



Medical Assisting Program

Student Handbook

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Welcome

The Medical Assisting Faculty at Vance-Granville Community College would like to welcome you to our program. The program strives to develop entry-level medical assistants who are marketable in the field and boast professionalism at all times.

Medical Assisting is designed to prepare you for employment in a variety of positions in today's medical offices. The amount of work you put into your studies will have a direct impact on your successful completion of the program.

This handbook contains procedures that are unique to the Medical Assisting Program. As you are a representative of Vance-Granville and the Medical Assisting program, the expectation is that you follow the guidelines of this handbook at all times.

It is the responsibility of each medical assisting student to review this document independently. If there are questions or concerns about anything in this handbook, please direct them to the Program Head.

The program sincerely hopes that your time in this program is a challenging and gratifying experience for each of you.

Sincerely,

Mercedes Kamoru, A.A.S., CMA (AAMA), B.S., M.S.

Program Head of Medical Assisting

Sonja Williams, RMA, B.S.

Medical Assisting Instructor

Dr. Angela M. Thomas

Dean of the School of Health Sciences

Vance-Granville Community College and the Medical Assisting Program reserve the right to revise the content of the Medical Assisting Student Handbook at any time. In the event of such revisions, students will receive notification in the form of an addendum in a timely manner.

College Mission Statement

Vance-Granville Community College educates, inspires, and supports a diverse community of learners to achieve professional and personal success.

Medical Assisting Program

The mission of the Medical Assisting Program at Vance-Granville Community College is to provide an outcomes-based educational experience. This includes preparing competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This is based on the demonstrated needs and expectations of the communities of interests served by the educational program.

This “One-Plus-One” program offers students the opportunity to learn medical administrative and clinical skills. Students earn a Diploma and/or an Associate of Applied Science degree in Medical Assisting. In cooperation with community medical facilities that will serve as externship clinical sites, the program will prepare its graduates for a rewarding entry-level career in Medical Assisting. The program will also prepare the graduate for the national certification exam for Medical Assisting.

Medical Assisting Faculty Contacts

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Accreditation

The Medical Assisting Program sponsored by Vance-Granville Community College is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB). Information on program statistics is publicly posted and can be found online at the MAERB website (www.maerb.org).

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HISTORY AND PURPOSE OF MEDICAL ASSISTING

The need for medical assistants began when doctors found demands on their time multiplying. As demands increased, specialized health professionals were in need to help meet these demands. In 1934, Dr. M. Mandl founded the first school, training individuals to work specifically in doctor's offices.

By 1955, standards for educational programs were necessary; therefore, The American Association of Medical Assistants was founded to standardize educational programs and offer accreditation to those meeting specific criteria.

In 1978, the United States Department of Health Education and Welfare formally recognized the Medical Assistant as an allied health care profession. The AAMA Board of Trustees adopted the following definition: "A Medical Assistant is a multiskilled healthcare professional, dedicated to assisting all aspects of a medical practice under their scope of practice and by the supervision of a physician. The practitioner assists with patient care management, executes administrative and practicum procedures, and often performs managerial and supervisory functions. Competence in the field also requires that a Medical Assistant communicate effectively, adhere to ethical and legal standards to medical practice, recognize and respond to emergencies, and demonstrate professional characteristics". Today, the Medical Assistant's occupational outlook is excellent. It is listed as one of the ten fastest growing jobs in the United States.

Surveys of community physician's offices communicated a definite need in the area for a Medical Assisting Program. The Medical Assisting program at Vance-Granville Community College has maintained programmatic accreditation since 2001. In accordance with the mission statement of the North Carolina Community College System and Vance-Granville Community College, the goal of the Medical Assisting Program is to prepare graduates to be professional, entry-level medical assistants.

Technical Standards Required for the Medical Assisting Program

Health care professionals require the performance of essential functions in order to provide safety in the care provided, an accumulation of accurate data, and communication that is effective and concise for the patient and other health care personnel. To effectively train professional medical assistants, the performance of these functions is incorporated throughout the program. Students are required to demonstrate proficiency of these functions in the campus lab and clinical practicum. The essential functions include but are not limited to:

1. **Critical Thinking** – critical thinking skills sufficient for clinical judgment. For example, students must be able to identify cause-effect relationships in clinical situations; research and analyze data to aid in problem solving; read and comprehend text, numbers and graphs displayed in print and on a video monitor.
2. **Interpersonal Skills** - interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example, students must establish rapport with patients and health care team members.
3. **Communication Skills** – communication abilities for interaction with others in verbal and written form. For example, students will explain specimen collection procedures; communicate with faculty members, fellow students, staff and other health care professionals verbally and in a recorded format (writing, typing, graphics and telecommunication).
4. **Mobility** – physical skills sufficient to move from room to room and maneuver in small spaces, stand, and walk for long periods of time. For example, move around in a patient’s room, reach patients lying in a hospital bed and move close to benchtop clinical instruments such as a microscope.
5. **Motor Skills** – gross and fine motor abilities sufficient to perform test procedures accurately. For example, students will make fine adjustments to hand-held objects, handle contaminated needles safely and move 20-pound instruments from one area to another.
6. **Hearing** – auditory ability sufficient to monitor equipment and access health needs. For example, students will hear monitor alarms, public address pages, and cries for help.
7. **Visual** – visual skills sufficient for observation and assessment necessary in the performance of laboratory procedures. For example, students will observe specimen and reaction colors and turbidity and observe patient responses.
8. **Tactile** – tactile ability sufficient for collecting blood specimens. For example, students will palpate the skin.
9. **Weight Bearing** – ability to lift and manipulate/move a 20-pound instrument or box of supplies from one area to another.
10. **Cognitive** – ability to be oriented to time, place, and person, organize responsibilities,

and make decisions. For example, students will organize and prioritize routine and emergency analyses.

Approximate Student Expenses

Aside from college tuition and books, there are several other items the student will be monetarily responsible for. They are as follows:

1. SGA/Student Club Initial Fee - \$20 per student.
2. Externship Uniforms - \$50 -\$55 per set.
3. Medical Kit - \$50.
4. Externship Student Name Tag - \$13.
5. Classroom Presentations/Projects—this will vary according to the student. All handouts and necessary materials will be covered by the student. Copies of handouts will not be made by faculty members.
6. Pinning Ceremony-Medical Assisting pins are approximately \$40.
7. Graduation Associated Costs – Up to \$50.
8. Health Insurance, Flu Shots, CPR Classes, and PPD tests – Cost varies by company/location.
9. Conference/Seminar Attendance – Approximately \$200/night for lodging and \$120 for registration.

Note: This list may not reflect all expenses incurred throughout the program.

Medical Requirements for Students

CPR Certification

Current CPR (American Heart Association, BLS for Healthcare Providers) certification is required for the Medical Assisting Program. Certification must be maintained during the entire medical assisting program. It is the student's responsibility to keep up with his/her CPR expiration date. If CPR certification lapses before completion of the program, the student is responsible for re-certification. If a student fails to comply, he/she will not be able to participate in the externship.

Two-Step TB Skin Test (PPD)

A two-step TB skin test must be obtained during the fall semester of VGCC's Medical Assisting Program. A two-step TB skin test is defined by having two TB skin tests performed within a twelve-month period of time.

Flu Vaccination

In an effort to prevent the spread of communicable diseases, externship affiliates require students to receive a mandatory flu vaccination or present a doctor's note stating why the

student cannot receive the flu vaccination (additional forms may be needed). This vaccination is typically, available between October 1st and March 31st, during the prime season for the disease to spread. It will be the student's responsibility to cover the cost of the vaccination.

Measles, Mumps, and Rubella (MMR)

Students must show proof of two vaccinations or a positive antibody titer for Measles, Mumps, and Rubella. If the series is in process when medical form submission is due, please show documentation that the series of injections has been started. If the titer is negative or equivocal, the student must obtain the required vaccinations.

Varicella

Students must show proof of two varicella vaccinations or a positive antibody titer result. If the student's titer is negative or equivocal, the student must obtain a varicella vaccination booster. Please note that the titer result must have a numerical value present.

Hepatitis B

Students must show proof of the Hepatitis B vaccine series or at least one of the three injections prior to beginning the externship. Students who refuse to submit to the Hepatitis B vaccination series must sign the Student Hepatitis B Vaccine Declination Form on the student medical form. A signed waiver releases the College and externship site from liability related to the refusal to have the immunization.

Tdap Vaccination

Students must show proof of a Tdap vaccine within the last ten years. If the most recent Tdap documented is expired, it is the responsibility of the student to obtain an updated Tdap.

COVID Vaccination

Most clinical agencies have mandated that students, faculty, and staff provide proof of full COVID-19 vaccination to participate in clinical settings. VGCC does not require the COVID-19 vaccination; however, we must abide by the mandates of our clinical training partners. To afford all students an equitable opportunity to obtain all required clinical competencies, students must show proof of vaccination to be granted access to selected clinical affiliates. If a student is denied access by the clinical affiliates, the student will be withdrawn from the program.

Positive COVID-19 Results

To proceed in the best manner possible, we must adhere to protocols for health and safety as set forth by the Centers for Disease Control and Prevention (CDC) and our institutional guidelines.

Step 1: Submit Test Results: The first immediate step is to send your positive COVID-19 test result to me @ kamorum@vgcc.edu. This is vital for contact tracing and to mitigate further spread of the virus on campus.

Step 2: Return Criteria: Student, Employee, and Community health is of utmost importance to us. Anyone experiencing COVID-19 symptoms or who tests positive for COVID-19 should stay home until they meet the criteria for return. Likewise, if anyone has been in close contact with someone who has tested positive for COVID-19, they should stay home until they meet the criteria for return.

CDC Criteria for Return to Work or School
COVID-19 Positive or Symptomatic
24 hours with no fever, and
Symptoms improved, and
5 days since symptoms first appeared

Step 3: Symptom Monitoring: Continue to monitor your symptoms and consult your healthcare provider for tailored medical advice. Should your symptoms worsen or become severe, seek emergency medical care immediately.

Step 4: Subsequent Testing & Clearance for Return: Concerning the nature of your results, we require a follow-up test to confirm your negative status and a doctor's note before you can be cleared to return to campus.

Please note that before you can attend in-person classes, you'll need to obtain a negative COVID-19 test and a Return to School note from your physician.

Criminal Background Check and Drug Screening Requirement

Students admitted to the Medical Assisting Program must submit to a criminal background check and drug screening. This is a requirement of the externship sites. The cost is covered in the spring tuition paid by the student. Both of these items must be obtained through Mind Your Business (MYB). Information on how to obtain these items will be provided to the student by the program head.

Clinical agencies reserve the right to deny student's access based on criminal background and/or urine drug screening results. In the event a student refuses to complete and/or fails the urine drug screening, he/she will be dismissed from the program without the option to return.

Program Goals

The primary goal of the Medical Assisting Program is to prepare competent entry-level healthcare professionals for the workforce.

Student Learning Outcomes

1. Students will perform quality control measures on various laboratory equipment.
2. Students will process laboratory testing on various equipment.
3. Students will create patient education materials.
4. Students will demonstrate an understanding of different cultural beliefs.
5. Students will demonstrate proper professional behaviors while in the laboratory setting.
6. Students will be able to identify the basic concepts of ethics and law.
7. Students will be able to pronounce medical terms based on their pathological disorders.
8. Students will be able to define medical terms based on their pathological disorders.
9. Students will be able to demonstrate courteous behavior when solving problems in the medical facility.
10. Students should be able to respond appropriately to emergency situations.
11. Students will demonstrate competency in exam room procedures.
12. Students will be able to perform as entry-level professionals.
13. Students will be able to demonstrate proficiency in coding for reimbursement.
14. Students will be able to identify the most commonly used medications in the physician's office.
15. Students should be able to demonstrate competency in the areas covered on the national certification exam.
16. Students will demonstrate proficiency in the cognitive, psychomotor, and affective domains.

Student Accountability

While the goal of the Medical Assisting Program is to have 100% completion and graduation rates, it is ultimately the responsibility of each student to achieve that individual goal. Students must be aware that without their continued diligence towards study time, practicing in the lab, and clinical setting, and appropriate preparation of each class period, this goal may not be achieved. In order to be successful, students should do their part by reviewing old material each day, preparing for future lectures by reading the chapter, making notes ahead of time, and finally, utilizing resources (Moodle, assigned readings, and instructors' office hours). Because the Medical Assisting Program is a rigorous program, students are expected to attend class daily and on time, prepare themselves for the upcoming lecture, and actively participate in class. The Medical Assisting Program can provide the tools necessary to be successful; however, students are ultimately responsible for his/her final destiny.

Professional Organizations

Medical Assisting students are strongly encouraged to join professional organizations. Student annual dues are at a reduced rate to facilitate membership and participation. Students will attend approved meetings at their own cost as part of their education. These professional organizations include but are not limited to the North Carolina Society of Medical Assisting (NCSMA) and the American Association of Medical Assisting (AAMA).

Guidelines for seminar and conference participation will be given to each student prior to the date of the seminar or conference. Attendance and workshop participation will fulfill course criteria for all missed classes during the conference.

Policies and Procedures

Students enrolled in the Vance-Granville Community College Medical Assisting Program will be responsible for observing college rules and regulations as stated in the current *VGCC Student Catalog* and the *Medical Assisting Program Student Handbook*. In addition, the externship sites associated with the medical assisting program have their own rules and regulations students are expected to follow. In order to successfully matriculate through the medical assisting program, students will be assigned to these externship affiliates, which are located away from the college campus.

Failure to comply with the policies and procedures in this *Medical Assisting Program Student Handbook* or the *VGCC Student Catalog* will result in adverse administrative actions. Students will sign a statement of agreement at the start of the academic year confirming the Medical Assisting Student Handbook has been read and each policy and procedure will be followed during their enrollment in the medical assisting program.

FERPA – Family Educational Right and Privacy Act – See Student Catalog

Vance-Granville Community College, in compliance with the Family Educational Rights and Privacy Act of 1974, releases no personal, identifiable information about students without the written approval from the student. Exceptions to this practice are those types of information defined by law as “directory information.”

The directory information may be published or made available without the consent of the student. However, any student not wishing any of these types of information released may request in writing to the Dean of Students that it not be released.

Religious Observance Policy – See Student Catalog

The Board of Trustees grants each student two days of excused absences per academic year for religious observances. In order for the absence to be an excused absence, students must notify the College in writing within two weeks of the beginning of any class and/or course, in which they are enrolled, of the dates of any religious observance for which they request an excused absence.

For the purpose of this policy, an excused absence is an absence for which the student is held harmless for their failure to attend a scheduled class, and for which the instructor provides the student a reasonable opportunity to make up any tests, exams, assignments, or other work missed as a result of the absence. Academic year is defined as beginning the first day of fall semester. Should the student fail to complete the tests, exams, assignments, or other work

missed during the excused absence, after the instructor has given a reasonable opportunity to complete them, the instructor is authorized to give no credit or any tests, exams, assignments, or other missed work. North Carolina General Statute 115D-5(u); SL 2010-112, 5.2.

Communicable Disease – See Student Catalog

Communicable and infectious disease shall include, but is not limited to, chicken pox, influenza, tuberculosis, conjunctivitis, hepatitis A, B, and D, infectious mononucleosis, and acquired immune deficiency syndrome (AIDS).

Persons who know or have a reasonable basis for believing that they have an infectious/communicable disease which may pose a threat to others have an obligation to conduct themselves in accordance with such knowledge, so as to protect themselves and others. Accordingly, employees and student should report the information to the Dean of Students. All information will be kept confidential except to those persons determined by the Dean of Students as having a need to know. These persons will be informed after the individual is advised that such action will be taken.

Any student who believes or knows he/she is infected and is engaged in clinical patient- care is required to share that information as soon as possible with the Dean of Students on a confidential basis, so that the College can protect the welfare of patients and others.

Campus Security – See Student Catalog

VGCC strives to provide a safe and secure working and learning environment for its faculty, staff, students, and visitors. Campus Security encourages everyone to be vigilant, to be aware of his/her surroundings, to keep his/her belongings secure, and to report any suspicious persons or behaviors to Campus Security or any College official. Victims or witnesses can report crimes or threats anonymously and confidentially by calling the Security Division at (252) 438-0446 or by emailing the Director of Public Safety and Preparedness at newtons@vgcc.edu.

Disability Statement – See Student Catalog

Vance-Granville Community College faculty are committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services located in Building 8. All information is confidential. Please contact Accessibility Services, 252-738-3350 or visit vgcc.edu/accessibility services for more information.

Attendance Policy – See Student Catalog

Attendance is counted from the published first scheduled day of class. Students are expected to attend all classes, laboratories, clinical and shop sessions to attain the student learning outcomes of the courses for which they are registered.

When absences total more than fifteen percent (15%) of the total contact hours for a course, the student may be withdrawn from the class in accordance with the college's withdrawal procedures. With Dean approval, specific disciplines or programs with accrediting/licensing requirements may have more stringent attendance regulations, and in these cases, the discipline/program regulations shall be followed.

Alcohol and Drug Abuse – See Student Catalog

It is the policy of Vance-Granville Community College to comply with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) as implemented by regulations contained in 34 CFR Part 86, Subpart B, (amended as Title IV Safe and Drug Free Schools and Communities Act of 1994) Therefore, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's campuses or at any site or activity operated by Vance-Granville Community College is prohibited. Any student violating this policy is in violation of College's rules and regulations and also the Student Code of Conduct of Vance-Granville Community College. Any student violating this policy will be subject to disciplinary action up to and including permanent expulsion.

Students who violate the College's policies relating to drug abuse will be referred to the appropriate legal agencies for prosecution under the federal and state laws governing use and possession of a controlled substance. This includes, but is not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedule I through V of Section 2020 of the Controlled Substance Act (21 U.S.C. Section 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 or article 5 Chapter 90 of the North Carolina General Statute. Persons who violate this statute shall be guilty of a felony and may be imprisoned up to 10 years or fined up to \$10,000 or both at the discretion of the court.

Possession or use of alcoholic beverages or being in a state of intoxication on the college campus or in college-owned vehicles is prohibited. This includes, but is not limited to, alcoholic beverages, malt beverages, or fortified wine or other intoxicating liquor. Use of alcoholic beverages may result in referral to counseling programs and/or legal agencies for prosecution under federal and state laws.

Prescription drugs authorized by a registered physician or pharmacist are not in violation of the code of conduct as long as the individual intended to receive the prescription medication takes

the drug according to the prescribed dosage. Any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his/her actions.

Students should be aware that the use of alcohol, non-prescription use of depressants including sleeping pills, sedatives, tranquilizers, non-prescription use of stimulants including cocaine, prescription diet pills and marijuana can lead to lapses in attention, slowed reflexes and reaction time, impaired vision and impaired short-term memory. Alcohol is strongly associated with the increased risk of cancers of the oral cavity, pharynx and larynx. Other research indicated chronic alcohol abuse may affect the immune system.

Sexual Assault Policy – See Student Catalog

Vance-Granville Community College actively promotes a campus environment that maintains the dignity of all members of the campus community. To maintain this dignity, Vance-Granville Community College will not tolerate any form of sexual assault. For additional information regarding the sexual assault policy, please see the student catalog.

Title IX – See Student Catalog

If at any time a student feels that he/she is a victim of sexual assault or harassment, he/she is strongly encouraged to report the occurrence to the Dean of Enrollment and Outreach. The Dean of Enrollment and Outreach will work with the Vice President of Employee and Student Services for resolution within the College's Student Code of Conduct. Complaints by or against College employees will be forwarded to the Director of Human Resources.

Malpractice Insurance – See Student Catalog

Some curriculum programs and occupational extension courses require that students obtain liability (malpractice) insurance (e.g., Cosmetology, Radiography, Associate Degree Nursing, Practical Nursing, Pharmacy Technology, Medical Assisting, Emergency Medical Technician, Paramedic, Certified Nursing Assistant, etc.). The cost of this insurance may vary and is due at the time of registration. Cost and other information can be obtained through the College Business Office.

Accident Insurance – See Student Catalog

Accident insurance is available through the College for all students who pay an activity fee. This insurance covers the student while in classes and clinic. Students must have an incident report filled out for any injury they incur while attending clinical. Reimbursement from the business office will be made after the student has filed with his/her own medical insurance. The students must submit a copy of the report to the Program Director and the Business Office. In addition to a copy of the incident report, a bill for medical care must also be submitted to the Business Office for reimbursement.

Student Health Insurance

Student health insurance is required for the Medical Assisting Program. In the event a student is injured in the clinical setting, it will be his/her responsibility to incur any costs associated with treatment. The clinical site or the school is not responsible for any monetary burden or medical liability.

Dress Code – Classroom – See Student Catalog

In compliance with the Student Code of Conduct concerning disruptive clothing, a student may not wear clothing that may cause a disruption or that is provocative or obscene, including undergarments that are visible. Shirts and shoes are required. Classroom attire should be neat and conservative, and not distract from the learning process. Shoes must be worn at all times, and pajamas, halters, or cropped shirts are not allowed.

Dress Code – Lab Classes and Externship

All Medical Assisting students are required to adhere to the proper dress code whenever attending classes involving laboratory or skills tasks and in the externship portion of their training. See the Externship portion of this handbook for additional information.

Hygiene – Classroom and Externship – See Student Catalog

Due to the sensitivity of the faculty, classmates, and patients in the clinical setting, the following program guideline has been put in place. This policy is not to embarrass or target any individual; rather it will allow people with sensitivities to have a safe and healthy breathing environment. Students are required to maintain proper hygiene in both the classroom and externship settings. Perfumes, colognes, scented lotions, and cigarette smoke odors are not allowed. These can cause allergic reactions, migraines, and respiratory difficulty for patients, personnel, and students. Students who do not adhere to this policy will be asked to leave the classroom/extern setting and remove any odors that are creating an environment in which other parties are having any of the above difficulties. If the student is asked to leave the classroom or externship setting, the faculty will follow the disciplinary actions as outlined in the *Medical Assisting Program Student Handbook*.

Incomplete (I) Grade – See Student Catalog

The incomplete grade is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments by the end of the semester.

The requirements for satisfactory completion of a course will be established by the instructor in accordance with course objectives. The incomplete “I” is temporary and must be changed to a grade within the time period designated by the instructor, not to exceed eight weeks from the beginning of the term following the one in which the course was taken. At the end of the

specified time period, unresolved “I” grades will be converted to “F” grades. The “I” is used for verifiable, unavoidable reasons and extends enrollment without requiring rescheduling of the course.

Note: *An extension to the eight weeks may be granted under certain circumstances to Cooperative Education students. All extensions must be approved by the Vice President of Academic and Student Affairs and will be evaluated on a case-by-case basis.*

The instructor will award a permanent grade based upon course objectives successfully completed, and it is the responsibility of the student to ensure satisfactory completion. Incomplete grades are not payable by veterans’ benefits and may also affect Federal Financial Aid Standards of Progress.

The incomplete grade is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments by the end of the semester.

Student Code of Conduct – See Student Catalog

Students of all College programs, curriculum and non-curriculum, will be expected to conduct themselves at all times as mature and responsible individuals and should show a high regard for College facilities, property, and for the personal rights and property of others. Enrolling students are responsible for acquainting themselves with College regulations, including the Code of Conduct.

The act of enrollment at Vance-Granville Community College indicates an acceptance by the student of published rules and policies of the College. Each enrolled student is considered to be a responsible adult, and Vance-Granville Community College assumes and requires that men and women who enroll in various programs and classes will maintain standards of conduct appropriate to the collegiate atmosphere of Vance-Granville Community College.

Students may be suspended or dismissed for conduct that is considered in violation of the Student Code of Conduct while on campus or while participating in school-sponsored activities either on or off campus.

The decision to suspend or dismiss students for violations of the College Code of Conduct will be at the discretion of the Dean of Students. Pending an investigation, college administrators or campus security may require a student to leave campus and not return until instructed by the Vice President of Employee and Student Services.

Learning with Honor

- **Academic Integrity.** Students are expected to display qualities that are of high moral principles and professional standard. In the event the student violates these standards, then he/she will meet with the instructor of the course and the program director. The

penalty for the violation will be addressed on an individual bases and may result in dismissal

- **Plagiarism.** Students are expected to submit his/her work. In the event another person's idea or written work is submitted with the intent of claiming it as the original, then this will be considered a violation of academic integrity.
- **Lying for Academic Advantage.** Honesty is a core value of the health care profession. Students are expected to be honest at all times. In the event it is determined that the student has lied for academic advantage, then this will be considered a violation of academic integrity.
- **Cheating.** The possession of answer keys, notes, textbooks, cell phones, etc. is considered evidence of the intention to cheat which will be treated the same as if the students cheated. Cheating will be considered a violation of academic integrity.
- **Falsification of Documents.** Falsification of any documents including clinical will not be tolerated. In the event it is determined that the student has falsified any part of or all documents, then this will be considered a violation of academic integrity. In addition, if the student knowingly accepts documents that are falsified, then this will be considered a violation of academic integrity.

Academic Advising – See Student Catalog

Academic advising assists students in the planning and developing of educational and career goals. Students must have their selected courses approved by their advisor prior to registration. During the drop/add period of the term, students must contact their advisor to add a course, but may drop courses through their myVGCC account. It is highly recommended that students discuss all registration changes with their advisor. For more information, please see the Drop and Add and Withdrawal from a Course(s) sections of the catalog.

Students are also encouraged to meet with their advisor at a time other than registration each term to discuss their academic progress and planning.

Although advisors assist students in planning course schedules, the final responsibility for meeting all academic requirements for graduation rests with the student.

Note: Students receiving financial aid and/or Veteran's Assistance will receive aid only for courses included in their program of study. Financial aid recipients should consult with the Financial Aid Office before making changes to course schedules.

Program Specific Advising Process

The program faculty ensures regularly available advising through the use of student conferences. The one-on-one advising sessions are designed to evaluate progress and recognize any potential difficulties in the programmatic and related courses. If the program faculty identify any

concerns due to behavior or academics, an Aviso notification is sent, and students are advised. Aviso is an early warning and tracking system that takes a holistic approach to student success. Aviso relies on reporting by the campus community to identify students who need additional academic support and connect them to the appropriate resources.

The program counsels the students on an individual basis in order to provide supportive academic, behavioral, and clinical advisement on any real or perceived issues. Written documentation of the counseling sessions are reviewed by the student, signed by the student and faculty, and kept on file. The program's grading scale, academic probation, and procedures to take in order to remain in good standings are published in the Medical Assisting Student Handbook. A minimal final course average for each course is 70%. If a student is not performing at the expected level, a conference is conducted. The faculty and the student discuss program requirements, student progress, and possible solutions in order to develop a plan of action to ensure success in the program. Based on the allotted time given in the plan of action, the faculty will meet with the student and assess the progress. Once the student has met the goals outlined in the plan of action, a summary of the progress is documented. If the student has not met the goals of the plan of action, the faculty will reassess and implement a new plan. This process is continued until the faculty is satisfied with the progression of the student.

The faculty maintain posted office hours when a student may come by to initiate an advising session. Otherwise, the student is counseled by the Program faculty/Director on an as needed basis with consequences assigned according to the seriousness of the situation/offense. See the Disciplinary Actions in the Medical Assisting Student Handbook for description of expectations related to disciplinary consequences adapted to the violation.

If a student's behavior in the classroom or externship setting is deemed unprofessional or unacceptable, a counseling form is written on the student. The faculty is called to a meeting by the Program Director to discuss the student's behavior and a decision is made on how to address the issue. An immediate conference with the student then takes place. A higher authority may be referred to if discrepancy is unresolved at this first level. The Grievance Procedure related to student conduct and Academic Grievance/Grade Appeals Policies are included in the College Catalog and Administrative Procedure Manual. The Student Code of Conduct is found in the Medical Assisting Student Handbook and the College Catalog.

Weapons on Campus

As per N.C. General Statute 14-269.2, it is unlawful for anyone to possess, whether openly or concealed, any weapon on the Vance-Granville Community College campuses unless the weapon is used lawfully as part of a ceremony, for institutional purposes, or by a duly authorized law enforcement officer. Current law permits those persons who have valid concealed weapon permits and those exempt from obtaining such permits to have handguns secured, as described by law, in their locked vehicle under the following limited conditions:

- a) The firearm is a handgun; AND
- b) The individual has a valid concealed handgun permit or is exempt from the law requiring a permit; AND
- c) The handgun remains in either: a closed compartment or container within the individual with the permit's locked vehicle; or a locked container securely affixed to the individual with the permit's locked vehicle; AND
- d) The vehicle is only unlocked when the individual with the permit is entering or exiting the vehicle; AND
- e) The firearm remains in the closed compartment at all times.

Incident Reports

Vance-Granville Community College strives to ensure students are safe whether on campus or at an externship site. However, accidents do sometimes arise. Anytime students are present during an incident, whether it is a patient injury, equipment malfunction, or injury to self on campus (ex: hit leg on desk, paper cuts, fall on wet surface, etc.) or in clinic, the student IS REQUIRED to complete an incident report immediately. This incident report is solely for the protection of the student. The incident should be reported to the appropriate faculty member (practicum coordinator if the incident occurred at a clinical site, Medical Assisting faculty member if the incident occurred on campus). The incident report will be completed by the appropriate faculty member and forwarded to Sean Newton, VGCC security.

If a student is injured while in the externship site, the site will require him/her to receive appropriate medical care at the student's own expense or using his/her insurance coverage. The student may refuse medical care. Refusal of medical attention must be documented on the incident report.

Tobacco Free Policy – See Student Catalog

Vance-Granville Community College is committed to providing its students and employees a safe and healthy campus environment. The College recognizes that the use of tobacco products can be detrimental to the health of students, employees, and visitors, and recognizes that it has an obligation to promote a healthy learning and work environment free from unwanted smoke and by-products of tobacco use. Thus, all College campus properties, grounds, and vehicles are tobacco free. Students who repeatedly violate the policy shall be referred to the Dean of Students for action in accordance with the Student Code of Conduct. College employees who repeatedly violate the policy shall be referred to their supervisor for appropriate action in accordance with personnel policies. Visitors unwilling to comply with the policy may be asked to leave the property and/or a college sponsored event.

Definitions used in this policy are as follows:

For the purpose of this policy, "tobacco products" are defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs,

smokeless or spit tobacco or snuff, or any products resembling or suggesting tobacco use including, but not limited to, electronic cigarettes and vapor pipes.

Tobacco-Free Guidelines:

Use of tobacco products while on campus is a violation of campus rules and is subject to sanctions used to enforce the Student Code of Conduct. Beginning October 17, 2011, the College instituted a citation program to address smoking and tobacco use on campus. The following steps will be used to assist in campus-wide enforcement:

1. First Violation: Warning citation issued to student;
2. Second Violation: Required conference with the Dean of Students or Campus Dean;
3. Third Violation: Five-day suspension. ***

Any subsequent violation will result in suspension for the remainder of the current term.

***Occupational Extension student suspensions may vary depending upon the length of the class in which the student is enrolled.

Security may issue a citation directly to a student who has violated the tobacco-free policy. Faculty and staff may approach the student to ask their name, submit the student's name to the Dean of Students if already known or request that security approach the student. In order to be enforced, reports must include the name of the faculty or staff reporting the violation. Records of violations will be cumulative throughout a student's enrollment at the College.

Inclement Weather – See Student Catalog

Should it appear that adverse weather or other factors would necessitate closing of Vance-Granville Community College, the President, or the President's representative, shall make the final decision. Classes missed as the result of the closing of the College due to adverse weather or other factors shall be made up using a method to be determined by the President of the College.

Notice of the College closing will be made on local television and radio stations, on a taped message at (252) 492-2061 and on the VGCC web page at vgcc.edu.

Additional Information Concerning Inclement Weather

Generally, announcements of closing or delay will be made between 7:00 and 8:00 a.m. on local radio and television stations such as WRAL-TV (Channel 5) - Raleigh, WTVD-TV (Channel 11) - Durham, WRAL-FM (101.5 FM) -Raleigh, WHNC (890 AM) - Henderson, WIZS (1450 AM) - Henderson, and WCBQ (1340 AM) - Oxford. Students may also sign up for VGAlert (on VGCC web site), which provides text notifications from VGCC regarding closings or delays.

IF NO ANNOUNCEMENT IS MADE, THE SCHOOL WILL OPERATE ON THE NORMAL SCHEDULE. THE CLOSING OF VANCE AND/OR GRANVILLE COUNTY SCHOOLS DOES NOT MEAN THAT THE COLLEGE WILL BE CLOSED.

In the event that students are not able to verify a school closing prior to 7:00 a.m., they are encouraged to use their judgment in determining whether or not to drive in the existing conditions. If a student decides not to attempt to meet a class or externship assignment, he/she must notify the appropriate instructor according to the published attendance policies.

If school is open after the student's decision and proper contacts are made, the student's absence will not be considered excused. If school is closed, students need not contact the instructor and should not report to class or clinic. Students are asked to recognize that the program faculty must also depend on radio and television stations for announcements of closing and have no power to make such decisions.

If the college is open but announces a delay in classes, the delay should be based upon the 8:00 a.m. hour. For example, if a two (2) hour delay is announced, students should report to the 10:00 a.m. class or rotation at 10:00 a.m. The college will schedule make-up time for the missed 8:00 and 9:00 classes at a later date. If a student feels that he/she cannot meet the delayed time, then the appropriate program faculty must be notified according to the attendance policies.

Externship site preceptors and VGCC faculty ARE NOT ALLOWED to determine whether the student(s) rotating through their sites will be released early during bad weather. The determination can only be made by the President of the college. Students are asked to use their better judgment, if the student(s) leaves prior to school closure, the student(s) WILL BE signed out for the actual time he/she left. The time will be documented accurately, The President can only make the determination The President can only make the determination on The President can only make the determination and time will be made up according to the Medical Assisting Program's policies and procedures. If the student is attending an externship site that closes due to bad weather, the student is responsible for making up the time.

In the event the school closes while students are in externship, the program faculty will contact all clinical sites and preceptors to let them know to dismiss the student for the day due to college closing. The students should not have their phone in clinic in order to check for school closing in the event of possible inclement weather. Students must be present in the clinical site for a minimum of six (6) hours to take a thirty (30) minute meal break.

Academic Evaluation

The *Student Catalog* provides the information necessary for in-depth academic information and is to be reviewed by all students. However, the following general additional information is provided.

In order to graduate, **medical assisting students must maintain a grade of "C" or higher in all of their major and related courses.** Because of this, "D" grades are not considered as passing

and the student must meet with the Program Head prior to progressing in the program. If a student withdraws from a prerequisite or corequisite course, the student will not be allowed to progress in any other medical assisting program courses, resulting in being removed from the program. Each semester the faculty will schedule an advising conference. In addition, the faculty strongly suggests that students seek assistance and counseling at the first sign of any problems.

Students are required to successfully complete their related courses (if not already completed) during or before the specified semester. If a student has not completed a related course with a “C” or higher by the end of the specified semester, the student will be dismissed from the medical assisting program.

Cognitive (Knowledge Based) Grading Procedure

All Medical Assisting classes will follow a 10-point grading scale. An overall grade of 70 or better in each class is required to progress in the Medical Assisting Program:

A (90-100)

B (80-89)

C (70-79)

D (60-69)

F (Below 59)

Psychomotor (Skills) and Affective (Behavior) Grading Procedure

Pass (P) or Fail (F) grades will be awarded to students in clinical and administrative lab courses when performing competencies. The student has three attempts to successfully pass a competency. Omitting a step, performing a step incorrectly, or being unable to answer a question about rationale for the competency is grounds for the competency to be deemed unsuccessful.

For the purpose of awarding a numerical grade, if the first attempt at competency is successful a grade of 100 will be awarded. Second attempt success will be awarded a grade of 90, and third attempt success will be awarded a grade of 70. If the student does not successfully pass the competency in three attempts, he/she will be awarded a grade of “F” in the respective course and be dismissed from the program.

Plan of Action (Due Process)

PURPOSE: The Medical Assisting Program strives to maintain and succeed in sustaining the predetermined benchmarks. In the event there is a student within the Medical Assisting Program who is not performing at the level expected, a plan of action will be implemented. The student has the right to opt out of this plan.

PROCEDURE: The faculty will implement an individual student's Plan of Action or a Classroom Plan of Action if the situation warrants. The instructor will inform the faculty of any Plan of Action's during monthly faculty meetings.

PLAN: The plan of action will include the following:

1. What the faculty has observed regarding the student (e.g., low test scores, weaknesses in lab performance).
2. The plan to bring the student up to the level expected, including any/all of the following:
 - a. Remedial work with faculty in the lab (with dates and times).
 - b. Study sessions with the faculty.
 - c. Additional worksheets, activities, and readings.
 - d. Provision of a mentor for remedial study sessions.
3. A timeframe in which to reassess the student.
 - a. This should be within a two-week period.
 - b. If there is a test prior to the two-week period, the student should be reassessed to ensure that he/she is ready for the test.
 - c. If the student failed a test, he/she will retest on the same material (not counted for a documented grade) to identify whether he/she comprehends the material.
4. Follow-up documentation stating the following.
 - a. Achievements/improvements made by the student.
 - b. Additional tutoring necessary to assist the student.
 - c. A time frame to reassess the situation.

With each assessment, the student will be brought in to discuss what has been done and what, if anything, still needs to be accomplished. At the end of the plan of action, there will be a document summarizing the outcome of the Plan of Action.

Program Specific Attendance Procedures

Classroom Attendance Procedure

The faculty believes that anytime a student is not in attendance, he/she is not able to receive the full benefits of the experience and/or lecture. Therefore, attendance at all classes is expected. At the same time, the faculty recognizes that the students may contract illnesses that incapacitate them and/or cause them to be hazardous to others. In the event this occurs, the student should use his/her better judgment whether to attend class. If the student is absent three (3) consecutive days, due to a communicable illness, then he/she must return with a doctor's release. These absences will be recorded as absences. A doctor's note will not excuse an absence unless an extenuating circumstance is granted by the Program Director. If a doctor's note removes a student from class or from externship, then the student must present the Program Director with a doctor's release to return to class and/or externship.

If the student's absence occurs on an EXAM day or a day which an in-class STUDENT PRESENTATION, PROJECT, or ASSIGNMENT is due:

1. Scheduled Exams

- a. Students must take a missed test/exam the first class (any class) day upon returning to the Franklin Campus.
- b. The missed test/exam will not be taken during class time, but rather before or after class.
- c. If the exam is taken the first day upon returning to Franklin Campus, no penalty is assessed to the exam score.
- d. If the student does not take the missed test/exam on the next class day on Franklin Campus, a 10-point deduction will be given, and the missed test/exam rescheduled a second time.
- e. For each additional occasion the exam must be rescheduled, an additional 10-point deduction will occur.
- f. The "make-up" exam given to the student may be an alternate exam at the discretion of the instructor but will be equal in content.

2. Classroom Quizzes

- a. Missed classroom quizzes cannot be rescheduled or made-up.
- b. A zero (0) will be given for any missed classroom quiz.

3. Presentations and Projects

- a. Students must present a missed presentation/project at the beginning of the first-class day back.
- b. If the student is not prepared to present an individual presentation/project on the first day of class upon his/her return, a zero (0) will be given for the oral portion of the presentation.
- c. If a student is absent during the date a GROUP presentation/project is due, the remaining members of the group will present, and the absent member will be given a zero (0) for his/her oral portion of the presentation.
- d. Any written component of the presentation/project is still required to be submitted by the original due date outlined by the instructor and will not be extended.
- e. The instructor has the discretion of outlining the required means of submission in their syllabus ~~but of~~ the required means of submission. This submission will be via the assignment link in Moodle or by emailing the instructor.
- f. If the student does not submit the written portion of the presentation /project by the due date, a zero (0) will be given.

4. Online Tests and Moodle Assignments - Remote Learning
 - a. Online assignments are due according to posted deadlines and are not extended without an approved assignment extension form from the instructor.
 - b. If an online test or assignment is not completed and submitted by the due date and time, a zero (0) will be given.

Students are responsible for all material covered in scheduled classes whether or not they are in attendance. It is the student's responsibility to assume the task of obtaining the material they need from classmates and/or the instructor.

Please note that the instructor reserves the right to alter course content, sequence, and evaluation percentages if the need arises. Tests and quizzes remain the property of the Medical Assisting Program. Students are provided with opportunities to review tests/quizzes after they are graded. All Medical Assisting faculty members maintain an open grade book policy. If at any time you have questions/concerns about anything pertaining to a class, please do not hesitate to contact your instructor.

Externship Attendance Procedure

During the externship rotation, the student must complete 240 hours without incident. The Program Head will announce a specific hour requirement prior to the start of the summer term. Prior to the start of the externship, the student must meet with his/her preceptor to complete the Externship Attendance Contract. This contract allows the student flexibility to schedule his/her 240 clock hours as they wish during the 8-week summer semester. The exact number of hours for externship will be communicated by the Practicum Coordinator prior to the first day of the summer semester.

In the event of an absence or tardy during the externship assignment, the students are responsible for notifying his/her designated preceptor and the program head. Additionally, the student is responsible for making up his/her missed hours on a date that is mutually agreeable with the externship preceptor.

Any student failing to complete all externship clock hours by the end of summer semester will receive a grade of Incomplete until all hours are documented. See Incomplete Grade in the College Catalog for more information.

Community Service

Community Service is a donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions. The Medical Assisting Program deems community service an integral part of the program that will assist students in the development of interpersonal skills such as communication, cooperation, team building, empathy, and overall general care and concern for their fellow man.

Each student must complete a community service event to be eligible for graduation.

Professional Development

To introduce professional development and growth, each student is required to attend and participate in a national or state professional conference selected by the faculty. The faculty will identify the needs of each student and advise the student on workshops and classes that would benefit him/her. Ownership is on each student to plan and pay for attendance of the professional development opportunity. Guidelines for conference participation will be given to each student prior to the professional development date. Attendance and workshop participation will fulfill course criteria for all missed classes during the conference.

Absences Involving Extenuating Circumstances

The medical assisting program has defined extenuating circumstances as traumatic, uncontrollable events that prevent students from attending clinic and/or class for an extended period of time (**an extended period of time refers to a student being required to miss consecutively more than one week of class and clinic days**). Any request that does not meet these criteria will be denied. Only one request per student per program enrollment may be granted.

If students have prior knowledge of a potential extenuating circumstance, they should email the Program Head of Medical Assisting Program requesting a review of supporting documents and granting of an extenuating circumstance. The program head will notify students of the decision within 24 business hours of the request. The extenuating circumstance is not in effect until the Medical Assisting Program Head provides the requesting student with a signed, approved document. In the event of non-elective surgery or non-elective hospitalization, official supporting documentation will be required immediately (within 24 hours) upon the student's return.

Failure to supply supporting documentation will nullify the request for extenuating circumstances.

The following are the Medical Assisting program's extenuating circumstances. Any other inquiries will be dealt with on a case-by-case basis by the Program Head.

1. Non-elective surgery
2. Non-elective hospitalization
3. Maternal/Paternal Leave
4. Prolonged hospitalization
5. Required Jury Duty
6. Required National Guard or Military Reserve training/duty

Once a student has submitted the original request for jury duty or military duty, the request is kept on file until the submission of written validation of attendance. The Program Head will decide about the extenuating circumstance based on the submission of supporting documentation.

The absences involved in the extenuating circumstance will be recorded but will have no punitive effect on the students' grade in the course. Students are responsible for all missed assignments.

Student Injury Procedure

The Medical Assisting Faculty are aware that there may be times when a student has an injury which will not allow him/her to perform his/her duties to the expected capacity in the lab setting. When this becomes apparent to the student, he/she must perform the following:

1. Contact the Program Director Immediately.
2. Bring documentation from the physician stating that the student cannot return to the clinical setting. The doctor's note must have the expected duration of restrictions.

Because the faculty's primary goal is to ensure that all Medical Assisting students have the opportunity to receive the full benefit of class and lab, the student may attend any classes during this time (as long as the student is not contagious or has a communicable disease).

At such time that the student is medically cleared to return to full duty, he/she must present documentation from a physician. This documentation must be submitted to the program head. Upon acceptance of this documentation, the program head will then complete a plan for completion of missed lab competencies.

Death of a Family Member

As defined by Vance Granville Community College, immediate family is defined as wife, husband, son, daughter, mother, father, brother, sister, guardian, grandmother, grandfather, granddaughter, grandson, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, great grandmother and great grandfather.

Students must notify at least one faculty member of the absence. Students are allowed to miss three school days with no penalty. Upon the student's return, documentation which shows the relationship to the deceased must be provided.

Pregnancy Disclosure

A student who becomes pregnant while enrolled in a health program has the option of whether or not to disclose this information to the program faculty. If she chooses to inform program faculty of her pregnancy, it must be in writing to the Program Director and indicate the

expected date of delivery. If she chooses not to disclose the information, the student will not be considered pregnant. If the pregnant student chooses to progress in the program, she will be expected to successfully complete the requirements for classroom, laboratory, and externship for each course.

Student Externship Information

Rationale

The main purpose of the externship portion in the Medical Assisting Program is to transfer the theories learned in the classroom to real life applications. Upon graduation the student will have the skill set for an entry level medical assisting job position. The medical assisting student will be assigned to an externship affiliate by the practicum coordinator to obtain this skill set.

In order to measure the student's ability to perform at satisfactory levels of competency, a method of evaluation has been established to meet the particular needs of this program. The Practicum Coordinator provides students with course documents, including information regarding externship attendance, extern and competency evaluations, as well as clinical record-keeping documents at the beginning of externship assignment.

Students will also be formally evaluated by clinical preceptors through weekly, mid-term, and final evaluation tools. These evaluations provide students feedback on their progress in the externship setting. Areas of evaluation include but are not limited to: concern for patient's welfare and safety, preparedness, organization, punctuality, adaptation to routines, perseverance, initiative, cooperation, self-confidence, composure, enthusiasm, and overall attitude.

Student Externship Concerns Procedure

The program has a process for addressing any externship concerns that would jeopardize the program's ability to meet the mission. Below are the steps outlined for the resolution of student externship concerns:

1. The student will meet with an externship preceptor to discuss the concerns.
2. The concerns are brought to the attention of the Practicum Coordinator for resolution.
3. In the event the concerns are not resolved, the Practicum Coordinator will present the concerns to the Program Head.
4. In the event the Program Head cannot resolve the concerns, the Program Head will present the concerns to the Dean of Health Sciences.
5. In the event that the Dean of Health Sciences cannot resolve the concerns, the Dean will present the concerns to the Vice President of Learning, Student Engagement, and Success.

Externship Chain of Command

1. Externship Preceptor

- a. Contact numbers are made available to students via Moodle.
2. Practicum Coordinator
 - a. 252-738-3625 or 919-727-6010 (Google Voice)
3. Program Head
 - a. 252-738-3625 or 919-727-6010 (Google Voice)
4. Dean of The School of Health Science or Franklin Campus Dean
 - a. 252-738-3397 or 252-738-3601
5. Vice President of Learning, Student Engagement, and Success
 - a. 252-738-3283

Guidelines for Externship Assignments

During the eight-week summer semester each student will be assigned to an externship site in which to perfect his/her skills. The location of a student's home, daycare facilities, child's school district, and place of employment is not a factor when assigning students to an externship site. The location in which the student is assigned is based on the student's personal externship needs.

Notice of Non-remuneration

Students participating in the externship will not be considered employees of the externship site and will not receive compensation (payment) for services provided as a part of the practicum course. If the student has obtained employment at one of the program's externship affiliates, he/she will not be assigned to that specific facility.

Dress Code

All Medical Assisting students are required to adhere to the proper dress code whenever attending any portion of their training, which includes classroom, lectures, labs, and externships. **Any student reporting to their externship site in improper uniform or attire will be sent home.**

1. Students will wear Royal Blue uniform scrubs in a style as designated by the program. Any uniforms purchased after orientation must be the same style as the original uniforms.
2. Shirts under the designated uniform must be solid white with no decals showing.
3. Solid white socks will be worn.
4. White leather uniform shoes or white leather athletic shoes must be worn. If the student chooses an athletic shoe, it must:
 - NOT be a high-top shoe
 - Be solid white with no bright colors
 - NOT display any prominent brand name label
 - Be **leather**; NO canvas, mesh, or rubber

- Be free of dirt and in good condition
 - Have a full back that covers the heel; NO uniform clogs or heel straps
5. Lab coats are not required, but the student may purchase one if he/she tends to get cold. If worn, they must be white in color, long-sleeved, and below the hips.
 6. No perfume or aftershave may be worn.
 7. Make-up should be applied conservatively.
 8. Jewelry must be limited to a wedding/engagement ring and one small pair of post-earrings (worn in the first piercing closest to the jawline). No earrings will be worn in the upper cartilage of the ear. No dangling or hoop earrings are allowed. No necklaces, additional rings, or bracelets may be worn for safety/hygienic reasons. For professional reasons, tongue rings, nose rings, lip rings, or eyebrow rings may not be worn. Any dermal anchors that are visible must be covered during the externship.
 9. An analog watch may be worn in the extern setting. No smart watches.
 10. Hair must be clean, dry, and out of the face at all times. **Shoulder-length hair or longer must be up and off the shoulders.** Hair ornaments should be small and discrete. Brightly colored hair will not be permitted.
 11. Facial hair must be kept shaved in order to accommodate facial masks.
 12. Fingernails must be kept natural, short, and clean. The student's nails should be no more than ¼" and not be seen past the fingertips. Nail polish of any kind is not acceptable. No acrylic nails.
 13. Tattoos must be covered at all times.
 14. Nametags must be worn on the upper left-hand corner of the uniform top.

If in doubt, the student should ask the program faculty prior to wearing questionable attire to the externship site.

Externship Call Out Procedure

In the event that a student is unable to attend or be tardy to his/her externship assignment for any reason, the student must call to inform their preceptor and Practicum Coordinator of his/her absence prior to the start of the clinical day. Contact numbers will be provided to all students via Moodle.

In the event that any student fails to comply with the correct externship call-out procedure, a 10-point deduction from that student's final grade will take place immediately, with no warning or reprimand. This deduction can occur for any of the following reasons:

- Failure to call the externship site and the practicum coordinator prior to the start time of your externship day.
- Failure to contact your externship site and speak to a person to properly inform them that you will not be present at externship.

- Failure to call out on the same day as your absence.
- Failure to call all contacts set forth in the proper call out procedure.
- Failure to follow proper call out procedure for absences or tardiness.

This statement will serve as a warning notice to all students. In the event the proper call out procedure is not followed, the penalty as stated above will take place.

Meals and Breaks

Students must be present in the externship site for a minimum of six (6) hours to take a thirty (30) minute meal break. If the student is on the externship site for 12 hours, he/she may be permitted an additional 30-minute break. Meal breaks will not be counted toward the student's required 240 clock hours. Students are discouraged from taking personal breaks during externship hours outside of visiting the facilities or meal breaks.

Contacting of Students in the Clinical Area Due to Emergency

Because cell phones are not allowed in the externship setting, in the event of an emergency, the medical assisting program has a procedure in place to notify a student in the externship area.

Students should supply family members, schools, or any other person(s) with the following numbers to use in the event of an emergent situation:

- Audrey Stainback – 252-738-3210
- Franklin Campus Front Desk – 252-738-3602

If an outside person needs to contact a student in externship due to an emergency, they should first call Ms. Stainback at the number provided above. Ms. Stainback will then contact the externship site to inform the student.

If Ms. Stainback is unavailable, the Front Desk at Franklin Campus can be contacted. The front desk will contact the practicum coordinator directly and the practicum coordinator will contact the proper externship site and student.

Externship Counseling Session

The program faculty and externship preceptors strive to prepare the medical assisting student to become an entry-level medical assistant by the time of graduation. Unfortunately, there may be occasions when a faculty member and/or preceptor must counsel the student for issues with behaviors, work ethics, teamwork, attitude, absenteeism, grades, competency levels, and professionalism, to name a few. If the faculty and/or preceptor feel the student is not functioning at the level expected, a counseling session will be held with the student. This allows the student to be fully aware of any issues that are causing the faculty and/or preceptor to be

concerned. The counseling session does not necessarily mean the student is in danger of being dismissed from the program. However, it should alert the student that if actions are not corrected, further issues could arise that would require further disciplinary actions.

Once the program faculty has been made aware of the issue, Aviso notifications will be sent to the student, and disciplinary action as stated in this Medical Assisting Student Handbook will be initiated.

Dismissal from Externship Affiliate

If a student has the unfortunate event of being asked to leave an externship affiliate, not to return, the following steps will occur:

1. The student will have a meeting with the program faculty to discuss the events which resulted in the request.
2. If it is found that the student has violated the following: 1) Vance-Granville Community College Code of Conduct, 2) AAMA Code of Ethics, 3) Student Conduct as described in the *Medical Assisting Student Handbook* or is deemed a danger to patients, the student will be dismissed from the program.
3. The student will have the right to appeal; however, if the student's appeal is not upheld, he/she will be permanently dismissed without the opportunity to return into the Medical Assisting Program or any other Health Science program at VGCC.
4. If the student has not violated any of the above, the student may be relocated to another externship affiliate at the discretion of the program faculty. This relocation is allowed as long as it does not violate the number of students approved to be at any given externship affiliate, the student does not work for the externship affiliate at which there is an open slot, and no other student has to be relocated to accommodate the student.
5. If the request not to return to the clinical affiliate does not fall into #2, but the externship preceptor still decides to dismiss the student, the student has the right to an appeal.

Externship Dismissal Appeals

A student who has been dismissed from the Medical Assisting Program due to unsatisfactory or unsafe externship practice has the right to appeal the decision. The student may not attend externship until the final appeal decision has been made.

In the Medical Assisting Program, the following will be the lines of authority for Externship Dismissal Appeals:

1. Medical Assisting Program Head
2. Dean of Health Sciences

Procedure for Externship Dismissal Appeals:

1. The student will personally deliver a letter of appeal to the Program Head of Medical Assisting within two college working days of the dismissal.
2. A written response from the Program Head of Medical Assisting will be available to the student within two college working days from receipt of the student's letter. The student will indicate if they "Accept" or "Reject" the decision of the Program Head of Medical Assisting in writing. If the student accepts the decision, he/she should acknowledge his/her acceptance in writing, and the appeal will be completed.
3. If the student rejects or is not satisfied with the response from the Program Head of Medical Assisting, the student will have two college working days to deliver his/her original letter of appeal and the response letter from the Program Head of Medical Assisting to the Dean of the School of Health Sciences. The student will not be allowed to make any additions or changes to the original letter of appeal throughout the appeal process.

A written response from the Dean of the School of Health Sciences will be available to the student within five college working days from receipt of the student's letter. The decision of the *Dean of the School of Health Sciences is final*.

Confidential Information

Students can complete the externship objective requirements of the Medical Assisting Program through the privileges granted them by the externship affiliates associated with the Medical Assisting Program. Students are required to complete Health Information Portability and Accountability Act (HIPAA) training prior to attending his/her externship site.

Documentation of completion must be provided to the Medical Assisting Program. While in the externship area, students will be privy to confidential information for each patient examined. Any discussion of patient information beyond the purpose of fulfilling externship assignments is prohibited. Discussion of patient information with co-workers and office employees must be accomplished in a confidential manner and place. This information should be restricted only to the healthcare personnel involved in that patient's care. Conversations in elevators, eating places, or other places of common assembly within the externship area must be avoided. Conversations outside the externship area are strictly forbidden. All protected health information is considered legal documents. Under no circumstances are students allowed to obtain the following:

1. Radiographs or radiographic reports of family, friends, self, or patients
2. Medical chart information on family, friends, self, or patients
3. Laboratory reports on family, friends, self, or patients
4. Demographic information on family, friends, self, or patients

Select externship sites require the students to sign documentation stating they are aware of HIPAA procedures, and that they will abide by them during their rotation within that externship

agency.

Cell Phones, Cameras, or Video Recorders in the Externship Area

Students are not allowed to obtain photographs or video footage of any kind while attending externship, or on externship site grounds. Violations of this policy will be subject to proper corrective action. As a reminder, the students are not allowed to have a cellphone within the externship area.

Medical Assisting Program Semester Course Sequence

Fall Semester – Diploma

Title	Class	Lab	Clinical	Credit
MED 110 Orientation to Medical Assisting	1	0	0	1
MED 121 Medical Terminology I	3	0	0	3
MED 130 Admin Office Procedures I	1	2	0	2
MED 140 Exam Room Procedures I	3	4	0	5
BIO 163 Basic Anatomy & Physiology	4	2	0	5
TOTAL	12	8	0	16

Spring Semester – Diploma

Title	Class	Lab	Clinical	Credit
MED 118 Medical Law and Ethics	2	0	0	2
MED 122 Medical Terminology II	3	0	0	3
MED 131 Admin Office Procedures II	1	2	0	2
MED 150 Lab Room Procedures I	3	4	0	5
ENG 111 Writing and Inquiry	3	0	0	3
TOTAL	12	6	0	15

Summer Semester – Diploma

Title	Class	Lab	Clinical	Credit
MED 260 MED Clinical Practicum	0	0	15	5
MED 262 Clinical Perspectives	1	0	0	1
MED 264 Medical Assisting Overview	2	0	0	2
PSY 150 General Psychology	3	0	0	3
TOTAL	6	0	15	11

Fall Semester – Associates Degree

Title	Class	Lab	Clinical	Credit
MED 232 Medical Insurance Coding	1	3	0	2
MED 272 Drug Therapy	3	0	0	3
CIS 110 Introduction to Computers				3
MAT 110 Math Measurement & Literacy or MAT 143 Quantitative Literacy	2	2	0	3
OST 131 Keyboarding	1	2	0	2
TOTAL	7	7	0	13

Spring Semester – Associates Degree

Title	Class	Lab	Clinical	Credit
MED 270 Symptomatology	3	2	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
HUM 115 Critical Thinking	3	0	0	3
OST 136 Word Processing	2	2	0	3
TOTAL	11	4	0	12

Total Semester Hours Required for Degree: 42/67

**Students transferring BIO course(s) from other colleges must submit an official transcript. Note: BIO course(s) required for the program must be completed within ten years of the beginning of the fall 2015 entry date. The completed series of BIO 168 and BIO 169 may be substituted for BIO 163 ONLY if the series is completed prior to enrollment in the Medical Assisting program.*

*** HUM 115 Critical Thinking is preferred for program, but students may also take other courses meeting the Humanities requirement as listed below:
(ART 111, ART 114, ART 115, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, or PHI 240)*

Related Course Descriptions

Title	Class	Lab	Clinical	Credit
BIO 163 Basic Anatomy and Physiology	4	2	0	5

Prerequisites: Local, DRE 098

Corequisites: None

Course Offering Availability: Fall, Spring, Summer

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.

Title	Class	Lab	Clinical	Credit
CIS 110 Introduction to Computers	1	2	0	3

Prerequisites: None

Corequisites: None

Course Offering Availability: Fall, Spring

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
ENG 111 Writing and Inquiry	3	0	0	3

Prerequisites: State, DRE 098

Corequisites: None

Course Offering Availability: Fall, Spring, Summer

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
ENG 112 Writing and Research in the Disciplines	3	0	0	3

Prerequisites: State, ENG 111*

Corequisites: None

Course Offering Availability: Fall, Spring, Summer

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
Humanities	3	0	0	3

Please refer to the Student Catalog for descriptions of Humanities Courses that are approved for the Degree of Associates in Applied Science.

Title	Class	Lab	Clinical	Credit
MAT 110 Math Measurement and Literacy	2	2	1	3

Prerequisites: State, Take All: DMA 010, DMA 020, and DMA 030

Corequisites: None

Course Offering Availability: Fall, Spring and at the discretion of the Dean

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Title	Class	Lab	Clinical	Credit
MAT 143 Quantitative Literacy	2	2	0	3

Prerequisites:

State, Take All: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098

Corequisites: None

Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.*

Title	Class	Lab	Clinical	Credit
PSY 150 General Psychology	3	0	0	3

Prerequisites: Local, DRE 098

Corequisites: None

Course Offering Availability: Fall, Spring, Summer

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).*

Medical Assisting Course Descriptions

First-Year Medical Assisting Course Descriptions

Title	Class	Lab	Clinical	Credit
MED 110 Orientation to Medical Assisting	1	0	0	1

Prerequisites: Local, Enrollment in the Medical Assisting Program

Corequisites: Local, Take All: MED 130 and MED 140

Course Offering Availability: Fall

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

Title	Class	Lab	Clinical	Credit
MED 118 Medical Law and Ethics	2	0	0	2

Prerequisites: Local, Take All: MED 110, MED 130, and MED 140

Corequisites: Local, Take All: MED 131 and MED 150

Course Offering Availability: Spring

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional. *This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
MED 121 Medical Terminology I	3	0	0	3

Prerequisites: None

Corequisites: None Course

Offering Availability: Fall

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
MED 122 Medical Terminology II	3	0	0	3

Prerequisites: State, MED 121

Corequisites: None

Course Offering Availability: Spring

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).*

Title	Class	Lab	Clinical	Credit
MED 130 Administrative Office Procedures I	1	2	0	2

Prerequisites: Local, Enrollment in the Medical Assisting Program

Corequisites: Local, Take All: MED 110 and MED 140

Course Offering Availability: Fall

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

Title	Class	Lab	Clinical	Credit
MED 131 Administrative Office Procedures II	1	2	0	2

Prerequisites: Local, Take All: MED 110, MED 130 and MED 140

Corequisites: Local, Take All: MED 118 and MED 150

Course Offering Availability: Spring

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

Title	Class	Lab	Clinical	Credit
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MED 140 Exam Room Procedures I	3	4	0	5
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Prerequisites: Local, Enrollment in the Medical Assisting Program

Corequisites: Local, Take All: MED 110 and MED 130

Course Offering Availability: Fall

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

Title	Class	Lab	Clinical	Credit
MED 150 Laboratory Procedures I	3	4	0	5

Prerequisites: Local, Take All: MED 110, MED 130, and MED 140

Corequisites: Local, Take All: MED 118 and MED 131

Course Offering Availability: Spring

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening, and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

Title	Class	Lab	Clinical	Credit
MED 260 MED Clinical Practicum	0	0	15	5

Prerequisites: Local, Take All: MED 118, MED 131, and MED 150

Corequisites: Local, Take All: MED 262 and MED 264

Course Offering Availability: Summer

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

Title	Class	Lab	Clinical	Credit
MED 262 Clinical Perspectives	1	0	0	1

Prerequisites: Local, Take All: MED 118, MED 131, and MED 150

Corequisites: Local, Take All: MED 260 and MED 264

Course Offering Availability: Summer

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

Title	Class	Lab	Clinical	Credit
MED 264 MED Assisting Overview	2	0	0	2

Prerequisites: Local, Take All: MED 118, MED 131, and MED 150

Corequisites: Local, Take All: MED 260 and MED 262

Course Offering Availability: Summer

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

Medical Assisting Course Descriptions

Second-Year Medical Assisting Course Descriptions

Title	Class	Lab	Clinical	Credit
MED 232 Medical Insurance Coding	1	3	0	2

Prerequisites: Local, Diploma in Medical Assisting

Corequisites: Local, MED 272

Course Offering Availability: Fall

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

Title	Class	Lab	Clinical	Credit
MED 272 Drug Therapy	3	0	0	3

Prerequisites: Local, Diploma in Medical Assisting

Corequisites: Local, MED 232

Course Offering Availability: Fall This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

Title	Class	Lab	Clinical	Credit
MED 270 Symptomatology	2	2	0	3

Prerequisites: Local, Take All: MED 232 and MED 272

Corequisites: None

Course Offering Availability: Spring

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

APPENDIX A

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 competences 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
<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

Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2015, 2022.

<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 provider/professional level CPR 13. Perform first aid procedures <ol style="list-style-type: none"> a. bleeding b. diabetic coma or insulin shock c. stroke d. seizures e. environmental emergency f. syncope
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Content Area II: Applied Mathematics

<p>Cognitive (Knowledge) II.C Applied Mathematics</p>	<p>Psychomotor (Skills) II.P Applied Mathematics</p>
<ol style="list-style-type: none"> 1. Define basic units of measurement in: <ol style="list-style-type: none"> a. the metric system b. the household system 	<ol style="list-style-type: none"> 1. Calculate proper dosages of medication for administration 2. Record laboratory test results into the patient's record

Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2015, 2022.

<ul style="list-style-type: none"> 2. Identify abbreviations used in calculating medication dosages 3. Identify normal and abnormal results as reported in: <ul style="list-style-type: none"> a. graphs b. tables 	<ul style="list-style-type: none"> 3. Document on a growth chart 4. Apply mathematical computations to solve equations 5. Convert among measurement systems
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Content Area III: Infection Control

Cognitive (Knowledge) III.C Infection Control	Psychomotor (Skills) III.P Infection Control
<ul style="list-style-type: none"> 1. Identify major types of infectious agents 2. Identify the infection cycle including: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a. sharps b. regulated wastes

Content Area IV: Nutrition

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition

<ol style="list-style-type: none"> 1. Identify dietary nutrients including: <ol style="list-style-type: none"> a. carbohydrates b. fat c. protein d. minerals e. electrolytes f. vitamins g. fiber h. water 2. Identify the function of dietary supplements 3. Identify the special dietary needs for: <ol 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 	<ol style="list-style-type: none"> 1. Instruct a patient regarding a dietary change related to patient's special dietary needs
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Content Area V: Concepts of Effective Communication

Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication
<ol 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 	<ol 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:

<ol style="list-style-type: none"> 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*: <ol 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: <ol 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: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol 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
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Content Area VI: Administrative Functions

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 	<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

6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management system	
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Content Area VII: Basic Practice Finances

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

Content Area VIII: Third-Party Reimbursement

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

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

Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2015, 2022.

- b. malpractice
 - c. statute of limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - f. living will/advanced directives
 - g. medical durable power of attorney
 - h. Patient Self Determination Act (PSDA)
 - i. risk management
8. 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	
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Content Area XI: Ethical and Professional Considerations

Cognitive (Knowledge) XI.C Ethical and Professional Considerations	Psychomotor (Skills) XI.P Ethical and Professional Considerations
1. Define: <ul style="list-style-type: none"> 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	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

1. Identify workplace safeguards
2. Identify safety techniques that can be used in responding to accidental exposure to:
 - a. blood
 - b. other body fluids
 - c. needle sticks
 - d. chemicals
3. 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:
 - 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

1. Comply with safety practices
2. Demonstrate proper use of:
 - 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

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 competences 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.

Medical Assisting Handbook Agreements (Link to E-Signatures)

https://na2.documents.adobe.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhDaRQxVCTDNAEfrbDFurDMnr_yiS1D47AuQNgCd5_aqN7fwlt-kCZAc8Blau_oBFhI*

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