership for students at a reduced rate. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities and many other benefits. There is a local chapter in Cabarrus County that meets regularly and supports our program in many ways.

Application forms and information regarding membership will be discussed the first day of class.
National website: <http://www.aama-ntl.org/>
The State Society website: www.ncsma.org

If you have any questions regarding the AAMA, please see Rachel Houston, CMA (AAMA).

Medical Assistant Student Organization-MASO

Purpose

The purpose of the organization is to promote the profession of medical assistant as well as provide guidance and fellowship among the medical assistant students. Fundraising and community service are focal points of the organization.

Bylaws

Selection of Officers

The MASO group is responsible each year for selecting officers who will provide ongoing leadership. The offices needed are President, Vice-president, Secretary and Treasurer.

- The President is responsible for organizing the activities of the organization and having monthly meetings. The president will also represent the club by attending the monthly student government meetings
- The vice-president assists the president and steps in, in the absence of the president. The Vice-president is also responsible for submitting articles to the college newsletter the Pulse.
- The secretary is responsible for recording the minutes for the meetings and submitting them to the student government of the college at the end of the academic year so that the club can be awarded their yearly grant.
- The treasurer is responsible for managing the money that is raised for the fundraisers.

Membership

- Membership is open to all students in the Medical Assistant Program. If a student decides not to participate, then any funds raised to assist the students in attending state/national conferences will **NOT** be available to that student nor will they be provided with a club t-shirt.
- Meetings will be held at least once a month and attendance is required to be a member.
- Members will participate/organize at least one community fundraiser for the academic year.
- Members will represent the profession by celebrating Medical Assistant week which is the third full week in October.

Each year the group attends the North Carolina State Medical Assistant Convention and participates in the College Quiz Bowl. Our students won in 2010. Fundraising is done to help students with the cost of attending the convention. Members will attend the State Convention and the participants for the College Quiz Bowl will be chosen to represent the college from members of the MASO group based on GPA and successful competency performance.

CABARRUS COLLEGE OF HEALTH SCIENCES

MEDICAL ASSISTING PROGRAM

STUDENT HANDBOOK AGREEMENT

I, _____, certify that I have received a copy of the current Handbook for Medical Assistant and have read and understand the specified rules, policies, and procedures set forth in this publication.

I have been given the opportunity to clarify any questions I have and agree to abide by the rules, policies, and procedures as they have been set forth in writing and explained to me.

I understand that this Handbook is subject to revision. Any revisions will be updated in writing and become effective upon notification.

I further certify that I understand that violation of these rules, policies, and procedures may result in my probation, suspension, or dismissal from Cabarrus College of Health Sciences.

Student Signature

Date

Program Chair

Date

APPENDIX A – Core Curriculum for Medical Assistants (*as adopted from Appendix B of MAERB Standards*)

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

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

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

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

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

FOUNDATIONS FOR CLINICAL PRACTICE
CONTENT AREA I-IV

Cognitive (Knowledge) I.C Anatomy, Physiology, & Pharmacology	Psychomotor (Skills) I.P Anatomy, Physiology, & Pharmacology
I.C.1. Identify structural organization of the human body I.C.2. Identify body systems* I.C.3. Identify: a) body planes b) directional terms c) quadrants d) body cavities I.C.4. Identify major organs in each body system* I.C.5. Identify the anatomical location of major organs in each body system* I.C.6. Identify the structure and function of the human body across the life span I.C.7. Identify the normal function of each body system* I.C.8. Identify common pathology related to each body system* including: a) signs b) symptoms c) etiology d) diagnostic measures e) treatment modalities I.C.9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases I.C.10. Identify the classifications of medications including: a) indications for use b) desired effects c) side effects d) adverse reactions	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.C.11. Identify quality assurance practices in healthcare I.C.12. Identify basic principles of first aid I.C.13. Identify appropriate vaccinations based on an immunization schedule. *Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.	I.P.7. Administer parenteral (excluding IV) medications I.P.8. Instruct and prepare a patient for a procedure or a treatment I.P.9. Assist provider with a patient exam I.P.10. Perform a quality control measure I.P.11. 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 a) bleeding b) diabetic coma or insulin shock c) stroke d) seizures e) environmental emergency f) syncope
---	--

Content Area II: Applied Mathematics

Cognitive (Knowledge) II.C Applied Mathematics	Psychomotor (Skills) II.P Applied Mathematics
II.C.1. Define basic units of measurement in:	

a) the metric system b) the household system II.C.2. Identify abbreviations used in calculating medication dosages II.C.3. Identify normal and abnormal results as reported in: a) graphs b) tables	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
---	---

Content Area III: Infection Control

Cognitive (Knowledge) III.C Infection Control	Psychomotor (Skills) III.P Infection Control
III.C.1. Identify major types of infectious agents III.C.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 III.C.3. Identify the following as practiced within an ambulatory care setting: a) medical asepsis b) surgical asepsis III.C.4. Identify methods of controlling the growth of microorganisms III.C.5. Identify the principles of standard precautions III.C.6. Identify personal protective equipment (PPE) III.C.7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings	III.P.1. Participate in bloodborne pathogen training III.P.2. Select appropriate barrier/personal protective equipment (PPE) III.P.3. Perform handwashing III.P.4. Prepare items for autoclaving III.P.5. Perform sterilization procedures III.P.6. Prepare a sterile field III.P.7. Perform within a sterile field III.P.8. Perform wound care III.P.9. Perform dressing change III.P.10. Demonstrate proper disposal of biohazardous material a) sharps b) regulated wastes

Content Area IV: Nutrition

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition
IV.C.1. Identify dietary nutrients including: a) carbohydrates b) fat c) protein d) minerals e) electrolytes f) vitamins g) fiber h) water IV.C.2. Identify the function of dietary supplements IV.C.3. Identify the special dietary needs for: a) weight control b) diabetes c) cardiovascular disease d) hypertension e) cancer f) lactose sensitivity g) gluten-free h) food allergies i) eating disorders IV.C.4. Identify the components of a food label	IV.P.1. Instruct a patient regarding a dietary change related to patient's special dietary needs

Content Area V: Concepts of Effective Communication

Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication
V.C.1. Identify types of verbal and nonverbal communication V.C.2. Identify communication barriers V.C.3. Identify techniques for overcoming communication barriers V.C.4. Identify the steps in the sender-receiver process V.C.5. Identify challenges in communication with different age groups V.C.6. Identify techniques for coaching a patient related to specific needs V.C.7. Identify different types of electronic technology used in professional communication V.C.8. Identify the following related to body systems*: a) medical terms b) abbreviations V.C.9. Identify the principles of self-boundaries V.C.10. Identify the role of the medical assistant as a patient navigator V.C.11. Identify coping mechanisms V.C.12. Identify subjective and objective information V.C.13. Identify the basic concepts of the following theories of: a) Maslow b) Erikson c) Kubler-Ross V.C.14. Identify issues associated with diversity as it relates to patient care V.C.15. Identify the medical assistant's role in telehealth *Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.	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: - office policies - 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

Content Area VI: Administrative Functions

Cognitive (Knowledge) VI.C Administrative Functions	Psychomotor (Skills) VI.P Administrative Functions
VI.C.1. Identify different types of appointment scheduling methods VI.C.2. Identify critical information required for scheduling patient procedures VI.C.3. Recognize the purpose for routine maintenance of equipment VI.C.4. Identify steps involved in completing an inventory VI.C.5. Identify the importance of data back-up VI.C.6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system	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

Content Area VII: Basic Practice Finances

Cognitive (Knowledge) VII.C Basic Practice Finances	Psychomotor (Skills) VII.P Basic Practice Finances
VII.C.1. Define the following bookkeeping terms: a) charges b) payments c) accounts receivable d) accounts payable e) adjustments f) end of day reconciliation VII.C.2. Identify precautions for accepting the following types of payments: a) cash b) check c) credit card d) debit card VII.C.3. Identify types of adjustments made to patient accounts including: a) non-sufficient funds (NSF) check b) collection agency transaction c) credit balance d) third party VII.C.4. Identify patient financial obligations for services rendered	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

Content Area VIII: Third-Party Reimbursement

Cognitive (Knowledge) VIII.C Third-Party Reimbursement	Psychomotor (Skills) VIII.P Third-Party Reimbursement
VIII.C.1. Identify: a) types of third-party plans b) steps for filing a third-party claim VIII.C.2. Identify managed care requirements for patient referral Identify processes for: a) verification of eligibility for services b) precertification/preauthorization c) tracking unpaid claims d) claim denials and appeals VIII.C.3. Identify fraud and abuse as they relate to third party reimbursement VIII.C.5. Define the following: a) bundling and unbundling of codes b) advanced beneficiary notice (ABN) c) allowed amount d) deductible e) co-insurance f) co-pay VIII.C.6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements	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)

Area IX: Procedural and Diagnostic Coding

Cognitive (Knowledge) IX.C Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P Procedural and Diagnostic Coding
IX.C.1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II) IX.C.2. Identify the effects of: a) upcoding b) downcoding IX.C.3 Define medical necessity	IX.P.1. Perform procedural coding IX.P.2. Perform diagnostic coding IX.P.3. Utilize medical necessity guidelines

Content Area X: Legal Implications

Cognitive (Knowledge) X.C Legal Implications	Psychomotor (Skills) X.P Legal Implications
X.C.1. Identify scope of practice and standards of care for medical assistants X.C.2. Identify the provider role in terms of standard of care. X.C.3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA) X.C.4. Identify the standards outlined in The Patient Care Partnership X.C.5. Identify licensure and certification as they apply to healthcare providers	X.P.1. Locate a state's legal scope of practice for medical assistants X.P.2. Apply HIPAA rules in regard to: privacy 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.C.6. Identify criminal and civil law as they apply to the practicing medical assistant X.C.7. Define: a) negligence b) malpractice c) statute of limitations d) Good Samaritan Act(s) e) Uniform Anatomical Gift Act f) living will/advanced directives g) medical durable power of attorney h) Patient Self Determination Act (PSDA) i) risk management X.C.8. Identify the purpose of medical malpractice insurance X.C.9. Identify legal and illegal applicant interview questions X.C.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) X.C.11. Identify the process in compliance reporting: a) unsafe activities b) errors in patient care c) conflicts of interest d) incident reports X.C.12. Identify compliance with public health statutes related to: a) communicable diseases b) abuse, neglect, and exploitation c) wounds of violence X.C.13. Define the following medical legal terms: a) informed consent b) implied consent c) expressed consent	X.P.6. Complete an incident report related to an error in patient care
--	---

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	
---	--

Content Area XI: Ethical and Professional Considerations

Cognitive (Knowledge) XI.C Ethical and Professional Considerations	Psychomotor (Skills) XI.P Ethical and Professional Considerations
XI.C.1. Define: a) ethics b) morals XI.C.2. Identify personal and professional ethics XI.C.3. Identify potential effects of personal morals on professional performance XI.C.4. Identify professional behaviors of a medical assistant	XI.P.1. Demonstrate professional response(s) to ethical issues

Content Area XII: Protective Practices

Cognitive (Knowledge) XII.C Protective Practices	Psychomotor (Skills) XII.P Protective Practices
---	--

XII.C.1. Identify workplace safeguards XII.C.2. Identify safety techniques that can be used in responding to accidental exposure to: a) blood b) other body fluids c) needle sticks d) chemicals XII.C.3. Identify fire safety issues in an ambulatory healthcare environment XII.C.4. Identify emergency practices for evacuation of a healthcare setting XII.C.5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting XII.C.6. Identify processes for disposal of a. biohazardous waste and b. chemicals XII.C.7. Identify principles of: a) body mechanics b) ergonomics XII.C.8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency XII.C.9. Identify the physical manifestations and emotional behaviors on persons involved in an emergency	XII.P.1. Comply with safety practices XII.P.2. Demonstrate proper use of: - eyewash equipment - fire extinguishers XII.P.3. Use proper body mechanics XII.P.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