

Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

Medical Assisting Handbook

2021 - 2022

Prince George's Community College
Allied Health Program
301 Largo Road
Center for Health Studies
Largo, MD 20774-2199
Phone 301.546.0733/0738
www.pgcc.edu

Dear Medical Assisting Student,



administrative and clinical skills.

Welcome to the Medical Assisting Program at Prince George's Community College! You have chosen a fast growing profession. According to the U.S. Bureau of Labor Statistics, medical assisting is currently listed as one of the fastest-growing occupations in the nation. The job market for our graduates is outstanding. Medical assistants can perform a variety of skills in private physicians' offices, managed care organizations (MCO's), clinics, hospitals, and extended care facilities and it is the only health profession that performs

The Prince George's Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Educational Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs

www.caahep.org

9355 113th St N, #7709

Seminole, FL 33775

727-210-2350

The *Medical Assisting Student Handbook* is designed to guide you through College policies and procedures, college-wide resources, the conceptual framework of the program and academic requirements, admissions, course sequencing and cohort philosophy, program policies and procedures, and college graduation. It compliments information in the Prince George's Community College catalog and Prince George's Community College Student Handbook, both available on the College's website, www.pgcc.edu. It will serve as a valuable resource and reference to you while you are in the program.

This program is one that takes much time and dedication. We are committed to your success, so please feel free to ask for help or share your insights. I wish you success as you make a commitment to yourself, this course of study, and the health and well-being of the community.

Very truly yours,

J. David James

J. David James CCMA, GN, MEd
Program Director

jamesjd@pgcc.edu

(301) 546-5244

2218 Centers for Health Studies

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ADMISSIONS TO THE COLLEGE AND PROGRAM

College Admission

Prince George's Community College is committed to a policy of equal opportunity for all persons to the end that no person, on the grounds of sex, age, race, color, religion, national origin, ancestry, marital status, sexual orientation, or status as a qualified individual with a disability, qualified disabled veteran, or Vietnam-era veteran, shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution. Under this policy, this institution will not discriminate against any person on the grounds of sex, race, age, color, religion, veteran's status, disability, ancestry, marital status, sexual orientation, or national origin in its admission policies and practices or any other policies or practices of the institution relating to the treatment of students and other individuals, including employment, the provision of services, financial aid, and other benefits, and including the use of any building, structure, room space, materials, equipment, facility, or any other property. Prince George's Community College admissions policies and procedures may be found in the college catalog, chapter 1.

Program Admission

The Prince George's Community College Medical Assisting Program is an Associate's in Applied Science Degree (A.A.S.). Before applying for admission to the Medical Assisting Program a student must be eligible for EGL-1010, and MAT-1130. A student may petition while completing courses to make them eligible for EGL-1010, and MAT-1130. All students must maintain a 2.0 GPA for program admission and throughout the program. There is no guarantee of admission based solely upon meeting the minimum standard.

Advanced Placement

Students may be awarded credit for prior education experiences in which college level learning may be verified through documentation or assessment. A maximum of 45 credit hours may be transferred to any one associate degree, or which not more than 30 credits may have been earned through nontraditional or no collegiate sources.

The granting of credit for general education requirements for students is determined upon the receipt and review of formal transcripts by the Records and Registration office. This includes high school AP courses and CLEP examinations. Students can receive advanced placement for MAS 1100 after completing the MAS 1100 advanced placement exam.

Students who complete the PGCC MOA (Medical Office Assistant) certificate (or its equivalent) and have a current (NHA) Medical Administrative Assistant (CMAA) certification, will be granted advanced placement for MAS 2010. The granting of Advanced Placement does not apply to the following courses: MAS 1050, MAS 1060, MAS 2020, MAS 2040, MAS 2050, MAS 2060, MAS 2070, MAS 2110, and MAS 2300.

Transfer of Credits

Students requesting to transfer into the Medical Assisting Program at Prince George's Community College must satisfy those requirements set forth in the College Catalog and Academic Information. Students cannot be accepted if they have not met the eligibility requirements required for enrollment in the program.

Official transcripts from the prior learning institution must be submitted for review and evaluation of applicable courses and credit. A minimum of 15 credits hours from PGCC is required for graduation.

After all necessary information is reviewed, the student may be deemed eligible to take a cumulative examination to assess achievement of the cognitive, psychomotor and affective competencies for courses successfully completed at another institution. If this examination is passed with a minimum score of 75%, the student will be permitted to start at the beginning of the following semester.

Students wishing to challenge a semester due to a difference in core curriculum sequencing at another institution or an absence of less than 3 consecutive semesters due to failing grades may be granted permission to do so by the Program Director

Experiential Learning

Prior Learning Assessment Network (PLAN)

Students whose personal and professional experiences provide evidence of mastery of college-level subjects may find portfolio assessment an appropriate method of gaining credit for their knowledge and skills. Students who wish to apply for credit through portfolio assessment are required to attend and orientation meet with a PLAN advisory and petition to register for a three-credit hour course, CAP-1050-Portfolio Development. The purpose of this course is to guide students through the process of assembling the necessary documentation and evidence for learning experiences worthy of credit. The completed portfolio is reviewed and evaluated by faculty in the appropriate subject matter areas who determine if credits are to be awarded. A 15-credit limit per degree exists for portfolio or challenge exams. Since writing skills are critical in this process, students must test as eligible for EGL-1010 or have complete at least the equivalent college-level writing course prior to registration in CAP-1050 (college catalog).

Credit is not given for experiential learning in the core Medical Assisting courses due to programmatic requirements to fully assess the student knowledge and achievement of the required cognitive, psychomotor and affective competencies

Nonacademic Standards for Program Admission & Continued Participation

Prior to the first Clinical Education Course, students must submit a completed Health Assessment Form. All students are required to be certified in Basic Life Support for Health Care Providers by the American Heart Association to participate in clinical education classes.

The student must demonstrate through physician evaluation that he/she is able to fulfill the customary physical and mental requirements of the profession in order to enroll in the Medical Assisting Program. Once admitted to the program, individuals must continue to meet the physical and mental requirements. Individuals must be able to:

- Work 8-10 hours per day performing physical tasks such as sitting, lifting, bending, turning, carrying, and moving around the physical environment.
- Perform fine motor movements needed to manipulate instruments and equipment.
- Communicate effectively, both verbally and written, with peers, patients, and physicians.
- Monitor and assess patient's needs using auditory and visual skills.
- Work safely with patients who are susceptible or are in the contagious stage(s) of communicable diseases.
- Establish and work toward goals in a responsible manner.

- Work as a member of the health care team to care for patients
- Maintain high standards of professionalism.
- Abide by the Medical Assisting Code of Ethics

Criminal Background Check

A criminal background check is required of all students admitted to the Medical Assisting Program. Continued participation in the program is contingent upon a satisfactory response on the background check. All information on the background check remains confidential and is only shared with the requesting clinical agencies. If a clinical agency denies clinical placement for a student because of the background check, that student may not be able to complete the clinical courses.

Drug Screen

Students accepted into the Medical Assisting Program are also required to submit evidence of a drug screen urine panel as outlined on the individual program's Screening Form. Information about results of the drug screen urine panel is only shared with requesting clinical agencies. If a clinical agency denies clinical placement for a student because of the drug screen urine panel, that student may not be able to complete the clinical program. Students, at their own expense, may be required to submit to random urine drug testing at clinical sites. Results of random urine drug testing may result in the student not being able to complete the clinical program.

Insurance

Mandatory Health Insurance

All students are required to carry and maintain current health insurance coverage while enrolled in the Medical Assisting Program. Students must provide a copy of a current health insurance card or proof of coverage, and a completed health insurance form online to [CertifiedBackground.Com](https://www.certifiedbackground.com).

Liability Insurance

PGCC provides liability insurance for enrolled students while they practice at the clinical education site chosen for their course rotation. In the event that the student is involved in an action that may result in liability to the college, the student must inform the clinical coordinator in a timely manner.

The college is not responsible for accidents/injuries and resulting treatment which occur on-campus, traveling to and from clinical education classes, or while at a clinical education site.

Emergency College Closing/Delayed Openings

In the event that the college requires cancellation of classes, the following radio stations will be asked to announce the college's closing shortly after the decision is made: WMAL, WRC, WTOP, WGAY, WAVA, WASH, WHUR, WPGC, and WWMX. The following TV stations will be asked to make the announcement: WRC (4), WTTG (5), WJLA (7), WUSA (9), and News Channel 8. Information concerning the college closing can also be obtained on the college website at www.pgcc.edu. Students are encouraged to register with Owl Alert to receive text message and/or email alerts.

Students in the practicum course will follow the college's closing or late opening announcements. If the college is closed, students are not allowed to be present in the clinical setting. If the college opens late, the student are expected to attend the practicum at the same time the college is opened. If the clinic or practicum site is closed for that day, the student must contact the Clinical Coordinator that day regarding the closing. Make-up time will be arranged by the Clinical Coordinator and site administrator/preceptor within 30 days.

Prince George's Community College Student Code of Conduct

As stated in the PGCC Student Handbook, "A student enrolling in the college assumes an obligation to conduct himself/herself in a manner compatible with the college's function as an educational institution." Each student is responsible for their actions, and any student conducting themselves in a manner violating these standards will be subject to disciplinary action. Misconduct for which students are subject to disciplinary actions are described in the Prince George's Community Student Handbook, Chapter 5, Section B *Standard of Student Conduct*, Categories 1-9. Student discipline, types of student discipline, disciplinary proceedings, and procedural safeguards are described in Sections D, E, F & G of this document, respectively. The PGCC Student Handbook may be accessed on the college's webpage at <http://www.pgcc.edu/>.

PRINCE GEORGE'S COMMUNITY COLLEGE CODE OF ACADEMIC INTEGRITY

(Title 6 – Students) – (Subtitle 2- Services and Governance) - §6-2010 – Code of Conduct – C. Academic Integrity

1. **Academic Integrity** is one of the highest standards to which students, faculty, and staff should adhere. The Code of Academic Integrity, which upholds the values of honesty and integrity, advances the basic principle of honest representation in students' work.

2. Definitions

(i) Plagiarism

- Intentionally or knowingly representing the words or ideas of another as one's own, including any kind of writing that is not the student's own, whether taken from secondary sources, fellow students, or other term papers.
- Intentionally or knowingly assisting someone in violating any provision of the Code.
- Intentionally or knowingly taking and passing off as one's own the ideas, writing, or words of another without attribution (without acknowledgement of the author who wrote the material).
- Duplicating an author's words without quotation marks and accurate citation of references.
- Duplicating an author's words or phrases in paraphrase without accurate citation of references.
- Submitting a paper in which the exact words or phrases of an author are merely rearranged without quotation or footnotes.

(ii) Cheating

- Intentionally using or attempting to use unauthorized information, materials, or study aids.
- Intentionally using unauthorized notes or another individual's materials.
- Intentionally using unauthorized prior knowledge of the contents of tests, quizzes, or other assessment instruments.
- Copying, transmitting, accepting, or possession of prior exams.
- Intentionally fabricating, falsifying, or inventing any information or citation.

3. Awareness of the Code of Academic Integrity

Faculty members are responsible for making students aware of the Code of Academic Integrity at the beginning of every semester. It is the student's responsibility to know, understand, and be conversant with the tenets and sanctions associated with the violation of the Code. Lack of awareness of the policy shall not be considered a defense against the allegation of plagiarism or cheating. Faculty members are in no way precluded from issuing supplemental guidelines on academic dishonesty.

The college shall maintain responsibility for providing information about the Code of Academic Integrity through its student admissions, enrollment and advising processes as well as through faculty orientation/professional development programs.

4. Procedures for Suspected Plagiarism/Cheating

- (i) The faculty member shall be responsible for gathering any and all data that support the allegation of plagiarism/cheating within a reasonable timeframe after the date of the suspected infraction.
- (ii) The faculty member shall confer with the student to discuss the alleged infraction. At that conference, which can be conducted by telephone, e-mail, or in person, the faculty member must present the evidence that supports the suspected violation.
- (iii) The student shall be given the opportunity at the conference with the faculty member to admit to or refute the charge of plagiarism/cheating based on the evidence provided. The student has the right to appeal any decision of the faculty member that may result in sanctions. Refer to Section 6 - *Appeal Procedure for Breaches of Academic Integrity*.
- (iv) The faculty member shall complete and send the Charge of Violation of Academic Integrity form to the vice president for Student Services, with copies to the department chair and academic dean. All supporting documentation must accompany the form.

5. Sanctions

- (i) If the student admits to the charge of plagiarism/cheating and/or the evidence supports the charge, the faculty member:
 - 1. shall assign a grade of “zero” for the assignment
 - 2. may assign a grade of “F*” for the course
 - 3. shall send written notification to the student
- (ii) If the faculty member believes that the charge of plagiarism/cheating has occurred but lacks sufficient supporting evidence, and the student does not admit the charge, the faculty member:
 - 1. shall issue a written warning and provide a copy of this warning to the office of the vice president for Student Services. The written warning without substantive evidence does not create a formal disciplinary record in the office of the vice president
 - 2. may require a substitute assignment by the student.
- (iii) If a student commits a violation of the Code of Academic Integrity in the same class, the faculty member:
 - 1. may assign a grade of “F*” for the course, and
 - 2. the office of the vice president for Student Services will convene a discipline hearing and appropriate sanctions shall be determined.
 - 3. the relevant provisions governing disciplinary proceedings in the Code of Student Conduct will apply. A record of multiple violations may result in suspension or expulsion.
- (iv) If the charge of plagiarism/cheating is considered to be the first violation, the vice president for Student Services:
 - 1. shall create a breach of academic integrity record and

2. shall send a letter to the student's address of record explaining the nature of the offense with an admonition that any further instances will result in a disciplinary action.

(v) If the vice president for Student Services finds that the student has committed one or more previous violations of the Code of Academic Integrity, then the vice president for Student Services:

1. shall notify the faculty member and
2. shall assign a grade of "F*" on the student's transcript

(vi) If, after a charge of violation of the Code of Academic Integrity is found to be true, a student withdraws or changes from credit to audit status, the vice president for Student Services, after consultation with the faculty member and the student:

1. shall substitute a grade of "F*" on the student's transcript
2. shall notify the faculty member of the F* grade change and
3. shall send written notification to the Admissions and Records Office that an "F*" is to be recorded for the course

6. Appeal Procedure for Breaches of Academic Integrity

Students have the right to appeal alleged breaches of the Code of Academic Integrity with the exception of 5(v).

Written notice of intent to appeal the decision of a faculty member must be received by the department chair and/or divisional dean and the office of the vice president for Student Services not later than seven calendar days after the faculty member renders a decision in writing to the student.

The notification of appeal may be delivered in person or deposited in the U.S. mail. The student is responsible for insuring that timelines are met. If the college is not open on the seventh day, the time for such notice to be received shall be extended to the next business day on which the college is open.

For the purposes of delivering appeals, business days shall be considered Monday through Friday.

(i) A student has the right to appeal the decision of the faculty member with the following exception: A student may not appeal the decision of the faculty member with regard to 5(v).

(ii) A student may appeal a first offense to the department chair, or, if the faculty member is the department chair, to the divisional dean.

Written notice of the intent to appeal the decision on more than one infraction must be made to the office of the vice president for Student Services. The student's written appeal must be received no later than seven calendar days after an administrative decision is rendered to the student. The notification of appeal may be delivered in person or deposited in the U.S. mail and postmarked in accordance with the timeline for appeals. If the college is not open on the seventh day, the time for such notice to be received shall be extended to the next business day on which the college is open. For the purposes of delivering appeals, business days shall be considered Monday through Friday. In accordance with the Section F – *Disciplinary Proceedings* and the designated timeline, a hearing officer or the Student Conduct Committee will convene the hearing, and a final recommendation shall be made to the President.

The relevant provisions governing appeals in the Code of Conduct in the Prince George's Community College CODE of Policies, Rules, Regulations, and Procedures apply.

F* - on the academic transcript shall be identified as a violation of the Code of Academic Integrity.

STUDENT ACADEMIC COMPLAINT/APPEAL PROCESS

To be completed by the student. The student should keep a copy for his/her personal records. An electronic version of this form is on myPGCC.

Prince George's Community College takes student complaints seriously. College faculty, program directors, chairs, and deans will work with you get your concerns resolved, but you, the student, must do your part by diligently and respectfully following the steps below.

Essential Steps:

1. Meet with your instructor *outside* of class to discuss the issue and attempt a resolution. If not resolved, then take Step 2.
2. Speak with the instructor's supervising program director. At this point you must present your appeal *in writing*, including:
 - a. A copy of this form
 - b. On a separate sheet, a summary of what you are appealing (clear, succinct description of the problem AND the action(s) you are requesting, the resolution you are seeking
 - c. Evidence to support your appeal (graded work, copy of course syllabus, communications, etc.)

If there is no coordinator or the coordinator cannot resolve the issue, you may move to Step 3.

3. Speak with the department chair about the issue, giving him or her copy of your written appeal, including the items requested in Step 2 a-c. Follow the recommendations of the department chair, including meeting with the instructor again if needed. If not resolved, you may move to Step 4.
4. Request a meeting with the dean. Provide him or her with a copy of the written materials you gave to the coordinator and/or department chair.
 - a. Once your request has been reviewed and the information confirmed, you will be contacted to arrange further action, which may include meeting with the instructor, department chair, and dean.
 - b. You will be notified in writing of the dean's decision.

REQUEST FOR MEETING WITH DEPARTMENT CHAIR OR DEAN

Student Name*: _____ Date: _____

Student ID: _____ City _____

Address: _____

State: _____ Zip _____

Telephone: _____ Student E-Mail: _____

Course: _____ Section number: _____

Faculty Member: _____

I discussed this issue with the instructor on: _____

I discussed this issue with the coordinator (if applicable) on: _____

I discussed this issue with the Department Chair on: _____

Please **attach** a clear, brief description of the issue and supporting documents as described in Step 2 above. Use this form as a cover sheet for your written appeal.

Please **attach** a clear, brief description of the issue and supporting documents as described in Step 2 above. Use this form as a cover sheet for your written appeal. Thank you.

FOR OFFICE USE ONLY:

Date received _____ Individual who received form _____

Form sent to _____ Date sent _____

** If you prefer to have the department chair or dean's office keep your name and identifying information confidential, please indicate that preference, but understand that without the ability to confirm the information provided we cannot move forward with your appeal. Rev. 12/15/12*

STUDENT GRIEVANCE PROCEDURE

(As stated in the *Prince George's Community College Student Handbook*)

(1) Purpose—The purpose of this rule is to implement the Student Grievance Procedure and reaffirm the college's commitment to eliminate sexual harassment and discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political, or physical or mental disability.

(2) Coverage—this procedure applies to any student that is aggrieved by any action of any employee or fellow student of the college in violation of Paragraph One above.

(3) Making Complaint—Any student who believes that an employee or fellow student of the college has aggrieved him or her may, within 60 days, make a complaint in writing to the vice president for student services.

(4) Investigation—Upon receiving a complaint, the vice president for student services in conjunction with, if appropriate, the affirmative action officer shall conduct an investigation, which may involve meeting with the student, witnesses, and the individual against whom the complaint was made. Upon conducting the investigation, the vice president for student services and or the affirmative action officer shall make a determination whether the student was wrongfully aggrieved and take appropriate action to remedy the situation.

(5) Hearing-

(a) If the student is unsatisfied with the results of the investigation, he or she may file a written request for a hearing with the vice president for student services within 30 days of the vice president's determination.

(b) Upon receiving a request for a hearing, the president shall appoint a hearing officer to conduct the hearing.

(c) The hearing will be conducted informally and witnesses shall testify under oath.

(d) A tape recording of all testimony at the hearing shall be made.

(e) Representation of persons at hearings is permitted only by those persons authorized by law to serve a "legal representative," except that if the college as an entity, or a department or other unit or employee of the college is designated as a party, the college or unit or employee may be represented by an appropriate administrator.

(6) Decision-

Within 30 days of the hearing, the hearing officer shall issue a written decision setting forth all supporting grounds.

(7) Appeal-

(a) Within 15 days of the decision, any party may file a written request for an appeal to the president. The president shall then appoint a designee to review the decision and all evidence presented at the hearing. The appeal will be denied if the decision is supported by substantial evidence.

(b) If any party is dissatisfied with the determination on appeal, a request may be made to the Board of Trustees to review the decision based on the evidence presented at the hearing. The Board of Trustees reserves the right to decline to review the determination. All decisions of the Board of Trustees are final.

ACADEMIC SUPPORT SERVICES

Computer Labs

The college provides students with comprehensive, conveniently located academic computer support and services. Open walk-in labs, located in Bladen Hall and the Center for Advanced Technology offer access to a wide range of educational and productivity software and are staffed with support personnel to provide individual assistance. Hours of operation are:

Hours/days of Operation	Bladen Hall B102, B103D, B104	Center for Advanced Technology CAT101, CAT201
Monday – Thursday	7:45 AM – 9:15 PM	8:00 AM – 9:15 PM
Friday	7:45 AM – 5:00 PM	8:00 AM – 5:00 PM
Saturday	9:00 AM - 4:45 PM	9:00 AM - 4:45 PM
Sunday	Closed	Closed

Located: Bladen Hall, room 104
Number: 301-546-0999

The Library

The library provides access to a wide variety of information and resources. Library hours are as follows:

Fall/Spring Semester	Summer Session	Semester Breaks
Monday - Thursday: 8:00 am - 8:00 pm Friday: 8:00 am - 5:00 pm Saturday: 10:00 am - 3:00 pm Sunday: Closed	Monday - Thursday: 8:00 am - 7:00 pm	Monday - Friday: Call for hours

Location: Accokeek Hall
Research/Information -301-546-0476
Circulation/Reserve- 301-546-0475
Web site: <http://library.pgcc.edu>

Tutoring Center

The Tutoring Center provides one-on-one and small group tutoring in a variety of subjects. Students are allowed to make two one-hour appointments per subject, per week for courses in which they are currently enrolled. Appointments can be made in person, by phone (301-277-0748) or on a walk-in basis.

Located: Lanham Hall, Room 114
Main Number: 301-546-0748
Web: www.pgcc.edu/current/academicresources/tutoringwriting.aspx

Writing Center

The Writing Center offers one-on-one tutoring for any writing assignment in any credit course. Faculty tutors work with students at any stage of the writing process, helping them to generate and support ideas, organize material, incorporate and document sources, revise effectively and address all other writing concerns. Grammar, ESL and speech tutoring also are offered

Tutoring/ Writing Centers Lanham Hall, Room 114 301-546-0748 Mon-Thurs.: 8:30 am – 8:30 pm
Fri.: 8:30 am – 3:30 pm
Sat.: 8:30 am – 3:30 pm

Located: Lanham Hall, room 114
Number: 301-546-0748
Web: <https://pgcc.libguides.com/twc>

Advising and Transfer Services

The Advising Services staff help students develop a plan to accomplish education and career goals.

Advisors:

- Provide pre-admission information
- Interpret placement test scores
- Assist with course selection
- Advise on general academic policies and procedures
- Provide information on transfer to other institutions
- Evaluate (unofficially) students records/transcripts to determine course/program eligibility
- Advise on choice of program of study or major appropriate for educational and career goals
- Conduct workshops on transfer, RetentionTRAX, ARTSYS and perform periodic graduation audits
- Help students develop an education plan and monitor
- Refer students to campus programs and services to meet individual needs
- Provide referrals to outside agencies and resources

Located in Bladen Hall, room 124
301-546-0829
E-Mail: Advising@pgcc.edu

Counseling Services

Counselors are available to enrolled students with personal and interpersonal problems that may be impacting their ability to succeed in college. Short-term counseling is available to help students overcome barriers and deal with cultural and school adjustments. Referrals for long-term counseling will be made to off-campus mental health services providers who charge nominal fees, whenever possible. Emergency assistance also is available in the Health Education Center.

Located: Bladen Hall, Room 132

Number: 301-546-0149

E-Mail: counseling@pgcc.edu

Career Services

Students who need help choosing a major, deciding on a career or finding an internship can visit Career Services.

Career advisors can help students with job hunt strategies and interviewing techniques. They also advise students on how to put together an effective resume.

In addition, Career Services maintains job and internship announcements for positions in the metropolitan area. Employers visit throughout the year to recruit and interview students for job openings.

Career Guidance

Career Services uses the following software to help students explore and choose the right career to fit their needs:

- Eureka Skills
- Strong Interest Inventory
- Myers-Briggs Type Indicator
- Optimal Resume
- Kuder
- Discover
- Job Assistance

Career Services can help students develop job skills and learn how to access information that improves job searches. Services include:

- [CareerNet](#), a state-wide computer system that allows students to search the Maryland Job Bank, register for employment services online, get Maryland labor market and training information, and access Internet employment-related sites which are free and open to the community.
- Job announcements from employers and government agencies, including permanent, temporary, full-time and part-time positions that are listed organized by occupational area.
- Resume and interviewing assistance through workshops, software programs, library resources, and individual advising.
- Job Fairs and Career Fairs are held every spring and fall for employers to recruit students for available jobs.
- Employers come on-campus to recruit students throughout the year. Check with the Career Center for additional information.
- Career advisors offer free workshops throughout each semester on a variety of topics to help students with career decisions, resumes, job interview skills, and internships.
- Career Assessment and Planning (CAP) courses are taught each semester to assist students in choosing a college major and planning for a career.
- Internships and Cooperative Education
- Internships and Cooperative Education provide students with on-the-job training related to their academic or career major. Students combine their studies with curriculum-related employment in business and government agencies. By supplementing classroom learning with practical work, students can obtain a more realistic and meaningful education experience. Internships help students:
 - Receive a realistic orientation to the world of work
 - Acquire skills needed to succeed in a job

- Experience corporate cultures
- Explore a particular field to reinforce a career choice
- Apply classroom theory in a work setting
- Develop professional work habits and skills

Career Services
 Bladen Hall, Room 124
 301 Largo Rd.
 Largo, MD 20774-2199
 301-546-0829
CareerServices@pgcc.edu

Health Services

The PGCC Wellness Center offers students a variety of services to enhance their mental health and physical well-being. Services include:

- Mental Health and Counseling
- Student Health and Wellness
- Violence Prevention Center

The center also provides awareness and prevention services to ensure that students are mentally, physically, and socially strong in order to achieve their academic and career goals.

Financial Aid

Prince George's Community College offers aid to students who show financial need. The financial aid we award comes in different types to fit your achievements and specific situation. Aid award packages often consist of a mix of the following:

Grants

Unlike loans, you do not have to repay grants.

Scholarships

We offer merit-based aid for high scholastic achievement, specific affiliations, or leadership activities.

Work-Study

Gain valuable work experience while putting money toward your college expenses.

Loans

You must repay loans after graduation, so it is important to choose the right loan for your situation.

Disability Support Services

Students with documented disabilities may request academic accommodations through the Disability Support Services Office (DSS). These services comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 which mandate program accessibility for students with disabilities in postsecondary institutions receiving federal funds. The college is obligated to provide ***reasonable*** accommodations, auxiliary aids and services to qualified students with disabilities to ensure their effective participation in all college programs and services. Students do not have to disclose a disability to the college if they are not requesting services.

However, for those students who choose to self-identify, they must provide current documentation of disability to support reasonable accommodations. They must also register, pay for courses, and bring their paid receipt to DSS one month prior to the beginning of classes to avoid delays in service.

Located Lanham Hall, Room 101
Number 301-546-0838
E-Mail: DSS@pgcc.edu

Testing Center

Bladen Hall Room 100 301-546-0090 Mon-Thurs.: 8:30 am – 8:30 pm
Fri.*: 8:30 am – 4:30 pm
Sat.: 9 am – 3:30 pm
Sun: Closed

No additional students will be admitted for testing 30 minutes prior to the posted closing time.

*On the first Friday of each month, the Center closes at 2:30 pm with no admittance after 2 pm.

Testing Center Website: <http://academic.pgcc.edu/sas/index.html>

myPGCC

Use **myPGCC** to provide quick access to Blackboard, Owl Alert, Owl Link, Owl Mail, PGCC news, information, student events and more. Access **myPGCC** at my.pgcc.edu or from www.pgcc.edu. Log in using your Owl Link user ID and password.

Owl Link

All students must have an Owl Link account. To establish an Owl Link user ID and password:

1. Go to the PGCC website (www.pgcc.edu) → Click "Owl Link"
2. Click "Log In"
3. Follow the directions in the "Tutorial – Students First Time Login ONLY"

If you encounter difficulty with your Owl Link account, contact the Technology Services Help Desk.

Owl Mail Information

As a credit student, you must activate your Owl Mail account. It is the only e-mail address that the college will use to send you important notices and messages.

Owl Mail Policy

By activating your Owl Mail Account, you are agreeing to abide by the Student Email Rules and understand that your Owl Mail address is the only email address that the college will use to send you email correspondence.

1. Student Email is Prince George's Community College official electronic means to communicate with students.
2. Students are expected to check their Student Email account frequently for official college messages - once a week is suggested.
3. Students are required to use Student Email for all electronic correspondence with college faculty and staff.
4. Faculty may determine how they will use Student Email in classes.
5. Each Student Email account has a maximum of 5GB. If incoming email is larger than the space remaining in the account, the email will be returned to the sender. Once the maximum is reached, the student will not receive new emails until the student has deleted old emails.
6. The number of messages that can be sent or received is limited to 500 per day, per user.
7. The size of all incoming and outgoing messages, including attachments, cannot exceed 14M, with a maximum of 10MB allocated to attachments.
8. Intentional use of Student Email for illegal activities of any kind is strictly prohibited.
9. The full policy, Prince George's Community College Technology Policies, governing Student Email may be viewed at <http://www.pgcc.edu/go/studentemailpolicy>

Computer Labs

Computer labs located in Bladen Hall and the Center for Advanced Technology (CAT) operate as open labs for only current Prince George's Community College (PGCC) students, staff, faculty, and current alumni (those who have paid their yearly dues and have an ID card). The primary medical assisting classroom also contains computers for use during class and open labs. Printing is currently free but limited to college-related material.

- Acceptable Use Guidelines are displayed when logging onto a computer. A printed copy is available upon request.
- Computer Labs are a QUIET, learning-centered environment.
- Wireless access to the internet is available throughout the Largo campus, John Eager Howard Elementary School, Joint Base Andrews Degree Center, Laurel College Center, the Skilled Trades Center, University Town Center, and Westphalia Training Center. Connecting to the internet requires a wireless-enabled device.

Health Sciences Collegian Center (HSCC)

Students admitted to the Medical Assisting Program receive automatic membership to the HSCC and are encouraged to participate in collegian center activities. The mission of the HSCC is to “create an environment infused with student centered learning experiences, that stimulate critical thinking, improve academic performance, increase exposure to career options and opportunities in the health sciences, and promote students’ personal identification with their chosen health science career path. This is accomplished through faculty mentoring, peer tutoring, practice exam sessions, professional and student led presentations, and peer interactions.

Blackboard

Blackboard is a web-based program that serves as the college's online classroom. Blackboard is used in all Medical Assisting Program courses to communicate with faculty, access course materials, submit assignments and discuss course ideas with classmates and faculty.

To log in to your Blackboard course, you must have an Owl Link user ID and password and an Owl Mail account:

- Go to the PGCC website (www.pgcc.edu) → Click "BLACKBOARD" or- Go directly to the Prince George's Community College Blackboard website which is located at <http://pgcconline.blackboard.com>. NOTE: There is no "www" in the Blackboard address.
- If your login is successful, you will see the Blackboard "Welcome" screen. In the box labeled "My Courses", you will see the course or a list of courses in which you are enrolled. Click on the course name to enter your Blackboard course.

If you need technical assistance with Blackboard, visit the eLearning website (formerly Distance learning) at <http://www.pgconline.com>. If you have questions about Blackboard, e-mail distancelearn@pgcc.edu.

**PRINCE GEORGE'S COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
MEDICAL ASSISTING PROGRAM**

MISSION STATEMENT

The Medical Assisting program upholds the mission of Prince George's Community college by providing excellence in education and training, and delivering rigorous program and practicum experiences to medical assisting graduates to meet the growing demand for entry-level Medical Assistants in the allied health care fields.

VISION

The vision of the Medical Assisting Program is to maintain the highest standards of education for medical assisting in preparing educationally and technically prepared entry-level medical assistant to serve the diverse needs of the community.

PROGRAM GOALS

- To prepare competent, entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Utilize professional and therapeutic communication skills;
- Perform administrative functions in an outpatient setting;
- Perform clinical functions/procedures in the outpatient setting;
- Describe the implications of health law in the clinical setting;
- Demonstrate the standards of care for the medical assisting profession;

PROGRAM OUTCOMES for EACH DOMAIN

Cognitive

- Apply anatomy, physiology and related pathophysiology concepts related to body system
- Apply and correctly pronounce Medical Terminology
- Identify medication classifications
- Describe treatment modalities based on diagnosis pertaining to body system
- Perform basic math computations and conversions
- Differentiate between apothecary and metric systems
- Identify healthcare symbols and abbreviations
- Analyze charts and graphs pertaining to healthcare documentation
- Describe the infectious cycle and techniques to prevent transmission
- Discuss the importance of quality control
- Describe types of personal protective equipment and their related applications
- Describe processes for handling microbiological specimens
- Discuss the role of OSHA, Standard Precautions, and the CDC in the healthcare setting
- Identify all forms of communication utilized in the healthcare setting
- Describe the role of the medical assistant as patient advocate
- Delineate types of coping mechanisms
- Describe processes for managing patient appointments and scheduling, including electronic medical records and manual filing systems
- Discuss the role of the medical assistant in assertive, professional communications

- Describe basic finance practices in the clinical setting
- State the laws pertaining to collection procedures
- Describe the policies and procedures pertaining to managed care
- Describe processes for insurance reimbursement
- State the purpose for RVS and RBRVS
- Describe procedural and diagnostic coding systems
- Describe federal and state law pertaining to clinical operations
- Explain the patient care related to the Patient Bill of Rights
- Contrast civil and criminal law applicable to the health care setting
- Exemplify ethical behaviors in the clinical practice
- Display the characteristics and behaviors of cultural sensitivity
- Describe emergency preparedness as it applies to the clinical setting
- Describe emergency preparedness related to the community
- Maintain current CPR certification

Psychomotor

- Perform procedures to obtain health measurements
- Perform point-of-care testing per established guidelines
- Administer medications per physician or provider order
- Maintain Standard Precautions and infection control procedures
- Practice professionalism in all forms of communication
- Assist the physician with office procedures
- Correctly utilize medical terminology in all aspects of patient care
- Maintain a current list of community resources for patients
- Perform basic financial practices and transactions for daily clinic operations
- Process insurance information per protocol
- Incorporate federal and state law/guidelines in daily practice
- Practice according to the medical assisting Code of Ethics
- Maintain the highest level of ethical and moral tenets in practice
- Utilize emergency equipment effectively and appropriately
- Participate on emergency preparedness training
- Maintain current CPR certification

Affective

- Apply critical thinking when delivering patient care
- Utilize communication techniques applicable to the audience
- Recognize cultural diversity pertaining to the patient care and communications
- Analyze body measurement results
- Apply critical thinking related to patient test results
- Display sensitivity with all aspects of patient care
- Utilize therapeutic communication when delivering patient care
- Utilize nonverbal techniques when communicating with patient by demonstrating awareness of boundaries
- Demonstrate awareness of cultural diversity
- Evaluate staff needs when implementing a filing system
- Apply time management principles
- Implement procedures for obtaining maximum reimbursement

- Practice within the legal scope of practice for medical assistants
- Implement federal and state laws pertaining to clinical operations
- Apply ethical and moral behaviors in clinical practice
- Recognize the impact on clinical personal when handling emergency situations
- Demonstrate self-awareness in responding to emergencies

MEDICAL ASSISTING CODE OF ETHICS AND CREED

The Medical Assisting Program at Prince George’s Community College shall establish principles and practices of ethical and moral conduct as they relate to the didactic, clinical, practicum, and the practice of medical assisting in the community.

Medical Assisting graduates are dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to (AAMA, 2012):

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

Medical Assistant Creed (AAMA, 2012):

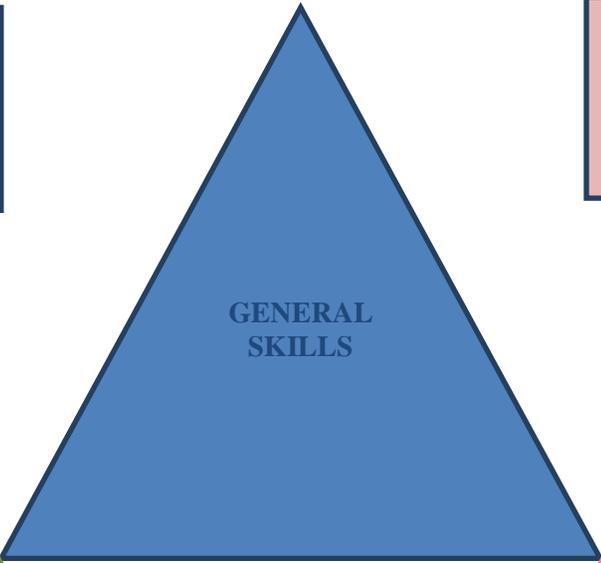
- I believe in the principles and purposes of the profession of medical assisting.
- I endeavor to be more effective.
- I aspire to render greater service.
- I protect the confidence entrusted to me.
- I am dedicated to the care and well-being of all people.
- I am loyal to my employer.
- I am true to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

The Prince George’s Community College Medical Assisting program abides by established national Code of Ethics and Creed for Medical Assisting practice, however, is **not** accredited by the American Association of Medical Assistants (AAMA).

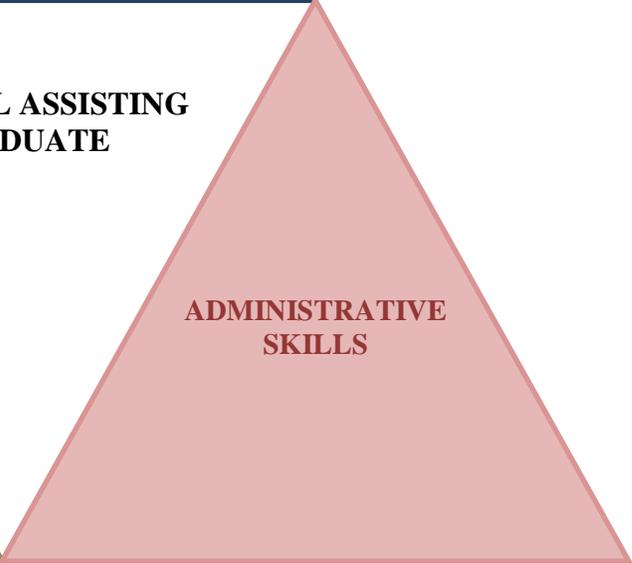
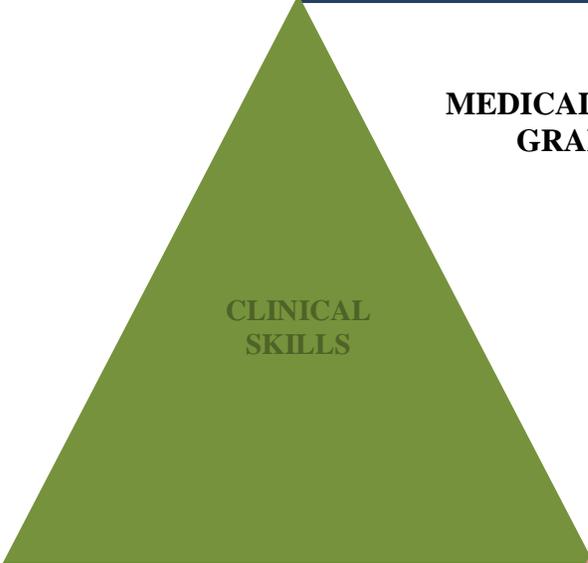
CONCEPTUAL FRAMEWORK

Communication
Legal Concepts
Instruction
Operations Functions

Administrative
Procedures
Practice Finances



**MEDICAL ASSISTING
GRADUATE**



Fundamental Principles
Diagnostic Procedures
Patient Care

Source: Occupational Analysis (<http://www.aama-ntl.org/resources/library/OA.pdf>)

PROGRAM DOMAINS

The program foundation and learning objectives for the medical assisting program and is based on national Standards and Guidelines. Learning is based on three domains. According to MAERB (2012), “The logical progression [is a] curriculum design that cognitive domain (content) is taught prior to psychomotor and affective domains (competencies) and that no psychomotor or affective competencies are performed in the practicum prior to demonstration.”

- **Cognitive**-knowledge; mental skills, observable and unobservable skills such as comprehending information, organizing ideas and evaluating information and actions.
- **Psychomotor**-manual or physical skills; use of basic motor skills,
- **Affective**-behaviors related to feelings; attitudes, interests, coordination and physical movement.

The eleven domain areas are:

- 1) Anatomy and Physiology
- 2) Applied Mathematics
- 3) Microbiology/Infection control
- 4) Applied Communications
- 5) Administrative Functions
- 6) Basic Practice Finances
- 7) Managed Care/Insurance
- 8) Procedural and Diagnostic Coding
- 9) Legal Implications
- 10) Ethical Considerations
- 11) Safety and Emergency Practices

SEQUENCE OF COURSES

Prerequisites: Eligibility for EGL-1010, and MAT-1130. The following sequence is suggested and not required.

CURRICULUM		
Course #	Description	Credit Hours
1st Semester		
EGL 1010	Composition I	3
BIO 2050	Anatomy & Physiology I	4
PAS 1000	Planning For Academic Success	1
MAS 1050	Law and Ethics for Allied Health	3
MAS 1100	Systems Terminology	3
		14
2nd Semester		
MAS 1060	Introduction to Computerized Medical Practice	3
Comp. II	EGL 1320, EGL 1340, or EGL 1100 recommended	3
Math	MAT-1130 Mathematical Ideas (or higher)	3
MAS 2010	Administrative Medical Assisting I	3
MAS 2020	Clinical Procedures I	4
		16
3rd Semester		
MAS 2110	Administrative Medical Assisting II	4
BIO 2060	Anatomy & Physiology II	4
MAS 2050	Clinical Procedures II	4
MAS 2300	Pharmacology for Allied Health	4
		16
4th semester		
MAS 2040	Professional Seminar	1
MAS 2070	Clinical Procedures III	4
MAS 2060	Medical Assisting Practicum	3
PSY 1010	General Psychology	3
COM 1090	Interpersonal Communication	3
		14
TOTAL		(60)

Please note that the medical assisting program is designed as a cohort model.

MAS COURSE DESCRIPTIONS

MAS 1050-Law and Ethics for Medical Assistants and Allied Health (3 credits)

Learn the legal and ethical responsibilities of a health care worker. Emphasis is placed on the laws and regulations governing health care and health records, including HIPAA, contractual agreements, malpractice and federal and state legislation governing health care operations. Focus on professional ethics and standards of care.

Prerequisites: Eligibility for EGL-1010, MAT-1130.

MAS 1060-Introduction to Computerized Medical Practice (3 credits)

This course explores evolving computer technology, teaches the use of the microcomputer as a medical office productivity tool, and lays the foundations for the development of standard keyboarding dexterity. Becoming fluent in necessary technology applications is integrated into the course and may include such topics as word-processing, use of e-mail, web browsers, and spreadsheets. Specific emphasis will be placed on using a word processor to transcribe the most common types of medical reports used in outpatient medical practices.

Prerequisites: EGL-1010, MAT-1130.

MAS-1100 Systems Terminology (3 credits)

This course provides a basic survey of the structure and function of body systems and the medical terminology used to describe normal and pathological states. Emphasis is on the study of word roots, prefixes, suffixes, eponyms, standard abbreviations related to each body system.

MAS 2010-Administrative Medical Assisting I (3 credits)

Students learn daily office management operations, patient scheduling, basic accounting, banking procedures and managing office finances. Focus is placed on types of health insurance plans, managed care procedures, third-party claims, managing patient referrals, and processes for filing health insurance claims. Emphasis is placed on interpersonal, written and oral communication in the clinical setting.

Pre and co-requisites: BIO-2060 with grade of C or higher or taken concurrently.

MAS 2020-Clinical Procedures I (4 credits)

Teaches the theory and skills required to function in the clinical setting. The focus is on health, wellness and health promotion for the entire life span. Students apply learned concepts in the clinical laboratory, including, sterile procedures and aseptic technique, medication calculation and administration, health measurements and metrics, and assisting with clinical procedures. Strong emphasis is placed on clinical documentation, the infection cycle, infection control, methods of prevention including Standard Precautions, protective personal equipment, OSHA regulations, Material Safety Data Sheets, and the guidelines pertaining to safe practice in the clinical setting. Students are required to perform select procedures on each other during college laboratory classes.

Prerequisites: MAS-1100 or HIM 1530 with grades of C or higher..

MAS 2040-Professional Seminar (1 credit)

This course prepares the student for the externship experience, national certification, and graduation. Focus is placed on the traits and behaviors of the professional medical assistant and the importance of credentialing. Standards of oral and written professionalism will be highlighted using mock interviews, cover letters, and resumes. Students will review general, administrative, and clinical concepts and competencies based on national guidelines for medical assisting graduates.

Prerequisites: MAS-2040, MAS-2070, MAS 2110 and MAS-2300 completed or concurrent.

MAS 2050-Clinical Procedures II (4 credits)

A clinically trained medical assistant is a necessary part of the healthcare team. Through selected lab activities students explore the responsibilities of the medical assistant in areas of cardiopulmonary testing, venipuncture, geriatrics, nutrition, medication calculation and administration, and Intravenous access. Emphasis is placed on patient safety and methods of infection prevention including Standard Precautions, protective personal equipment, and OSHA regulations. Students are required to perform select procedures on each other during college laboratory

Prerequisites: MAS-2020 with a C or higher completed or concurrent.

MAS 2060-Medical Assisting Practicum (3 credits)

Concluding Medical Assisting course that provides practical applications and experiences. Students perform general, administrative and clinical competencies in a supervised setting. The practicum is 160-hours of unpaid, supervised experience in clinical setting.

Perquisites: MAS-2010, MAS-2020, MAS-2030 completed or concurrent.

MAS 2070-Clinical Procedures III (4 credits)

This is the third course in the clinical laboratory education component of the program. Emphasizes the connection between pathologies and medical lab tests and expands upon knowledge and skills from previous clinical education courses. The course includes supervised, competency-based clinical education with emphasis on application of comprehensive didactic knowledge in hematology, immunology, microbiology, blood chemistry, urinalysis, preparing body fluids for analysis, and point of care testing. Focus is on the application of quality assurance measures to ensure accurate testing, and the role of the medical assistant in maintaining a safe environment in the clinical laboratory. Teaches the role of the medical assistant in maintaining a safe environment in the clinical laboratory as well as disaster preparedness. Students are required to perform select procedures on each other during college laboratory. Prerequisites: MAS-2010, MAS-2020, MAS 2300, and MAS 2050 with grades of C or higher completed or concurrent: or permission of program director

MAS 2110-Administrative Medical Assisting II (4 credits)

This course is designed to introduce the student to the billing and reimbursement cycle in ambulatory care settings. Emphasis will be placed on the CPT coding systems, diagnosis coding using the International Classification of Diseases (ICD) as modified for use in the United States, and data collection requirements for financial reporting and statistical research.

Prerequisites: Completion of HIM-1530 or MAS-1100 and BIO-2050; and MAS-2010 with a C or better completed or concurrent: or permission of program director 4 class hours.

MAS 2300-Pharmacology for Allied Health (4 credits)

Introduction to medication classifications according to body system. Focuses on the connection between pharmacology and related pathologies and disease processes. Emphasis is placed on patient safety, medication classification and administration. Students learn laws pertaining to Drug Enforcement Agency (DEA), pharmacy symbols and abbreviations, drug calculations, and patient education related to medication compliance and achieving optimal efficacy.

Prerequisites: MAS-1100 with grade of C or higher completed or concurrent; or permission of program director. Corequisite(s): MAS-1100 with grade of C or higher completed or concurrent; or permission of program director.

Required and Recommended Textbooks

(Please check with the instructor before you purchase textbooks)

Course	Textbook/Materials
MAS 1050	<p><u>Required:</u> El Sevier (2016). <i>Legal and Ethical Issues for Health Professionals</i> 4th edition. Elsevier Saunders Publishing. (ISBN: 9780323496414)</p> <p><u>Recommended</u> Prince George's Community College Library:</p> <ul style="list-style-type: none">• LegalTrac• Academic Onefile• Criminal Justice Periodicals• EBSCOhost Academic E-book Collection• Global Issues in Context• Health and Medicine• Proquest• Religion and Philosophy• Westlaw Paralegal
MAS 1060	<p><u>Required:</u></p> <ul style="list-style-type: none">• Ireland, Patricia A., Stein, Carrie (2018). <i>Hillcrest Medical Center: Healthcare Documentation and Medical Transcription</i>, 8th Edition. Cengage (ISBN-10: 1305583795 ISBN-13: 9781305583795)• GCF LearnFree.org (Open Educational Resources OER)• Open Learning Initiative (Open Educational Resources OER) <p><u>Recommended</u> Software Loaded on Prince George's Community College Computers:</p> <ul style="list-style-type: none">• Bruce's Unusual Typing Wizard• Gregg Keyboarding• Keyboarding Pro Multimedia• Microsoft Office 2013
MAS 1100	<p><u>Required (Must be new texts)</u> Gyls, Barbara <i>Medical Terminology Systems Approach 8e</i> includes Medical Terminology Lab. F.A.. Davis and Company (ISBN 9780803658677.)</p> <p><u>Recommended</u> <i>Health Professions Comp Cyclopedic Medical Dictionary</i>, 22nd Edition by Tabers. ISBN: 978-0-8036-2971-4</p>

MAS 2010Required:

French, L.L., (2018). *Administrative Medical Assisting, 8th* Edition. Cengage (Textbook/Workbook Bundle).

SimChart® for the Medical Office Elsevier (9780323241953)

Practice Mgmt for Med Office 1e Elsevier (9780323430128)

Recommended:

Judy Kronenberger RN, CMA, Laura S Durham BS, CMA, Denise Woodson MA, MT (ASCP (2018). *Pocket Guide for Medical Assisting*. Lippincott and Williams Publishing. New York, NY

Cody, J. P, & Kelley-Arney, K. (Latest). *Medical assisting exam review*. Cengage.

Prince George's Community College library

- Academic Onefile
- EBSCOhost Academic E-book Collection
- Gale Virtual Reference Library
- Health & Medicine
- Nursing & Allied Health Collection
- Nursing & Allied Health Source
- Nursing Resource Center
- ProQuest
- Psychology Collection

MAS 2020Required:

Bonwit-West, Kathy (2018). *Clinical Procedures for Medical Assistants 10th edition*. Elsevier Saunders Publishing. ISBN 9780323377119

Study Guide for Clinical Procedures for Medical Assistants - Elsevier eBook on VitalSource, 10th Edition

- ISBN: 9780323530996
- Copyright: 2018
- Publisher: Saunders
- by Kathy Bonewit-West, BS

SimChart® for the Medical Office Elsevier (9780323241953)

Practice Mgmt for Med Office 1e Elsevier (9780323430128)

Recommended:

Stedman's Medical Dictionary For Health Prof & Nursing (W/Cd)StedmanISBN 978-1-60831-692-2Copyright 12Publisher LippEdition 7Binding Hardback

Cody, J. P, & Kelley-Arney, K. (2006). *Medical assisting exam review*. Cengage.

House, H. J., & Sesser, J. R. (2006) *Medical assisting exam review for CMA and RMA Certification*. Lippincott Williams & Wilkins.

Prince George's Community College Library:

- Academic OneFile
- Nursing & Allied Health Collection
- Nursing & Allied Health Source
- Nursing & Allied Health Source
- Nursing Video Collection

MAS 2040

Required:

French, L.L., & Follis, J.J. (2018). *Administrative Medical Assisting*, 8th Edition. Cengage (Textbook/Workbook Bundle).

Bonwit-West, Kathy (2018). *Clinical Procedures for Medical Assistants* 9th edition. Elsevier Saunders Publishing. ISBN 9781437708820

Houser, H. J., & Sesser, J. R. (2016) *Medical Assisting Exam Review for CMA and RMA certification 4th edition* Lippincott Williams & Wilkins (9781451192568)

Recommended

Cody, J. P, & Kelley-Arney, K. (2006). *Medical assisting exam review* Cengage.

MAS 2050

Required:

Bonwit-West, Kathy (2018). *Clinical Procedures for Medical Assistants* 10th edition. Elsevier Saunders Publishing. ISBN 9780323377119

Study Guide for Clinical Procedures for Medical Assistants - Elsevier eBook on VitalSource, 10th Edition

- ISBN: 9780323531030
- Copyright: 2018
- Publisher: Saunders
- by Kathy Bonewit-West, BS

SimChart® for the Medical Office Elsevier (9780323241953)

Practice Mgmt for Med Office 1e Elsevier (9780323430128)

Recommended:

Stedman's Medical Dictionary For Health Prof & Nursing (W/Cd)StedmanISBN 978-1-60831-692-2Copyright 12Publisher LippEdition 7Binding Hardback

Stedman's Medical Dictionary For Health Prof & Nursing (W/Cd)Stedman ISBN 978-1-60831-692-2Copyright 12Publisher LippEdition 7Binding Hardback

Cody, J. P, & Kelley-Arney, K. (2006). *Medical assisting exam review*. Cengage.

House, H. J., & Sesser, J. R. (2006) *Medical assisting exam review for CMA and RMA*

Certification. Lippincott Williams & Wilkins.

MAS 2060

Required

American Heart Association Basic Life Support Provider Manual (2016) ISBN 978-1-61669-407-4

MAS 2070

Required:

Bonwit-West, Kathy (2018). *Clinical Procedures for Medical Assistants* 10th edition. Elsevier Saunders Publishing. ISBN 9780323377119

Study Guide for Clinical Procedures for Medical Assistants - Elsevier eBook on VitalSource, 10th Edition

- ISBN: 9780323530996
- Copyright: 2018
- Publisher: Saunders
- by Kathy Bonewit-West, BS

SimChart® for the Medical Office Elsevier (9780323241953)

Practice Mgmt for Med Office 1e Elsevier (9780323430128)

MAS 2110

Required:

Fordney, M.T., French, L.L., (2018). *Administrative Medical Assisting*, 8th Edition. Cengage (Textbook/Workbook Bundle).

SimChart® for the Medical Office Elsevier (9780323241953)

Practice Mgmt for Med Office 1e Elsevier (9780323430128)

CPT® 2021 Professional Edition, American Medical Association, (ISBN 978-1-64016-049-1

ICD 10 Codebook Reference- Available Free Online

MAS 2300

Required

Watkins, Cynthia J (2018) *Pharmacology Clear and Simple* text, 3RD Edition. F.A.. Davis and Company (ISBN 978-0-8036-6652-8)

Recommended:

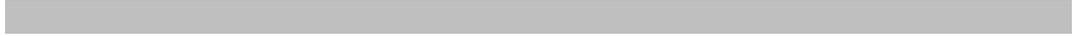
Physician Desk Reference (2013) - <http://www.pdr.net/>

Judy Kronenberger RN, CMA, Laura S Durham BS, CMA, Denise Woodson MA, MT (ASCP) (2012). *Pocket Guide for Medical Assisting*. Lippincott and Williams Publishing. New York, NY

Stedman's Medical Dictionary For Health Prof & Nursing (W/Cd)StedmanISBN 978-1-60831-692-2Copyright 12Publisher LippEdition 7Binding Hardback

Prince George's Community College Library:

- [Nursing & Allied Health Source](#)
- [Nursing & Allied Health Collection](#)



PROGRAM COMPETENCIES

The following represents the foundation and learning objectives for the medical assisting program and is based on national Standards and Guidelines. Learning is based on three domains. According to MAERB (2012), “The logical progression [is a] curriculum design that cognitive domain (content) is taught prior to prior to psychomotor and affective domains (competencies) and that no psychomotor or affective competencies

The psychomotor and affective competencies that are italicized require that the student perform a specific task related to that competency, which has three grading elements: 1) time; 2) conditions, and; 3) the required score to pass.

COGNITIVE

Anatomy & Physiology

Describe Structural Organization of the Human body

Identify Body systems

Describe Body, planes, directional terms, quadrants, and cavities

List major organs in each body system

Describe the normal function of each body system

Identify common pathology related to each body system

Analyze pathology as it related to the interaction of body systems

Discuss the implications for disease and disability when homeostasis is not maintained

Describe implications for treatment related to pathology

Compare body structures and function of the human body across the life span

Identify the classifications of medications including desired effects, side effects, and adverse reactions

Describe the relationship between anatomy and physiology of all body systems and medication use for treatment of each

Applied Mathematics

Demonstrate knowledge of basic math computation

Apply mathematical computations to solve equations

Identify measurement systems

Define basic units of measurement and a metric, apothecary, and household systems

Convert among measurement systems

Identify both abbreviations and symbols used in calculating medication dosages

Analyze charts, graphs and/or tables in the interpretation of healthcare results

Applied Microbiology/Infection Control

Describe the infection cycle including the infectious agent, reservoir, susceptible host, means of transmission, portal of entry and portal of exit

Define asepsis

Discuss infection control procedures

Identify personal safety precautions as established by the Occupational, Safety and Health Administration

List major types of infectious agents

Compare the methods of controlling the growth of microorganisms

Match types and uses of personal protective equipment

Differentiate between medical and surgical asepsis used in ambulatory care setting identifying when each is appropriate

Discuss quality control issues related to handling microbiological specimens

Identify the disease processes that are indicators for CLIA-waived tests

Describe Standard Precautions, including transmission-based precautions, purpose and activities regulated

Discuss the application of Standards Precautions with regard to:

a) all body fluids, secretions, and excretions

b) blood

c) non intact skin

d) mucous membranes

Identify the role of the Center for Disease Control regulations in health care settings

Concepts of Effective Communication

Identify styles and types of verbal communication

Identify nonverbal communication

Recognize communication barriers

Identify techniques for overcoming communication barriers

Recognize elements of oral communication using a sender-receiver process

Differentiate between subjective and objective information

Identify resources and adaptations that are required based on individual needs, i.e., culture and environment, developmental life stage, language, and physical threats to communication

Recognize elements of fundamental writing

Discuss applications of electronic technology

Diagram medical terms, labeling the word parts

Define both medical terms and abbreviations related to all body systems

Organize technical information and summaries

Identify the role of self-boundaries in the health care environment

Recognize the role of patient advocacy in the practice of medical assisting

Discuss the role of assertiveness in effective professional communication

Differentiate between adaptive and non-adaptive coping mechanisms

Administrative Functions

Discuss pros and cons of various types of appointment management systems

Describe scheduling guidelines

Recognize office policies and protocols for handling appointments

Identify critical information required for scheduling patient admissions and/or procedures

Identify systems for organizing medical records

Describe various types of content maintained in patient's medical record

Discuss pros and cons of various filing methods

Identify both equipment and supplies needed for filing medical records

Describe indexing rules

Discuss filing procedures

Discuss principles of using Electronic Medical Record (EMR)

Identify types of records common to the healthcare setting

Identify time management principles

Discuss the importance of routine maintenance of office equipment

Basic Practice Finances

Explain basic bookkeeping computations

Differentiate between bookkeeping and accounting

Describe banking procedures

Discuss precautions for accepting checks

Compare types of endorsement

Differentiate between accounts payable and accounts receivable

Compare manual and computerized bookkeeping systems used in ambulatory healthcare

Describe periodic financial reports

Explain both billing and payment options

Identify procedure for preparing patient accounts

Discuss procedures for collecting outstanding accounts

Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections

Discuss types of adjustments that may be made to a patient's account

Managed Care/Insurance

Identify types of insurance plans

Identify models of managed care

Discuss workers' compensation as it applies to patients

Describe procedures for implementing both managed care and insurance plans

Discuss utilization review principles

Discuss referral process for patients in a managed care program

Describe how guidelines are used in processing an insurance claim

Compare processes for filing insurance claims both manually and electronically

Describe guidelines for third-party claims

Discuss types of physician fee schedules

Describe the concept of RBRVS

Define Diagnosis-Related Groups (DRGs)

Procedural and Diagnostic Coding

Describe how to use the most current procedural coding system

Define upcoding and why it should be avoided

Describe how to use the most current diagnostic coding classification system

Describe how to use the most current HCPCS coding

Legal Implications

Discuss legal scope of practice for medical assistants

Explore issue of confidentiality as it applies to the medical assistant

Describe the implications of HIPAA for the medical assistant in various medical settings

Summarize the Patient Bill of Rights

Discuss licensure and certification as it applies to healthcare providers

Describe liability, professional, personal injury, and third party insurance

Compare and contrast physician and medical assistant roles in terms of standard of care

Compare criminal and civil law as it applies to the practicing medical assistant

Provide an example of tort law as it would apply to the medical assistant

Explain how the following impact the medical assistant's practice and give examples:

Negligence

Malpractice

Statue of Limitations

Good Samaritan Act(s)

Uniform Anatomical Gift Act

Living will/Advanced directives

Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession

List and discuss legal and illegal interview questions

Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations

Describe the process to follow if an error is made in patient care

Ethical Considerations

Differentiate between legal, ethical, and moral issues affecting healthcare

Compare personal, professional, and organizational ethics

Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice

Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others

Identify the effect personal ethics may have on professional performance

Protective Practices

Describe personal protective equipment

Identify safety techniques that can be used to prevent accidents and maintain a safe work environment

Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting

Identify safety signs, symbols and labels

State principles and steps of professional/provider CPR

Describe the basic principles of first aid

Describe fundamental principles for evacuation of a healthcare setting

Discuss fire safety issues in a healthcare environment

Discuss requirements for responding to hazardous material disposal

Identify principles body mechanics and ergonomics

Discuss critical elements of an emergency plan for response to a natural disaster or other emergency

Identify emergency preparedness plans in your community

Discuss potential role(s) of the medical assistant in emergency preparedness

PSYCHOMOTOR & AFFECTIVE

Anatomy & Physiology

Obtain vital signs

Perform venipuncture

Perform capillary puncture

Perform pulmonary function testing

Perform electrocardiography

Perform patient screening using established protocols

Select proper sites for administering parenteral medication

Administer oral medications
Administer parenteral (excluding IV) medications
Assist physician with patient care
Perform quality control measures
Perform CLIA-Waived hematology testing
Perform CLIA-Waived chemistry testing
Perform CLIA-Waived urinalysis
Perform CLIA-Waived immunology testing
Screen test results
Apply critical thinking skills in performing patient assessment and care
Use language/verbal skills that enable patients' understanding
Demonstrate respect for diversity in approaching patients and families

Applied Mathematics

Prepare proper dosages of medication for administration
Maintain laboratory test results using flow sheets
Maintain growth charts
Verify ordered doses/dosages prior to administration
Distinguish between normal and abnormal test results

Applied Microbiology/Infection Control

Participate in training on Standard Precautions
Practice Standard Precautions
Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations
Perform hand-washing
Prepare items for autoclaving
Perform sterilization procedures
Obtain specimens for microbiological testing
Perform CLIA waived microbiology testing
Display sensitivity to patient rights and feelings in collecting specimens
Explain the rationale for performance of a procedure to the patient
Show awareness of patients' concerns regarding their perceptions related to the procedure being performed

Concepts of Effective Communication

Use reflection, restatement and clarification techniques to obtain a patient history
Report relevant information to others succinctly and accurately
Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations
Explain general office policies
Instruct patients according to their needs to promote health maintenance and disease prevention
Prepare a patient for procedures and/or treatments
Demonstrate telephone techniques
Document patient care
Document patient education
Compose professional/business letters
Respond to nonverbal communication

Develop and maintain a current list of community resources related to patients' healthcare needs
Advocate on behalf of patients
Demonstrate empathy in communicating with patients, family and staff
Apply active listening skills
Use appropriate body language and other nonverbal skills in communicating with patients, family and staff
Demonstrate awareness of the territorial boundaries of the person with whom communicating
Demonstrate sensitivity appropriate to the message being delivered
Demonstrate awareness of how an individual's personal appearance affects anticipated responses
Demonstrate recognition of the patient's level of understanding in communications
Analyze communications in providing appropriate responses/ feedback
Recognize and protect personal boundaries in communicating with others
Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status

Administrative Functions

Manage appointment schedule, using established priorities
Schedule patient admissions and/or procedures
Organize a patient's medical record
File medical records
Execute data management using electronic healthcare records such as the EMR
Use office hardware and software to maintain office systems
Use internet to access information related to the medical office
Maintain organization by filing
Perform routine maintenance of office equipment with documentation
Perform an office inventory
Consider staff needs and limitations in establishment of a filing system
Implement time management principles to maintain effective office function

Basic Practice Finances

Prepare a bank deposit
Perform accounts receivable procedures, including:
a) Post entries on a daysheet
b) Perform billing procedures
c) Perform collection procedures
d) Post adjustments
e) Process a credit balance
f) Process refunds
g) Post non-sufficient fund (NSF) checks
h) Post collection agency payments

Utilize computerized office billing systems
Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients

Managed Care/Insurance

Apply both managed care policies and procedures
Apply third party guidelines

Complete insurance claim forms
Obtain precertification, including documentation
Obtain preauthorization, including documentation
Verify eligibility for managed care services
Demonstrate assertive communication with managed care and/or insurance providers
Demonstrate sensitivity in communicating with both providers and patients
Communicate in language the patient can understand regarding managed care and insurance plans

VIII. Procedural and Diagnostic Coding

Perform procedural coding
Perform diagnostic coding
Work with physician to achieve the maximum reimbursement

VIII. Procedural and Diagnostic Coding

Perform procedural coding

Legal Implications

Respond to issues of confidentiality
Perform within scope of practice
Apply HIPAA rules in regard to privacy/release of information
Practice within the standard of care for a medical assistant
Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures
Complete an incident report
Document accurately in the patient record
Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting
Demonstrate sensitivity to patient rights
Demonstrate awareness of the consequences of not working within the legal scope of practice
Recognize the importance of local, state and federal legislation and regulations in the practice setting
Ethical Considerations
Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities
Develop a plan for separation of personal and professional ethics
Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice
Examine the impact personal ethics and morals may have on the individual's practice
Demonstrate awareness of diversity in providing patient care

Protective Practices

Comply with safety signs, symbols and labels
Evaluate the work environment to identify safe vs. unsafe working conditions
Develop a personal (patient and employee) safety plan
Develop an environmental safety plan
Demonstrate proper use of the following equipment:
a) Eyewash
b) Fire extinguishers
c) Sharps disposal containers
Participate in a mock environmental exposure event with documentation of steps taken

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

GENERAL PROGRAM POLICIES

Program Continuation

Students must maintain a grade of C or higher in all coursework and a GPA of 2.0 to graduate from the program.

Program Re-entry

All Medical Assisting (MAS) core courses are pre-requisites to courses offered in subsequent semesters. Individuals who receive a grade less than “C” in a Medical Assisting core course may not be eligible to progress to the next semester of studies in the Medical Assisting Program.

The PGCC Medical Assisting Program is based upon a competency-based plan of education. Students seeking re-entry into the Program in order to repeat a course and complete the program must demonstrate both written and clinical competency at a level consistent with the semester they wish to seek re-entry. Written competency will be determined by a minimum score of 70% on a comprehensive exam. Psychomotor and affective competency will be determined by the administration of a practical examination (s) based upon previously demonstrated clinical and/or administrative competency achievement. The number of clinical and/or administrative competencies will be determined by the Program’s Clinical Coordinator, based upon the prior number of MAS education courses successfully completed. Students may be required to register for a Special Topics course in order to review program competencies and reenter the Program.

Students seeking re-entry into the Program must contact the Program Director at least 6 weeks prior to the beginning of the semester they are seeking re-entry. Students who have been out of the Program for 4 semesters or more are ineligible for program re-entry. Once a student has sought and gained program re-entry, they are ineligible for future program re-entry.

Program Withdrawal

Students who decide to withdraw from the program must submit a formal letter of withdrawal within one week prior to withdrawal from the program to the Program Director to be eligible to re-enroll in the program. College withdrawal dates may be found on the PGCC Academic Calendar, available at www.pgcc.edu.

Class Attendance

Students are expected to regularly attend and be punctual for all classes and laboratory sessions. If a student must miss class, they are expected to contact the instructor, prior to the scheduled class meeting time, if possible. Absent students are responsible for whatever material they have missed. In the event that there is an examination or quiz scheduled for that day, the examination policy will be enforced. Students are expected to arrive for class on time. Latecomers causing disruption to the learning environment will be managed according to the college's disruptive student policy. This policy also applies to students arriving back to class tardy after breaks. Any student who is tardy more than 3 times per class, per semester will be considered habitually tardy and managed according to the college’s disruptive student policy. Tardy is defined by the program as arriving after the scheduled start of the class. Excessive absenteeism and tardiness may result in a letter grade deduction.

In the event that a student arrives late for class on the day that a quiz is given, they will not be granted extra time to complete the quiz. If a student misses a quiz due to tardiness, the quiz must be taken as a makeup, provided the examination/test/quiz policy has not been violated.

Students arriving late on the day of an examination/test will be managed according to the examination/test/quiz policy. Tardy students will not be granted extra time to complete tests. Extenuating circumstances will be given individual and case by case consideration. (e.g. major traffic accident causing road closures), at the discretion of the program director and/or instructor.

Cell Phones & Other Electronic Devices

Cell phones and other electronic devices are permitted in the classroom only if communication links can be done in a non-audible mode. Ringing phones and texting during class are considered disruptions and will be handled accordingly. Phone conversations and other forms of electronic communication must be conducted outside the classroom during class break times, and must not disrupt any other classes within the area. All communication and electronic devices must be turned off and stored out of sight during quizzes, exams and other forms of testing. The use of cell phones is not permitted during quizzes and exams. Improper or unethical use of electronic devices may result in disciplinary proceedings.

Student Advisement

Each student will meet with the program director at least once per semester for advisement. Advisement includes, review of student performance, review of program curriculum sequencing and assisting with course registration, review of the requirements for successful completion of each segment of the program, successful completion and review of program and course competencies, and preparing for the practicum. Students may contact the program director at any time during the program to seek advice and counseling regarding coursework, laboratory inquiries, and program constructs.

Syllabi Structure

The syllabus for each course will provide information pertaining to that course, including but not inclusive to the following:

- Course description
- Required and Recommended course materials
- Course objectives and Expected course outcomes
- Competencies required to graduate
- Topic Outline

Students should frequently refer to the syllabus for the guidelines and expectations that are required to successfully complete MAS courses.

Grading Policy and Scale for Cognitive Domain

The program has specific cognitive objectives and expected outcomes related to cognitive competency for each course in the program. The cognitive domain competencies pertain to the student's knowledge related to the specific objectives and expected outcomes for the course. Students will be tested on all cognitive domain objectives that are stated in the course. Instructional and course methods for ascertaining the degree of student knowledge may include, for example, examinations, quizzes, written reports, and projects. The Program's grading and pass score for the cognitive domain competencies and course objectives is:

- 90.0% to 100% =A
- 80.0% to 89.9% =B
- 71.5% to 79.9% =C
- 59.8% to 71.4% =D
- Below 59.9% =F

Students must achieve a grade of “C” or better in all courses in order to complete the program.

Grading Scale for Psychomotor and Affective Domains

The program has specific psychomotor (skill) and affective (behavior) objectives and expected outcomes related to competencies for each course in the program, which may be:

- Performing a specific skill set (e.g. taking a blood pressure)
- Classroom activity
- Role Play
- Presentation
- In-class case studies
- Performing specific computer functions (e.g. patient registration)
- Demonstration

The psychomotor and affective competencies pertain to the student’s ability to perform specific tasks (stated in syllabi), the associated knowledge for that task or activity, and the expected behaviors related to the task. Students are scored using either a Job Skill (JS) or a specific competency assessment tool which will include three elements:

- 1) The specific task/activity,
- 2) The equipment and/or conditions, and
- 3) The timeframe in which the task is to be successfully completed.

Students have three attempts to complete each psychomotor and affective competency. Each task/activity has specific, required steps which is assigned points that reflect the degree of difficulty for that step. At the completion of each psychomotor/affective competency, the points will be totaled by the instructor. Students must achieve 71.5% of the overall point value by the third attempt in order to successfully complete that competency. Students must successfully complete all competencies for the course in order to successfully pass the course.

Name _____ Date _____ Score _____

Competency 1.4: Use the internet to obtain information on certification and/or registration

Performance Objective

Task: Research certification and/or registration via the Internet.

Conditions: Computer with Internet connection and references from Table 1-1 in the textbook.

Standards: Complete all steps listed in this skill in 15 minutes with a minimum score of _____. (Time element and accuracy criteria may be given by instructor.) Must achieve 70% to pass.

Time: Start: _____ Completed: _____ Total: _____ minutes

Scoring: One point for each step performed satisfactorily unless otherwise listed or weighted by instructor.

Directions with Performance Evaluation Checklist

1st 2nd 3rd

Attempt Attempt Attempt

Gather materials (equipment and supplies) listed under “Conditions.”

- | | | | |
|---------|---------|---------|---|
| _____ | _____ | _____ | 1. Study Table 1–1 to determine what areas of certification or registration interest you. |
| _____ | _____ | _____ | 2. Access the Internet via cable or modem. |
| _____ | _____ | _____ | 3. Type in the Web site address from the column on the right side of the table for the organization(s) you have selected (e.g., Certified Bookkeeper = http://www.aipb.org). |
| _____ | _____ | _____ | 4. Select key terms (“certification”, “registration”, or “about” the program). |
| _____/4 | _____/4 | _____/4 | 5. Print the information to read and share with your class, and label a file folder to keep it for future reference. |
| _____ | _____ | _____ | 6. Complete within specified time. |

_____/10 ____/10 ____/10 **Total points earned** (To obtain a percentage score, divide the total points earned by the number of points possible.)

Instructor comments: _____

Evaluator’s Signature: _____ Need to Repeat: _____

National Curriculum Competency: CAAHEP: III.C.3.c(4)(c)
ABHES: VI.B.1.a.2(h), VI.B.1.a.2(n), VI.B.1.a.3(d)

Criteria for successful completion of each segment of the curriculum

Students must complete and pass all the required competencies for each course and achieve an overall grade of C or better in all MAS courses in order to progress to the next course and/or semester in the program sequencing. The program is designed to build on previous courses and learning, and students must follow the course sequencing for progression and completion of the program

Number of Credits Required for Completion of Program

The Prince George's Community College Medical Assisting Program is an Associate of Applied Science (A.A.S.) Degree program, which includes biology, general college math, English, computer/technology, speech/communication, psychology, and general education coursework in order to meet the College's A.A.S. general education requirements. The Medical Assisting program is a minimum of 60 credits. Students reentering the program after a certain specified time may be required to repeat coursework.

Policy for evaluating students distance education

At present, the program does not deliver distance education courses.

Student Evaluation

Students are evaluated during the entire sequencing of the program based on the specifics delineated in the course syllabi, for example: testing, quizzes, homework, projects, class presentations, and psychomotor and affective competency job skills and checklists. Specific grading criteria for presentations, reports and projects are based on rubric scoring criteria pertaining to that assignment. Students will receive grades and feedback on course work within one week after the assignment is due in order to provide timely feedback. Students may schedule one-on-one time with the instructor to discuss concerns regarding assigned grades or competency performance. Students also meet with the program director at least one time per semester to review course and program performance, and receive advisement. Students experiencing academic or performance issues will be required to meet with either the instructor or program director based on the Corrective Action Plan in the Student Counseling Form.

Student evaluation for the practicum is addressed in the Practicum Requirements section of the Student Handbook.

Student Counseling

Students experiencing challenges in either the lecture or laboratory sessions will receive a Student Counseling Form from the instructor or program director. The Form is designed to specifically address the issue (s) and craft a Corrective Action Plan for the student. The instructor or program director will describe the specific issue (s); initiate referrals for college support services, and establish a timeline for improvement and reevaluation. The form is intended to provide guidance and resources for the student, and includes student input. The form and all subsequent follow-up documentation are maintained in the student file. The student also receives a copy.

**Prince George's Community College Medical Assisting Program
Student Counseling Form**

Student Name:

Date:

Instructor:

Course (s):

Issue Discussed (to be completed by instructor)

Instructor Recommendations and Corrective Action Plan:

(please check appropriate box(es))

- Test analysis: Review of tests for knowledge level and test taking skills.
- Time Management
- Note taking
- Studying Skills
- Referral (s) _____
- Other _____

Student Plan for Success (completed by student):

Follow-up:

Faculty Signature:

Date:

Student Signature:

Date:

This signature does not mean I agree or disagree, simply that I have read this advisement form.

COLLEGE LABORATORY AND PRACTICUM POLICIES AND PROCEDURES

Establishing Practicum Sites

The clinical coordinator, in concert with the program director, procures practicum sites that will provide for students a comprehensive experience integrating the practicum objectives, and the administrative and clinical psychomotor and affective competencies. The clinical coordinator, prior to establishing an agreement, will meet with the office administrator/manager to tour the facility, ensure that the site is in compliance with all federal and state regulations, and maintains a safe and clean environment that is conducive to student learning. The practicum site will receive a *Practicum Handbook* prior to sponsoring a student, which contains the guidelines, expected professionalism behaviors, attendance policies and procedures, practicum competency forms, time-sheets, professionalism rubric, and PGCC contact information for the program and clinical coordinator. The clinical coordinator will provide an orientation for the site and preceptors pertaining to the *Practicum Handbook*, and the administrative and clinical performance expectations of the student prior to sponsoring any student. Students may also be required to complete site specific orientations for each practicum site.

The practicum site must ensure that the student has supervision during the entire 160-hour practicum experience, performs and achieves proficiency in only those skills and procedures taught in the program. The practicum site must ensure that students are not considered in any form or function as an employee, or serve to supplant for staffing/employee shortages. Practicum sites will not provide for students any type of payment or compensation for the practicum experience. If the practicum site desires to hire the student, the student must first complete the required 160-hour practicum prior to working in any respect or form as an employee as this is a conflict of interest. The College and practicum site must have in place a signed, ratified Affiliation Agreement prior to sponsoring any student. Students may not perform their practicum at their place of employment.

Practicum Assignment

Students must meet with the MAS clinical coordinator prior to practicum assignment to review the practicum policies and procedures. The student will receive a Practicum Handbook that contains the practicum syllabus, practicum competency forms, College contact information, and practicum timesheet. Students must demonstrate proficiency in the psychomotor and affective competencies PRIOR to clinical assignment. Students may request a practicum site; however placement is based on site availability. There is no guarantee of granting specific requests. The clinical coordinator assigns the clinical site. Students are required to keep a daily log to track the 160 hours of clinical and administrative practicum time. Lunch/dinner time is NOT included in the 160 required hours. Both the student and the site supervisor/preceptor/designee will need to sign the daily log for each day. The office manager or his/her designee will complete an evaluation on the student at the completion of the practicum. This evaluation will be sent directly to the clinical coordinator. Students shall not receive compensation/payment, monetary or otherwise, for the practicum experience. Students will receive the Practicum Handbook when they meet with the clinical coordinator.

Practicum Cell Phone/Electronic Device Policy

Students are not permitted to use cell phones or other electronic devices while on duty and performing their practicum hours, particularly in the patient care areas. Students may, however, use these devices while on scheduled break. If the student needs to carry a pager/cell phone for personal reasons, these devices must be kept on vibrate to maintain professionalism. If the clinical site has a specific policy for electronic devices, the student must comply with that policy.

Student Onsite Evaluation for Practicum

The practicum coordinator will conduct at minimum, two onsite visits during the student's assigned 160-hour practicum time. This will be arranged with the preceptor and site administrator to ensure minimum disruption to daily clinical operations. The student may or may not be informed of the time/day of the onsite evaluation. The clinical coordinator will consult with the preceptor and/or clinic administrator regarding student performance, and review documentation including competency forms. The coordinator will observe the student performing administrative and clinical tasks related to competency skill sets. The coordinator will meet one-on-one with the student to review all practicum documentation, ensure that student is meeting and performing the psychomotor and affective administrative and clinical areas competencies and address any student concerns and questions. The clinical coordinator will document all practicum visits, including the time spent at the clinical site, competencies achieved, and areas for improvement.

Practicum Exit Interview

Within one week of completion of the practicum, the clinical coordinator and student will schedule an exit interview. At that time, the student will provide practicum documentation including all original competency forms and timesheets. The student will receive at the exit interview, the Program Resource Survey and Student Evaluation of Externship Site Survey. The student may elect to complete the surveys at the exit interview, or mail surveys at a later date. The student will be advised that he/she will be receiving a Graduate Survey within 3-6 months from the last day of the practicum.

Grading Scale for the Practicum:

The practicum is based upon the scoring from the Medical Assisting Practicum Skill Competency List and Practicum Professionalism Rubric. The Medical Assisting Practicum Skills Competency List is based on a Likert scale that quantifies the students' performance in all administrative and clinical psychomotor and affective domains. The Professionalism Rubric is a Likert scale that assigns points based on nine categories: 1) engagement, 2) communication, 3) verbal skills, 4) work quality, 5) attendance, 6) dress/appearance, 7) attitude and respect, 8) works independently, and 9) team behavior. The total points possible for the Medical Assisting Practicum Skill Competency List and Professionalism Rubric are 561 points. The grading scale is as follows:

- A= 90% higher
- B= 80 – 89.99
- C= 71.5 – 79.99
- F= < 71.4

If the student does not complete the practicum within the pre-agreed upon time frame and semester, and without any prior notification to the clinical coordinator, the student will receive a grade of “F”.

Laboratory and Practicum Student Participation

The student will abide by the following in the college laboratory and practicum:

1. Active participation and practicing invasive techniques in the college laboratory setting and/or practicum clinical site only under the direct supervision of the laboratory instructor or preceptor, as applicable.
2. Not perform any of the learned invasive procedures as part of the Medical Assisting Program as a student unless participating in a supervised college laboratory or clinical practicum.
3. Utilize Standard Precautions and OSHA regulations in all instances involving potential exposure to blood and other body fluids to include but not limited to safe and appropriate handling and disposal of potentially contaminated materials.
4. Adhere to strict aseptic technique where applicable.
5. Inform the college laboratory instructor or clinical practicum preceptor immediately of any exposure to body fluids and of any additional complications, such as allergies associated with the equipment or in the practice or performance of procedures. Students must complete and submit the Health Sciences Division Incident Report.
6. Adhere to the department policy pertaining to HIPAA and the principles of patient confidentiality and privacy when obtaining or accessing information and/or performing procedures on fellow students, patients or other individuals participating in medical assisting laboratories and/or practicum.
7. Acknowledge the possible risks associated with venipuncture, which may include bruising, hematoma, excessive bleeding, temporary tingling caused by grazing a nerve, and phlebitis.
8. Release Prince George’s Community College and the Medical Assisting Program, its administration and faculty, and affiliated clinical practicum sites from any liability associated with the learning and practicing of all skills and procedures.
9. Verify age of 18 years or older or have parental consent to participate in the clinical laboratory and practicum.
10. Participate in the requisite competencies required in the laboratory. Acknowledge this may require hands-on activities and procedures with classmates.

Professional Behavior Policy

Professional behavior is essential to personnel working in the healthcare environment and is expected in the Medical Assisting Program (s) and in accordance with the PGCC Student Code of Conduct. Each student is responsible for the following:

- Punctuality for class and laboratory sessions, and practicum assigned days/times;
- Alerting the instructor of an impending absence before the absence;
- Submitting required coursework to the instructor on time;
- Conducting oneself in a professional manner during lecture, lab and practicum in accordance with the PGCC Code of Conduct and the competencies set forth in the Medical Assisting curriculum;

- Communicate in a professional manner during all medical assisting related activities;
- Maintain dress and personal hygiene in a manner conducive to a health professional;
- Attending all evaluation opportunities at the time designated by the instructor unless; previous arrangements have been made and documented;
- Helping other classmates during class and laboratory sessions;
- Participating fully in all sessions of the individual courses;
- Exhibiting appropriate, professional body language;
- Maintaining personal hygiene within generally-accepted standards;
- Conducting one-self to maximize the learning environment for all.

Failure to abide by the above standards will necessitate a Clinical Warning by the program director and/or clinical coordinator. If the behavior continues, the student will be referred to the program director and may affect the grade in the course and/or result in course failure which would not allow the student to complete the program.

Social Media

The use of social media is becoming an increasing common communication tool. Social media can have a significant impact on the College, faculty, program and students. Information posted using the PGCC social media sites, or e-mail must be professional and refrain from disruptive, threatening, profane, abusive, embarrassing, obscene, defamatory, libelous, or racially and/or ethnically objectionable comments.

Departmental Code of Conduct Policies in the Practicum

Rules and regulations concerning conduct to be observed by all students are not limited to the following listings. Students are expected to behave, in the college classroom, college laboratory and practicum site in a professional and ethical manner at all times. A student shall not:

1. Mistreat patients/clients in any manner, including leaving patients unattended while undergoing any procedures.
2. Punch any time card or sign-in sheet except his/her own, or allow another student to do so.
3. Be absent or repeatedly tardy, and fail to notify the clinical preceptor and program coordinator of absence or lateness prior to assigned starting time.
4. Loiter on hospital/clinic/practicum site premises outside the assigned clinical area or department and scheduled time, or be in unauthorized areas.
5. Misuse confidential information or falsify information, records and/or reports; misuse, in any form, patient information and confidentiality.
6. Exhibit insubordination - immoral conduct, indecency, or refusal to follow instructions from those designated supervisors, in the classroom or clinical area.
7. Willfully damage or destroy or misuse institutional property, OR; be in possession of equipment, documents or other clinic property that does not pertain to the student's scope of practice and required competencies.
8. Steal or be in unauthorized possession of hospital/medical office or another person's personal property.
9. Create or contribute to unsanitary conditions on hospital or medical office premises.
10. Intimidate or coerce another student or employee or patient through physical or verbal threat.
11. Engage in soliciting or gambling on hospital or medical office grounds.

12. Smoke in undesignated areas. Disregard other regulations concerning fire, safety, parking and visiting.
13. Be in possession of a weapon of any kind while on college, hospital or medical office premises.
14. Engage in excessive talking, laughing and other disturbances not appropriate in the clinical premises.
15. Fail to report any accident or injury involving student, patients, other employees or visitors.
16. Be inebriated, consume alcohol (drinking), or have possession of drugs and/or alcohol on college or clinical practicum premises.
17. Leave the clinical area early without prior permission of the program coordinator and/or clinical preceptor.
18. Sleep on clinical time.
19. Make or receive personal calls on his/her cell phone or any other electronic device except for emergencies; or use cell phone or clinical phone system for unauthorized use during scheduled clinical time.
20. Seek medical treatment and medical advice from any employee of the clinical site. This includes asking for prescriptions, treatment or sample medications.

Confidentiality Policy

All information contained in a patient's chart and/or electronic record is confidential. The use and disclosure of protected health information ("PHI") is strictly prohibited and enforced under federal law. Only persons involved in a patient's treatment are permitted access to their records. Examples of protected health information include, but may not be limited to: name, address, email address, dates, social security numbers, medical record numbers, health plan beneficiary numbers, account numbers, certificate numbers, license numbers, vehicle identifiers, facial photos, device identifiers, URL's, IP addresses, biometric identifiers, geographic units, telephone numbers, or any other unique identifier or code.

Information pertaining to physician and healthcare facility business is confidential as a matter of professional ethics. Information obtained during directed practice assignments or clinical rotations pertaining to patients, physicians or healthcare facility affairs is considered confidential. The same holds true for patient information discussed during instruction sessions.

Confidential information must not be discussed or disclosed to unauthorized individuals, including family and friends. Violators of this policy will be subject to disciplinary action under the PGCC code of conduct. Violators may also be subject to federal prosecution under the health information portability and accountability act of 1996 (HIPAA).

All college personnel, including instructors, clinical coordinators and students in the classroom and clinical/practicum setting must adhere to the affiliate site and Department Confidentiality Policies. Confidentiality related to the patient and patient care ensures that no information on a patient is released to anyone not entitled to know without a properly signed release, medical authorization, court subpoena and within the specified policies and procedures of the affiliate site.

The HIPAA Privacy Rule, HITECH and Maryland State law establishes standards to protect the confidentiality of individually identifiable health information that is maintained or transmitted in electronic form pertaining to administrative and financial activities. Additionally, the Privacy Rule established standards for release of patient health care information when required by law, judicial/administrative hearings, and health care oversight activities and reporting of public health events.

PGCC and the Medical Assisting Program maintain the highest academic, ethical, privacy and confidentiality standards regarding information pertaining to physicians, faculty, students, peers and/or anyone else during the course of professional practice in the clinical/practicum setting and classroom.

Any breach(es) of patient health care confidentiality will subject the student to immediate clinical warning and academic penalty(ies) as determined by department policy.

Student Penalty for Violation of Privacy Policy

Appropriate college penalty (ies) will be determined by the Director of the Medical Assisting Program , instructor, clinical coordinator with input from the affiliate site. Documentation of the violation(s) will include date, time, practicum type, site and type(s) of violation. Implementation of college penalty(ies) for violation of affiliate site and college HIPAA policies and procedures are independent from penalties imposed by federal and state agencies, and reflect the college's commitment in maintaining the highest academic, ethical, patient privacy and confidentiality standards in the classroom and health care setting.

Students who violate either the affiliate site or the college policies and procedures are subject to penalty (ies), which are as follows:

- I. Immediate clinical warning
- II. Reduction(s) in letter grade
- III. Failure of the clinical course.
- IV. Ineligibility for licensure or certification
- V. Federal and state penalties

Dress Code Policy for Classes Including Practicum/Externship

- The PGCC MAS program name identification badge will be worn at all times on the top left side of the uniform. If the clinical agency requires its own special identification badge this may be worn in addition to/instead of the PGCC identification badge. No embroidered names or monographs are permitted on the lab jacket or shirt
- A freshly laundered set of navy pant and white scrubs with the Medical Assisting logo sewn to the left upper sleeve is to be worn in the college laboratory and during the time that the student is in the practicum (see the Meridy's uniform order form). If a student is interviewing at their assigned clinical site, navy pants and white scrubs with identification badge or professional office attire must be worn. Disposable, water-proof gowns worn over white scrubs are permissible if required by the practicum site. Scrubs must be clean and pressed, fit appropriately, and completely cover the mid area (no low risers). Students may wear a clean, pressed, white laboratory coat, but no garments, including t-shirts, thermal wear, or undergarments should be visible under scrubs.
- A watch capable of indicating time to the nearest second is required (digital watch with second readout or watch with sweep second hand) for both college laboratory and clinical.
- White, leather, close-toe and close heel, clean professional nursing or walking shoes are to be worn. No clogs or canvas shoes are permitted. Tie shoes are recommended to provide proper support with comfort. Uniform, hose, shoes and shoelaces should be clean, neat, pressed, and fit properly.
- Plain, neutral-toned, full cut underwear/undergarments will be worn under scrubs
- No gum chewing, eating, drinking, applying cosmetics and applying contact lenses when working in the college laboratory or at the practicum site, except during designated breaks (OSHA). Use of cosmetics should be discrete and kept to a minimum.
- Hair must be neat and worn in a style that is conducive to that at the clinical site, off the shoulder and face for providing patient care. Hair coloration is limited to natural human hair colors. No bandanas, hats, or other head coverings are allowed in the college laboratory or clinical practicum(head coverings will be allowed for religious or cultural reasons). No visible tattoos or facial jewelry (nose, lip or other facial piercings) are permitted in the college laboratory or clinical practicum.
- The wearing of jewelry should be at a minimum, for example a wedding band, wristwatch and stud-type earrings (no hanging/dangling earrings) is acceptable.
- All students are expected to maintain high standards of personal hygiene including use of deodorant and oral hygiene; nails should be short, trimmed and clean. Colored nail polish and artificial fingernails may not be worn.
- Students must follow the Dress Code Policy for the PGCC MAS laboratory and practicum at all times.

Female Students

- Stockings: White non-textured knee-high stockings, socks or full-length hose/stockings are to be worn with the pants uniform. No colored socks or stockings.
- Pregnancy: A plain white maternity scrub top and pants uniform with the PGCC logo sewn onto the left sleeve.

Male Students

- A white A-neck undershirt will be worn under the uniform top.
- White socks are to be worn with the uniform.

- Beards or mustaches should be clean and closely trimmed within one inch of the face.

Attendance Policy

Punctual attendance at all scheduled clinical practicum sessions on assigned days/times is required and is part of the course requirements and professional responsibility. All students will be at their clinical assignments at least 10 minutes prior to the start of their practicum assigned day. Practicum hours may range between the 6:45 a.m. to 7:00 p.m. (starting time and ending times) based on the clinical site and course requirements. Clinical practicums are not scheduled if the college is closed or it is a designated college holiday. The PGCC Medical Assisting practicum coordinator must approve any request for change in the student's clinical calendar at least one week prior to the date. The externship preceptor is **not** responsible and **cannot** approve rescheduling and authorizing changes in the student's clinical calendar. Students that miss assigned clinical days, will be required to meet with clinical coordinator to schedule the completion of the required 160 hours.

Tardiness Policy

The student who is tardy for any reason to the practicum, without prior notification to the clinical coordinator and preceptor, may not be admitted to the session. If the student is not admitted to the session, the absence will be documented as unexcused. A student who demonstrates patterns of tardiness in the college laboratory and/or practicum will receive a clinical warning. If tardiness continues after the clinical warning is issued, a clinical failure will result. Failure to call the preceptor as well as the clinical coordinator PRIOR to the attendance issue or messages that cannot be verified will result in a clinical anecdotal addendum and the student may be placed on clinical warning and/or fail the practicum and therefore, be ineligible to complete the program. The student is responsible for telephoning the clinical coordinator.

Unexcused Absence

An unexcused clinical/college absence is defined as an absence:

- With no prior notification to clinical coordinator, OR
- With no serious valid reason, OR
- Not made up within the time specified by the clinical coordinator
- Personal reasons, such as: ski trips, beach trips, vacation or other personal events
- A student who has an unexcused absence will receive a Clinical Warning
- If the student is asked to leave or removed from the site by the site administrator or preceptor for any reason

Excused Absence

An excused college absence is defined as an absence:

- With prior notification to clinical coordinator, OR
- With prior notification and written approval of the clinical coordinator AND that is unavoidable, for example:
 - Religious holiday
 - Birth of a child
 - Personal illness (documentation may be required)
 - Illness of a child
 - Death in the immediate family

Excused college and practicum absences must be made up within one month from the date of absence. If a student leaves the clinical area during assigned practicum time without permission, or prior to the completion of a clinical day, the clinical coordinator will issue a clinical warning and determine whether or not the day will be counted as a clinical absence based upon individual circumstances, reason for leaving, and other factors such as number of hours attended and completion of clinical objectives. Clinical warnings may result in failing the practicum, depending on the circumstances. Students must comply with their practicum/externship schedule. The clinical coordinator must be made aware, in advance, of any changes to the schedule. If changes are made to the practicum/externship schedule without prior notification to the clinical coordinator, the student will receive a clinical warning and may receive a failing grade for the practicum/externship. This is evaluated on a case by case basis.

Procedures for Absences

The student must contact by telephone the clinical coordinator *prior* to the scheduled clinical assignment to state the reason for the absence. The student must speak to the clinical coordinator and preceptor/site administrator personally. Leaving a voice mail message or message with other clinical staff is not sufficient and does not meet the attendance procedures. Notification after the occurrence will result in a Clinical Warning.

All absences in the clinical practicum must be made up within thirty days, and will be noted in the student's clinical record. Make-up time will be made up on a designated make-up day, which may include weekend days and/or evenings. Clinical make-up assignments will be consistent in regard to hours and clinical rotation of the day(s) missed, unless approved by the practicum coordinator.

Practicum Timesheet and Attendance

It is the student's responsibility to maintain and document attendance on a daily basis at his/her clinical site. Attendance sheets will be kept at each clinical site in the individual student records and faxed to the clinical coordinator at the end of each scheduled practicum week. This documentation must be countersigned at the end of the day by a clinician who has worked with the student that day. Attendance will be monitored by the clinical preceptor and clinical coordinator during the practicum. Under no circumstances should one student sign in or out for another student. Failure to comply with stated attendance policy may subject the student to clinical warning and/or failure as stated in the Student Handbook.

Practicum time must not exceed 40 (forty) hours per week or 160 (one-hundred and sixty) hours for the entire practicum. The practicum is scheduled as 40 hours per week for four weeks. Students are not allowed to do less than the 40 hours per week for four weeks unless there are extenuating circumstances that have been discussed with and prior approved by the clinical coordinator.

The office manager has the right to refuse to have the student in the medical practice if he/she:

- Is repeatedly late for the initial shift or break times, or fails to meet the pre-schedule practicum time;
- Refuses an assignment or task that is within the Role Delineation or Competencies;
- Identifies the student as a danger to the self, practice, patients, and employees;
- Identifies the student as unsafe, clinically or administratively.
- Identifies the student is not progressing satisfactorily;
- Identifies unprofessional behavior to fellow staff or clients/patients;
- Identifies noncompliance with ANY of the Medical Assisting Program policies, or the policies of the practice.

Final grade for the practical portion of MAS 2060 is pass/fail. The semester course grade will include other items as stated on course syllabus. The student has an obligation to inform the office manager and department coordinator that day, of any issues occurring during the practicum experience.

Disciplinary Action for the Medical Assisting Program

The student, by signing the handbook waiver acknowledges the criteria for successfully completing the program and is aware of the program policies, procedures and consequences resulting from unprofessional behavior or violation of College and/or program policies.

Due Process: A due process procedure has been established in the event that poor behavior from the site preceptor is reported or in the event that a student is not following attendance protocol.

First: The student will receive a verbal warning and be provided a plan of action for improvement.

Second: The student will receive a written warning and a conference with the program coordinator.

Third: The student will be removed from the site and depending on the type of behavior may or may not be replaced, resulting in a failing grade.

In some cases an automatic failure is recommended. These include but are not limited to:

- Repeated failure to report to assigned clinical site;
- Repeated failure to call instructor, clinical coordinator, or preceptor to inform them of the pending absence;
- Harming a patient in a gross and/or intentional manner;
- Causing major disruption or behaving unprofessionally while at the assigned clinical site; Automatic failure may be granted at the discretion of the program director upon recommendation of the instructor.

Prince George's Community College Emergency Procedures

Prince George's Community College must be prepared to respond to emergency situations on its main campus, at its off campus locations, or within the surrounding community. Emergency situations are defined as events that are uncommon and cannot be planned or prevented. When emergency situations occur, the college is committed to (a) protecting the lives and health of the members of the college community, (b) preserving college property (c) communicating promptly and clearly, and (d) restoring college operations.

The emergency procedures in this guide are designed to help you with possible emergency situations. Please become familiar with its contents. In the event of an emergency, this guide will serve as a quick reference for effective action. It should be kept in an easily accessible location at all times, preferably beside the telephone. New employees should become familiar with these procedures as part of the orientation process. If there are questions or comments on the procedures, please contact the Campus Police.

Emergency Response System

The college has developed an Emergency Response System that provides a common organizational structure, common terminology, and common operating procedures; establishes a clear chain of command for effective management of an incident; and provides for an effective interfacing of college personnel with emergency agencies. Moreover, the Emergency Response System focuses on the rapid identification of a potential emergency; evacuation and denial of entry, as needed; quick notification of the proper authorities, and initiation of migration and recovery efforts in conjunction with the proper authorities.

The Emergency Response System is an organizational structure composed of command post locations, an administrator, communications officer, information officer, emergency coordinator, response teams and evacuation assembly areas. When Prince George's County Fire/Rescue and/or Police arrive on the scene of an emergency, control of the incident shifts from college personnel to the appropriate lead agency, Fire/Rescue or Police.

Emergency Numbers

- Campus Police/Largo campus 0111
- Metro Center 911
- Laurel College Center 911
- PG County Fire/Rescue/Police 911

Communication Alerts

The Response System also includes communication alerts to inform the college community as to the status of an incident.

Code Red

Threat Level: Imminent Danger Emergency Response System activated

Examples: Campus receives specific telephoned bomb threat, suspicious article/package located, bio-hazardous materials found, hurricane warning, tornado warning, and hostage situation

Code Yellow

Threat Level: Possible Danger

Emergency Response System activated

Examples: Ice storms, snow storms, hurricane watch, tornado watch, fires, gas leaks, power outages, water main breaks.

Code Green

Threat Level: None

Administrator or Emergency Coordinator will declare a Code Green when an incident has been resolved and the scene is safe.

Types of Emergencies

Fire

- Campus: Pull fire alarm to alert all building occupants. Call the Campus Police on extension 0111 from a campus phone; call 911 from a cell or pay phone.

- Off-Campus: Pull fire alarm to alert all building occupants. Call 911.

Walk quickly to the nearest available exit that can be reached safely; alert others to do the same. Help persons requiring assistance out of the building or to the nearest stair landing; notify emergency personnel of any persons remaining on the landing. (NOTE: elevators are not to be used during any evacuation.) Go to the nearest evacuation assembly area (see Evacuation Assembly Areas); remain in the evacuation assembly area until “Code Green” alert is issued.

Medical and First Aid

- Campus: Contact the Campus Police. In case of a life-threatening emergency, call 911 and then notify Campus Police on extension 0111.
- Off-Campus: Call 911

Civil Distance or Demonstration

- Campus: All demonstrations should be immediately reported to Campus Police on extension 0111.
- Off-Campus: If conditions warrant, call 911.

Maintenance/Utility Failures (power, natural gas leaks, water main break, elevators)

- Campus: Contact Facilities Management Office on extension 0655 (for emergencies after normal business hours contact Campus Police on 0111).
- Off-Campus: (Laurel, Metro Center, Andrews) Contact Site Emergency Coordinator and building manager. If conditions warrant, call 911.

If evacuation of a building is necessary, walk quickly to the nearest available exit that can be reached safely; alert others to do the same. Help persons requiring assistance out of the building or to nearest stair landing; notify emergency personnel of any persons remaining on the landing. (NOTE: elevators are not to be used during any evacuation.) Go to the nearest assembly area (see Evacuation Assembly Areas); remain in assembly area until “Code Green” alert is issued.

Reporting and Handling of Crimes

- Campus: Contact Campus Police on ext. 0111.
- Off-Campus: Call 911

In the event that you observe a crime in progress, believe a crime may be in progress, or are the victim of a crime, call 911 immediately and if on campus, Campus Police on ext. 0111. Report suspicious persons or activities; **all calls are kept confidential**. When in doubt, report it but do not attempt to apprehend or interface with the criminal, except in cases of self-protection.

If possible, take time to record a mental description of the suspect. Note height, weight, sex, color, approximate age, clothing, method and direction of travel, and the person’s name, if known. All this takes only a few seconds and it is of significant help to investigating officers. If the suspect is entering a vehicle, note the license number, make and model, color and outstanding characteristics.

When calling 911 and/or Campus Police, give your name, location and department. Advise them of the situation, and remain where you are until contacted by an officer.

Protect the crime scene; do not clean or disturb the area. In case of a serious crime, do not allow anyone to enter the area until the Campus Police officers, or the County Police have secured and examined the area.

Weather Emergency

Facilities Management and Campus Police will monitor media stations for updated storm information and the issuance of the National Weather Service WATCH (severe storm possible in our area) or WARNING (severe storm sighted and may be headed our way). If weather WATCH is issued, a “Code Yellow” alert will be issued. If weather WARNING is issued, a “Code Red” alert will be issued. The Emergency Response Teams will notify the campus community and off-campus locations.

Winter Weather Emergency

(snow, ice) If conditions warrant, the vice president for Administration and Finance will make the final decision on any weather closings. The director of Facilities Management will notify the media of any closings.

Bio-Hazardous Mail or Package

- Campus: Contact Campus Police on ext. 0111.
- Off-Campus: Call 911

If you receive or discover a suspicious package or letter:

- ◆ Do not open the package or letter.
- ◆ Do not shake, empty or otherwise disturb its contents.
- ◆ Put the package down and do not handle it further.
- ◆ Do not touch or try to clean up the substance.
- ◆ Alert others nearby.
- ◆ Do not remove any items from area.
- ◆ Leave the area and gently close the door.
- ◆ Wash hands well with soap and water.
- ◆ Limit movements within the building to prevent spread of the substance.
- ◆ Contact Campus Police (0111) or 911.

Bomb Threats

- Campus: Contact Campus Police on ext. 0111.
- Off-Campus: Call 911

Any college employee who receives a bomb threat call should try to remain calm as possible on the phone, gain as much information about the bomb location/detonation time as possible, and ask as many of the questions contained on the Bomb Threat Checklist as possible during the length of the call:

Questions to Ask:

- When is the bomb going to explode? Where is the bomb? What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode? Did you place the bomb? Why?
- Where are you calling from?
- What is your address? What is your name?

After the call has ended, IMMEDIATELY contact Campus Police on ext. 0111, or call 911 with the specifics of the threat. Additionally, in order to avoid possible unnecessary panic amongst members of the college community, refrain from relating the contents of the bomb threat (or any other information about the call) to anyone else before making this notification.

Evacuation Assembly Areas

If evacuation of a building is necessary, walk quickly to the nearest available exist that can be reached safely; alert others to do the same. Help persons requiring assistance out of the building or to the nearest stair landing; notify emergency personnel of any persons remaining on the landing. (NOTE: elevators are not to be used during any evacuations.) Go to the nearest evacuation assembly area; remain in the evacuation assembly area until “Code Green” alert is issued. For example, if you are in Kent Hall and you are asked to evacuate the building, you are to go to the assembly area in Lot H.

Kent Hall	Lot H
Accokeek Hall	Lot D
Bladen Hall	Lot D
Largo Student Center	Lot C
Chesapeake Hall	Lot C
Lanham Hall	Lot C
Marlboro Hall	Lot C
Queen Anne Fine Arts	Lot D
Novak Field House	Lot E
Natorium	Lot E
Temporaries	Lot E
Continuing Education Building	Lot E
Steel Building	Lot F
Childtime Children’s Center	NFH Lot
Facilities/Campus Police	Athletic Field
Warehouse	Athletic Field
Temporaries 1/2	Athletic Field
TZ Buildings	Lot C
Center for Health Sciences	Lot H
Center for Advanced Technology	Lot H

Cancellation of Instruction

If a practicum is canceled due to the preceptor’s absence, weather conditions, or college closing(s), the practicum will be rescheduled by the preceptor and clinical coordinator.

Accidents

Students who are injured or become ill while participating in the Practicum should:

1. Immediately inform the preceptor/administrator/clinical coordinator of the injury or illness.
2. Follow the procedure in place at the specific practicum site. If no set procedure is in place, report to the nearest Emergency Room.
3. Report within 1-2 days, back to the clinical coordinator about treatment provided.

The clinical coordinator will initiate the college’s incident report and submit it to the program director who will ensure it is signed by the appropriate college officials and sent to the college’s Health Education Center to become part of the student’s file. All accidents that occur while participating in the practicum or education classes resulting in injury to students or patients, and/or damage to equipment must be reported to the clinical coordinator within 5 days. The student is required to complete all required incident reports and related paperwork of the specific Practicum site. The College is not responsible for accidents and resulting treatment which occur on-campus, traveling to and from clinical education classes, or while at the clinical education center.

Communicable Diseases

Students enrolled in the Medical Assisting Program at PGCC may encounter patients with many types of pathologies during the courses of their Practicum. These pathologies will include infectious diseases (communicable diseases). All students are instructed in the concepts of infection control and institutional safety prior to assignment to a clinical education center. Each student is responsible for the specific infection control policies and procedures of the clinical education center to which they are assigned.

In the event that a student is accidentally exposed to a patient with an infectious disease, they must notify the clinical coordinator/preceptor/supervisor immediately and complete an occurrence (incident) report specific to the clinical education center. The supervisor will initiate the college's incident report and submit it to the Clinical Coordinator who will ensure it is signed by the appropriate college officials and sent to the college's Health Education Center to become part of the student's file.

Workplace Hazards (non-emergency)

Students enrolled in the Medical Assisting Program at PGCC may come into contact with situations and/or substances that may be perceived as a potential hazard. These situations/substances may be encountered in either the practicum setting or one of the laboratories on campus. These situations/substances may include but are not limited to:

- Chemical exposure.
- Malfunctioning electronic equipment.
- Malfunctioning mechanical equipment.

Any student who perceives the environment to be potentially hazardous should:

- Cease working in the environment.
- Use the emergency shut off, if necessary.
- If in the practicum setting, move all patients to an area where they will be safe, asking for assistance when needed.
- If in the practicum setting, immediately report the situation to the preceptor/ site supervisor. If on campus, immediately report the situation to the instructor.

Any student who is injured while in the classroom setting should notify the instructor immediately, who will initiate the proper procedure by phoning the Health Education Center Office and/or Campus Police. In the event that the instructor is not readily available, students should contact the Health Education Center at extension 0845 and/or the Emergency Number for Campus Police (0111).

Any student who is injured in the clinical education setting should follow the procedures set forth by the practicum site for such occurrences. The student must also notify the PGCC clinical coordinator. The coordinator will initiate the college's incident report and submit it to the Program Director who will ensure it is signed by the appropriate college officials and sent to the college's Health Education Center to become part of the student's file. Emergency medical treatment is provided for in the contractual agreement between the College and each clinical affiliate. However, the cost of treatment received by a student is at their own expense. The College is not responsible for accidents and resulting treatment which occur on-campus, traveling to and from clinical education classes, or while at the clinical education center.

PGCC MEDICAL ASSISTING STUDENT AFFIDAVIT

I, _____ (print name), in order to participate in the Medical Assisting Program, have read and understand the following:

1. That I have received and will comply with the policies set forth in the Medical Assisting Student Handbook.
2. That I must abide by the:
 - Policies in the Prince George's Community College catalog in the program and practicum;
 - Requirements of the Medical Assisting Program and Student Handbook;
 - Medical Assisting Professional Behavior, Practicum Policies, Attendance and Punctuality, and Code of Conduct Policies;
 - Policies and procedures of the clinical agencies;
 - College Laboratory and Practicum Policy and Professional Behavior Policy;
 - Academic Integrity Policy.
3. That I must abide by the general requirements of the Medical Assisting Program and College as they pertain to:
 - Students Rights and Responsibilities as stated in the College catalog and PGCC Student Handbook;
 - Student Health Requirements;
 - Notifying the clinical coordinator or instructor immediately if any medical conditions, injury or exposure to an infectious disease, blood or body fluids, clinical injury to self or to a patient, or any incident or event that would interfere with the Medical Assisting program Technical Standard requirements.
4. I am responsible for any financial obligation incurred from emergency treatment of illness or injury during the clinical or college laboratory and that health insurance is available at the college for a reasonable fee. I understand that it is strongly recommended that all students have health insurance.
5. That I must at all times maintain the confidentiality of all client information according to the guidelines set forth in the Medical Assisting Handbook. This includes not taking any part of a client's records such as printed or computer generated information from the clinical agencies.
6. That neither the College nor the faculty is responsible for my personal property while at a clinical site. I hereby release both the college and clinical site from any liability resulting from damage to or loss of my personal property while on site.
7. That I must be eighteen years or older to participate in the college laboratory and clinical.
8. That I may be required to provide clinical sites, upon request, my name, address, sample signature and initials which can be maintained by the facility for an extended period of time relative to their medical records, policies and procedures.

Student Signature

Date

Faculty Signature

Date

Upon receipt of the Handbook, students will submit a signed copy of the affidavit to the program Director

Policy and Procedures for Placement of Graduates from Medical Assisting Program

The program director and clinical coordinator will coordinate practicum placement with the intention of post-practicum employment at the site. At completion of the practicum, student will update their résumé and portfolio to reflect successful completion of a formal A.A.S. Medical Assisting Program. The program director, in concert with the Career Center, will maintain and seek out potential health care employers and community partners. Career Services assist students with career planning, job-hunting strategies and interviewing techniques as well as maintaining employment opportunities for positions in the metropolitan area. Potential employers visit the College throughout the year to recruit and interview students for job openings. Students also have access to Career Net, and Career Coach which provides the following services:

- Access to a state-wide computer system that allows you to search the Maryland Job Bank, register for employment services online, get Maryland labor market and training information, and access internet employment-related sites which are free and open to the community.
- Job announcements from employers and government agencies, including permanent, temporary, full-time and part-time positions are listed organized by occupational area.
- Resume and interviewing assistance is provided through workshops, software programs, library resources, and individual advising.
- Job Fairs and Career Fairs are held every spring and fall for employers to recruit students for available jobs.
- Employers come on campus to recruit students throughout the year. Career advisors offer free workshops throughout each semester on a variety of topics to assist students with career decisions, resumes, job interview skills, and internships.
- Career Assessment and Planning (CAP) courses are taught each semester to assist students in choosing a college major and planning for a career.

The program will monitor employment opportunities with community partners, including managed care organizations, clinics, outpatient centers and physician offices and inform graduates of potential employment opportunities and maintain an employment data base for all graduates. The program will utilize the advisory board as a venue for potential employers and practicum opportunities. The advisory board will also be update on the successful placement and employment of all program graduates.

Student Membership in the Professional Organization

The program and College encourages students to become members of professional organizations.

According to the Medical Assisting Education Review Board (MAERB):

“Belonging to a professional organization, such as the American Association of Medical Assistants, provides opportunities for students to exchange information with members of the medical community develop leadership skills and interact with other health professionals. Since the main objective [for students] is to obtain employment after completion of a medical assisting program, belonging to an organization allows the student to begin networking with potential employers. Interacting with employers at workshops or meetings allows the potential employer to view how the potential employee works as a team member. It also provides the opportunity to see whether they [the student] have initiative, good work ethics, and communication skills. Membership also opens the door for professional growth and development. The meetings enable the student to share their knowledge with other professionals and enhance everyone’s learning experience. The student can receive invaluable information, mentoring and should be strongly encouraged to become a member of a professional organization.”

PROGRAM EVALUATION TOOLS

STUDENT RESOURCE SURVEY

Prince George's Community College
Medical Assisting Program

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

Instructions: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

- | | |
|---|-----------|
| 1. The number of Faculty is adequate: | |
| a. in the classroom | 5 4 3 2 1 |
| b. in the laboratory | 5 4 3 2 1 |
| 2. Classrooms and Laboratories: | |
| a. Are adequate in size. | 5 4 3 2 1 |
| b. Have equipment necessary to support effective instruction. | 5 4 3 2 1 |
| 3. Laboratory Equipment / Supplies: | |
| a. The amount of equipment is sufficient for student performance of required laboratory exercises. | 5 4 3 2 1 |
| b. The variety of equipment is sufficient for student performance of required laboratory exercises. | 5 4 3 2 1 |
| c. Supplies are sufficient for student performance of required laboratory exercises. | 5 4 3 2 1 |
| 4. Learning / Computer Resources: | |
| a. The library hours are convenient to student schedules. | 5 4 3 2 1 |
| b. The libraries provide sufficient materials to support classroom assignments. | 5 4 3 2 1 |
| c. Program assignments require the use of library references, journals, textbooks and electronic media. | 5 4 3 2 1 |
| 5. Student Instructional Support Services (Tutors, Computer Lab, etc.): | |
| a. Tutorial assistance is available when needed. | 5 4 3 2 1 |
| b. Audiovisual and computer equipment are available to students for class assignments and activities. | 5 4 3 2 1 |
| c. Computer resources are adequate to support the curriculum. | 5 4 3 2 1 |
| 6. Five being excellent, rate the OVERALL quality of the resources supporting the program | 5 4 3 2 1 |

How long have you been a student in the program:

Based on your experience, which program resources provided you with the most support?

Why? _____

Thank you!

Date: _____

STUDENT'S EVALUATION OF EXTERNSHIP SITE

Prince George Community College
Medical Assisting Program

This survey is designed to help program faculty determine the appropriateness of individual externship sites. All data will be kept confidential and will be used for program evaluation purposes only.

Name of Externship Site: _____

Instructions: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

N/A = not applicable

At this externship site, I was:

1. Provided orientation to the office/facility.	5	4	3	2	1	N/A
2. Assigned to a supervisor/preceptor who actively participated in my learning experience.	5	4	3	2	1	N/A
3. Allowed to perform the entry-level skills I had learned in school.	5	4	3	2	1	N/A
4. Given the opportunity to perform administrative skills.	5	4	3	2	1	N/A
5. Given the opportunity to perform clinical skills.	5	4	3	2	1	N/A
6. Adequately supervised and informed of whom to ask for help if I needed it.	5	4	3	2	1	N/A
7. Treated respectfully by healthcare providers and other staff.	5	4	3	2	1	N/A
8. Provided with adequate personal protective equipment (e.g. gloves) to protect my health and safety.	5	4	3	2	1	N/A
9. Provided the opportunity to communicate with:						
a. patients/clients/family members	5	4	3	2	1	N/A
b. physicians/health care professionals	5	4	3	2	1	N/A
c. staff and co-workers	5	4	3	2	1	N/A
d. supervisory personnel	5	4	3	2	1	N/A
10. Not used to replace paid employees.	5	4	3	2	1	N/A
11. Provided regular constructive verbal feedback by supervisor.	5	4	3	2	1	N/A
12. Provided a final written performance evaluation.	Yes				No	

Were you asked to perform any skills that for which you were not prepared by your medical assisting program? _____ If yes, please identify: _____

Would you recommend this site for future medical assisting students? _____ Why? _____

What part of the externship experience did you like best/or least: _____

Date _____

Source: AAMA.org

GRADUATE SURVEY

Prince George's Community College
Medical Assisting Program

The primary goal of a Medical Assisting Education program is to prepare each graduate to function as a competent Medical Assistant. This survey is designed to help program faculty determine their program's strengths and those areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only.

BACKGROUND INFORMATION:

Job Title: _____ If not working, what are you doing? _____

Current Salary (optional): _____

Place of employment: _____

Length of employment at time of survey: _____ years and/or _____ months

Name of graduate (Optional): _____

Certification/Registration Status (check all that apply): _____ CMA (AAMA) _____ RMA (AMT)

Instructions: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

N/A = not applicable

Cognitive Domain:

The program:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Helped me to acquire the medical assisting knowledge appropriate to my level of training. | 5 | 4 | 3 | 2 | 1 |
| 2. Prepared and encouraged me to apply for and pass my professional credentialing exam. | 5 | 4 | 3 | 2 | 1 |
| 3. Prepared me to collect patient data effectively. | 5 | 4 | 3 | 2 | 1 |
| 4. Prepared me to perform appropriate diagnostic and medical procedures. | 5 | 4 | 3 | 2 | 1 |
| 5. Prepared me to use sound judgment for functioning in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 6. Prepared me to perform all clinical skills appropriate to entry level medical assisting. | 5 | 4 | 3 | 2 | 1 |
| 7. Prepared me to perform all administrative skills appropriate to entry level medical assisting. | 5 | 4 | 3 | 2 | 1 |

Affective Domain:

The program:

- | | | | | | |
|--|---|---|---|---|---|
| 8. Prepared me to communicate effectively in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 9. Prepared me to conduct myself in an ethical and professional manner. | 5 | 4 | 3 | 2 | 1 |
| 10. Prepared me to manage my time efficiently while functioning in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 11. Please rate and comment on the OVERALL quality of your preparation | 5 | 4 | 3 | 2 | 1 |

Please provide comments and suggestions that would help to better prepare future graduates. _____

Thank you

Date: _____

Prince George's Community College
Medical Assisting Program

Name of Practicum Student Being Evaluated: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree
N/A = Not available at this site

Student extern was able to perform the following tasks to a satisfactory level of competence:

Anatomy & Physiology						
Psychomotor Domain						
1. Obtain vital signs	5	4	3	2	1	N/A
2. Perform venipuncture	5	4	3	2	1	N/A
3. Perform capillary puncture	5	4	3	2	1	N/A
4. Perform pulmonary function testing	5	4	3	2	1	N/A
5. Perform electrocardiography	5	4	3	2	1	N/A
6. Perform patient screening using established protocols	5	4	3	2	1	N/A
7. Select proper sites for administering parenteral medication	5	4	3	2	1	N/A
8. Administer oral medications	5	4	3	2	1	N/A
9. Administer parenteral (excluding IV) medications	5	4	3	2	1	N/A
10. Assist physician with patient care	5	4	3	2	1	N/A
11. Perform quality control measures	5	4	3	2	1	N/A
12. Perform CLIA waived hematology testing	5	4	3	2	1	N/A
13. Perform CLIA waived chemistry testing	5	4	3	2	1	N/A
14. Perform CLIA waived urinalysis	5	4	3	2	1	N/A
15. Perform immunology testing	5	4	3	2	1	N/A
16. Screen test results	5	4	3	2	1	N/A
Affective Domain						
1. Apply critical thinking skills in performing patient assessment and care	5	4	3	2	1	N/A
2. Use language/verbal skills that enable patients' understanding	5	4	3	2	1	N/A
3. Demonstrate respect for diversity in approaching patients and families	5	4	3	2	1	N/A
Applied Mathematics						
Psychomotor Domain						
1. Prepare proper dosages of medication for administration	5	4	3	2	1	N/A
2. Maintain laboratory test results using flow sheets	5	4	3	2	1	N/A
3. Maintain growth charts	5	4	3	2	1	N/A
Affective Domain						
1. Verify ordered doses/dosages prior to administration	5	4	3	2	1	N/A
2. Distinguish between normal and abnormal test results	5	4	3	2	1	N/A
Applied Microbiology/Infection Control						
Psychomotor Domain						
1. Participate in training on Standard Precautions	5	4	3	2	1	N/A
2. Practice Standard Precautions	5	4	3	2	1	N/A
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations	5	4	3	2	1	N/A
4. Perform hand washing	5	4	3	2	1	N/A
5. Prepare items for autoclaving	5	4	3	2	1	N/A

6. Perform sterilization procedures	5	4	3	2	1	N/A
7. Obtain specimens for microbiological testing	5	4	3	2	1	N/A
8. Perform CLIA waived microbiology testing	5	4	3	2	1	N/A
Affective Domain						
1. Display sensitivity to patient rights and feelings in collecting specimens	5	4	3	2	1	N/A
2. Explain the rationale for performance of a procedure to the patient	5	4	3	2	1	N/A
3. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed	5	4	3	2	1	N/A
Applied Communications						
Psychomotor Domain						
1. Use reflection, restatement and clarification techniques to obtain a patient history	5	4	3	2	1	N/A
2. Report relevant information to others succinctly and accurately	5	4	3	2	1	N/A
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations	5	4	3	2	1	N/A
4. Explain general office policies	5	4	3	2	1	N/A
5. Instruct patients according to their needs to promote health maintenance and disease prevention	5	4	3	2	1	N/A
6. Prepare a patient for procedures and/or treatments	5	4	3	2	1	N/A
7. Demonstrate telephone techniques	5	4	3	2	1	N/A
8. Document patient care	5	4	3	2	1	N/A
9. Document patient education	5	4	3	2	1	N/A
10. Compose professional/business letters	5	4	3	2	1	N/A
11. Respond to nonverbal communication	5	4	3	2	1	N/A
12. Develop and maintain a current list of community resources related to patients' healthcare needs	5	4	3	2	1	N/A
13. Advocate on behalf of patients	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate empathy in communicating with patients, family and staff	5	4	3	2	1	N/A
2. Apply active listening skills	5	4	3	2	1	N/A
3. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff	5	4	3	2	1	N/A
4. Demonstrate awareness of the territorial boundaries of the person with whom communicating	5	4	3	2	1	N/A
5. Demonstrate sensitivity appropriate to the message being delivered	5	4	3	2	1	N/A
6. Demonstrate awareness of how an individual's personal appearance affects anticipated responses	5	4	3	2	1	N/A
7. Demonstrate recognition of the patient's level of understanding in communications	5	4	3	2	1	N/A
8. Analyze communications in providing appropriate responses/ feedback	5	4	3	2	1	N/A
9. Recognize and protect personal boundaries in communicating with others	5	4	3	2	1	N/A
10. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status	5	4	3	2	1	N/A
Administrative Functions						
Psychomotor Domain						
1. Manage appointment schedule, using established priorities	5	4	3	2	1	N/A
2. Schedule patient admissions and/or procedures	5	4	3	2	1	N/A
3. Organize a patient's medical record	5	4	3	2	1	N/A
4. File medical records	5	4	3	2	1	N/A

5. Execute data management using electronic healthcare records such as the EMR	5	4	3	2	1	N/A
6. Use office hardware and software to maintain office systems	5	4	3	2	1	N/A
7. Use internet to access information related to the medical office	5	4	3	2	1	N/A
8. Maintain organization by filing	5	4	3	2	1	N/A
9. Perform routine maintenance of office equipment with documentation	5	4	3	2	1	N/A
10. Perform an office inventory	5	4	3	2	1	N/A
Affective Domain						
1. Consider staff needs and limitations in establishment of a filing system	5	4	3	2	1	N/A
2. Implement time management principles to maintain effective office function	5	4	3	2	1	N/A
Basic Practice Finance						
Psychomotor Domain						
1. Prepare a bank deposit	5	4	3	2	1	N/A
2. Perform accounts receivable procedures, including:						
a. Post entries on a daysheet						
b. Perform billing procedures						
c. Perform collection procedures						
d. Post adjustments	5	4	3	2	1	N/A
e. Process a credit balance						
f. Process refunds						
g. Post non-sufficient fund (NSF) checks						
h. Post collection agency payments						
3. Utilize computerized office billing systems	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients	5	4	3	2	1	N/A
Managed Care/Insurance						
Psychomotor Domain						
1. Apply both managed care policies and procedures	5	4	3	2	1	N/A
2. Apply third party guidelines	5	4	3	2	1	N/A
3. Complete insurance claim form	5	4	3	2	1	N/A
4. Obtain precertification, including documentation	5	4	3	2	1	N/A
5. Obtain preauthorization, including documentation	5	4	3	2	1	N/A
6. Verify eligibility for managed care services	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate assertive communication with managed care and/or insurance providers	5	4	3	2	1	N/A
2. Demonstrate sensitivity in communicating with both providers and patients	5	4	3	2	1	N/A
3. Communicate in language the patient can understand regarding managed care and insurance plans	5	4	3	2	1	N/A
Procedural and Diagnostic Coding						
Psychomotor Domain						
1. Perform procedural coding	5	4	3	2	1	N/A
2. Perform diagnostic coding						
Affective Domain						
1. Work with physician to achieve the maximum reimbursement	5	4	3	2	1	N/A
Medical Law and Ethics						
Legal Implications						
Psychomotor Domain						
1. Respond to issues of confidentiality	5	4	3	2	1	N/A
2. Perform within scope of practice	5	4	3	2	1	N/A

3. Apply HIPAA rules in regard to privacy/release of information	5	4	3	2	1	N/A
4. Practice within the standard of care for a medical assistant	5	4	3	2	1	N/A
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures	5	4	3	2	1	N/A
6. Complete an incident report	5	4	3	2	1	N/A
7. Document accurately in the patient record	5	4	3	2	1	N/A
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate sensitivity to patient rights	5	4	3	2	1	N/A
2. Demonstrate awareness of the consequences of not working within the legal scope of practice	5	4	3	2	1	N/A
3. Recognize the importance of local, state and federal legislation and regulations in the practice setting	5	4	3	2	1	N/A
Ethical Considerations						
Psychomotor Domain						
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	5	4	3	2	1	N/A
2. Develop a plan for separation of personal and professional ethics	5	4	3	2	1	N/A
Affective Domain						
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	5	4	3	2	1	N/A
2. Examine the impact personal ethics and morals may have on the individual's practice	5	4	3	2	1	N/A
3. Demonstrate awareness of diversity in providing patient care	5	4	3	2	1	N/A
Safety and Emergency Practices						
Protective Practices						
Psychomotor Domain						
1. Comply with safety signs, symbols and labels	5	4	3	2	1	N/A
2. Evaluate the work environment to identify safe vs. unsafe working conditions	5	4	3	2	1	N/A
3. Develop a personal (patient and employee) safety plan	5	4	3	2	1	N/A
4. Develop an environmental safety plan	5	4	3	2	1	N/A
5. Demonstrate proper use of the following equipment:						
a. Eyewash	5	4	3	2	1	N/A
b. Fire extinguishers						
c. Sharps disposal containers						
6. Participate in a mock environmental exposure event with documentation of steps taken	5	4	3	2	1	N/A
7. Explain an evacuation plan for a physician's office	5	4	3	2	1	N/A
8. Demonstrate methods of fire prevention in the healthcare setting	5	4	3	2	1	N/A
9. Maintain provider/professional level CPR certification	5	4	3	2	1	N/A
10. Perform first aid procedures	5	4	3	2	1	N/A
11. Use proper body mechanics	5	4	3	2	1	N/A
12. Maintain a current list of community resources for emergency preparedness	5	4	3	2	1	N/A
Affective Domain						
1. Recognize the effects of stress on all persons involved in emergency situations	5	4	3	2	1	N/A
2. Demonstrate self-awareness in responding to emergency situations	5	4	3	2	1	N/A

Comments: _____

Signature of individual completing this evaluation _____

Credentials & Title _____

Date _____ **GRADUATE**

CREDENTIALING AND NATIONAL CERTIFICATION

AMERICAN MEDICAL TECHNOLOGISTS (AMT) REGISTERED MEDICAL ASSISTANT (RMA)

Applicant shall be a recent graduate of, or be scheduled to graduate from, a medical assisting program or institution that is accredited by a recognized regional or national accreditation agency. Once a student completes their training and is ready to apply for AMT certification, they may download a copy of the AMT Medical Assistant Candidate Handbook, which provides a detailed look at the certification process. <http://www.americanmedtech.org/Certification/MedicalAssistant/ApplyforCertification.aspx>

Students may submit a Medical Assistant application by downloading document, completing the required information, and submitting to AMT. Include all pertinent documents as well as the application fee. Please note that AMT cannot begin processing until the application is complete and all documents have been received. Please note that the application fee is NON-REFUNDABLE and that an annual fee of \$50 is required to maintain certification. AMT requires 4 - 6 weeks for processing applications.

Certification eligibility criteria

- Applicant shall be of good moral character
- Applicant shall meet the following eligibility route: Medical Assisting graduate from a recognized regional or national accreditation agency: agency must be approved by the US Department of Education, the Council for Higher Education Accreditation, or otherwise approved by the AMT Board of Directors

Application Packet Includes:

- Certification Process Overview
- Instructions
- Application
- Eligibility Route

Applicant must also complete the Felony Checklist.

FREQUENTLY ASKED QUESTIONS

1. Is the PGCC Medical Assisting Program accredited?

Answer: the College is accredited by Middle States Commission on Higher Education. The Medical Assisting Program has been approved by the Maryland Higher Education Commission (MHEC)

2. When and how will the program requirements be explained to me?

Answer: The program sequencing is outlined in the college catalog, including the prerequisites. The program director meets with students at least, once per semester for advising and students may contact the program director at any time regarding questions about the curriculum.

J. David James	jamesjd@pgcc.edu	(301) 546-5244	CHS 2218
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3. What does the program cost?

Answer: The college tuition is:

- County Residents \$107 per credit hour
- Maryland Residents \$202 per credit hour
- Out-of-state residents \$304 per credit hour

Tuition based on
2019-2020 Catalog

The program is at minimum, 60 credits and the tuition cost, excluding books and uniform, is:

- County Residents \$6,420
- Maryland Residents \$12,120
- Out-of-state residents \$18,240

4. What are the health, technical, background and CPR requirements for the program?

Answer: Students must complete a health form, background check, & drug screen, meet the technical requirements, and have a current American Heart Association CPR card (see pp. 8 of the Handbook). This is stated in the college catalog, student handbook, and admissions pamphlet.

5. When I am in a course, how do I know what is expected of me?

Answer: The syllabus is the contract between the student and the instructor. Each syllabus provides the course information (course designator, section number, time/date, location), the course objectives, goals and expected learning outcomes, the competencies, and a topic outline including the dates and corresponding assignments. There is a thorough breakdown of the course work expectations, grading scale and assigned point per assignment (homework, projects, quizzes, exams, competencies). The grading policy is on page 6 of this handbook. The grading policy for the practicum is based on the Practicum Checklist and Professionalism Rubric, which is in the Practicum Handbook and given to students prior to the practicum.

6. What is a competency?

Answer: A competency is a skill or skills that are performed by the student that demonstrates the students' knowledge in that area (e.g. using the proper steps for taking a blood pressure reading).

7. What is a work product?

Answer: A work product is a tool used to ascertain the students' skill ability to perform a stated task that has a specific time frame and minimum score to pass. See page 45 in the Handbook.

8. How do I know how I am doing in a course, or the practicum?

Answer: Students may always schedule one-on-one time with the instructor, or schedule time with the program director. The program requires that students receive grades and feedback one week after assignments have been submitted to ensure the students is appraised of his/her progress.

9. Who do I talk to if I am experiencing difficulty in a course or the practicum?

Answer: Students may always schedule one-on-one time with the instructor, or schedule time with the program director.

10. Do I have the opportunity to evaluate my instructors

Answer: Students complete an evaluation for each course and lab session

