

**MODESTO JUNIOR COLLEGE
MEDICAL ASSISTING PROGRAM**



2020

STUDENT HANDBOOK

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Introduction

Welcome!

This Handbook defines the standards of conduct for students enrolled in the Modesto Junior College Medical Assisting Program. It provides an explanation of policies and procedures Medical Assisting students are expected to follow. It also answers commonly asked questions regarding the Program. It is our belief that students who understand and adhere to the policies and procedures governing their academic program are more likely to complete the Medical Assisting Program and enjoy a successful career in the medical field.

As a Medical Assisting student at Modesto Junior College, you are responsible for knowing the information contained in the Student Handbook. This Handbook is supplementary to the official College Catalog. We strongly urge each student to obtain a copy of the Modesto Junior College Catalog.

This handbook is revised regularly based on faculty and student input into our medical assisting curriculum. We welcome your suggestions for improving the usefulness and clarity of this document for you and for future students.

We hope you will make the most of your educational experience with us. Your success is our number one goal.

With congratulations and support:

Faculty and staff of the Medical Assisting Program

∞PART I∞
OVERVIEW
MEDICAL ASSISTING PROGRAM

Program Description

The Medical Assisting Program offers training in administrative (front) and clinical (back) office procedures. Upon successful completion of the curriculum, the student is eligible to take the National Certification Examination, given by the American Association of Medical Assistants (AAMA), to become a Certified Medical Assistant. For questions regarding program accreditation, certification examination dates, and the recertification process, contact the AAMA.

The Medical Assisting Program begins in the fall semester of each year. It is a full-time, two-semester, certificate program. Many of the program graduates further their education by obtaining an Associate of Science degree in Medical Assisting or Nursing.

The Modesto Junior College Medical Assisting Program is accredited by Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of
Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL, 33756
(727) 210-2350

Foundations for Clinical Practice

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in providing patient care.

Applied Communications

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in communicating effectively, both orally and in writing.

Medical Business Practices

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in the performance of medical business practices.

Medical Law and Ethics

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in providing patient care in accordance with regulations, policies, laws and patient rights

Safety and Emergency Practices

Medical assistants graduating from programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants, applying quality control measures in following health and safety policies and procedures to prevent illness and injury.

The Medical Assisting Program also prepares students for employment following program completion as entry-level medical assistants in community health care settings. The program teaches and emphasizes the mastery of entry-level competencies, and the development of professional and ethical caring behaviors in patient care.

To afford students the opportunity to apply entry-level competencies and acquire practicum experience, the Medical Assisting Program contracts with acute care and outpatient facilities in the community.

Students enrolled in the Medical Assisting Program are a diverse group. There is great variation in ethnicity, age, and life experience among students, and both male and female students are well represented in the program. Variation in learning styles and needs of individual students are therefore acknowledged by faculty. At the same time, in order to achieve expected outcomes, all students are held to program standards, expected behaviors, and ultimately, the objectives of the Medical Assisting Program.

The Medical Assisting Program of Modesto Junior College, which presented its first group of graduate in 1969, has evolved into a major MJC Allied Health program meeting a great community need for educated, qualified, and professional medical assistants. Graduate medical assistants who have completed the medical assisting program are committed professionals primarily serving the health care needs of the Central Valley population.

❧Mission❧

In accordance with the tenets of the Modesto Junior College Mission Statement, the mission of the Medical Assisting Program is to provide an excellent foundational medical assisting education, to inspire commitment to lifelong professional growth, to advance the standards and ethics of the profession of medical assisting, and to serve the health care needs of a diverse and expanding local community.

The Medical Assisting Program is sensitive and responsive to the health care needs of our community. It therefore collaborates with local agencies in educational partnerships to prepare medical assistants to practice in dynamic, challenging health care systems.

No less important than the acquisition of knowledge and skills in medical assisting education is the acceptance and development of values resulting in a professional work ethic. As we believe that respect and caring are essential behaviors in the provision of medical assisting care, it is important that these and other professional values be taught as well. The socialization of the student of medical assisting into the profession of medical assisting, then, is an educational goal of the highest order.

Our beliefs about medical assisting education also acknowledge the diversity of our student population and the uniqueness of the individual learner. We identify multiple factors in the adult learner, including learning styles, values, attitudes, culture, ethnicity, life experience, and support systems as significant characteristics to be appraised. Assessment of these factors identifies students' learning needs and goals, as well barriers to their success. We believe that sensitivity and responsiveness to the needs of individual students is a precursor to facilitating the academic success of all students.

While embracing individualism in the academic environment, successful medical assisting education must also result in measurable and consistent standards of student achievement culminating in competent entry-level practice. We believe this can best be achieved by excellence in education and a collaborative partnership between instructor and student. The instructor serves as learning facilitator, role model, support person, expert teacher, resource person, advisor, and evaluator. The student, as an adult learner, takes responsibility for learning by sustainable commitment to academic expectations, communication of learning needs, and accountability for self-behavior.

∞ *Program Goals and Objectives* ∞

Goals

To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains that address needs and/or expectations of communities of interest: students, graduates, faculty, employers, physicians, public and national standards.

To offer a medical assisting program that is recognized by our health care community for preparing well-trained, professional medical assistants.

To offer a medical assisting program that is respected by the students for the quality of education as well as the faculty's dedication to student success.

Objectives

At the completion of the Medical Assisting Program, the graduate medical assistant will be able to:

- ◆ Provide competent medical assisting care, in a variety of settings, based on the Entry-Level Competencies for the Medical Assistant.
- ◆ Take the American Association of Medical Assistants (AAMA) National Certification Examination and become a Certified Medical Assistant.
- ◆ Secure employment as a Certified Medical Assistant (CMA).
- ◆ Communicate effectively with colleagues, patients/clients and other members of the health care team.
- ◆ Establish and maintain professional working relationships with men and women from diverse backgrounds.
- ◆ Understand the legal implications of health care, and use critical thinking skills to make ethical decisions.
- ◆ Set and achieve professional goals.

*☞The Code of Ethics of the American Association of
Medical Assistants☞*

AAMA Medical Assistant Code of Ethics

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

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

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

AAMA Medical Assistant Creed

I believe in the principles and purposes of the profession of medical assisting.

I endeavor to be more effective.

I aspire to render greater service.

I protect the confidence entrusted to me.

I am dedicated to the care and well-being of all people.

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by compassion, courage and faith.

Required Medical Assisting Courses

The two semesters of the Medical Assisting Program include the following required courses:

<i>Semester</i>	<i>Course #</i>	<i>Course name</i>	<i>Units</i>
First	MDAST 320	Introduction to Medical Assisting	3
	MDAST 321	Medical Terminology	3
	MDAST 322	Medical Assisting Administrative Procedures	3.5
	MDAST 323	Medical Assisting Clinical Procedures	3
Second	MDAST 324	Introduction to Disease and Pharmacology	4
	MDAST 325	Medical Assisting Laboratory Procedures	3
	MDAST 326	Medical Assisting Practicum	7

Required Courses (Non Medical Assisting)

<i>Semester</i>	<i>Course #</i>	<i>Course name</i>	<i>Units</i>
	AP 50	Elementary Human Anatomy and Physiology	3
	ANAT 125	Human Anatomy	4
	PSYCH 51 OR PSYCH 101 OR PSYCH 141	Psychology in Everyday Life General Psychology Human Lifespan Development	3 3 3
	CCOM 100 OR CCOM 102 OR CCOM 130	Fundamentals of Public Speaking Introduction to Human Communication Intercultural Communication	3 3 3

Total medical assisting courses = 26.5 units

Total units for certificate = 35.5 – 36.5 units

(Note: This total does not take into account all units taken in preparation for any of the above listed courses or requirements. Consult the MJC college catalog for additional information on prerequisites, MJC graduation requirements.)

Course Descriptions

First Semester

MDAST 320: Introduction to Medical Assisting

3.0 Units (3 units theory)

Orientation to the medical office and the role of the medical assistant. Professional relations and communications, ethics, and legal responsibilities; history of medicine and community health care facilities.

MDAST 321: Medical Terminology

3.0 Units (theory)

Emphasizing logical and rational understanding of word parts. Covers medical terms organized according to body systems, including fundamental understanding of basic anatomy, function, diseases, and surgeries of each body system.

MDAST 322: Medical Assisting Administrative Procedures

3.5 Units (theory/lab)

Medical Assisting Administrative procedures including financial record keeping, insurance claims, banking functions, payroll and medical records. Students receive training in completing the above procedures manually and by computer.

MDAST 323: Medical Assisting Clinical Procedures

3.0 Units (theory/lab)

Clinical medical assisting skills, which pertain to preparing the patient for examination and assisting patient and physician during patient examination and treatment. The assistant must anticipate the physician's needs as to the type of examination, the specific equipment needed, and the extent of assistance required by the patient. This requires judgment based on a reasonable understanding of physical examinations, the methods and equipment used and the related role of the medical assistant.

Second Semester

MDAST 324 Introduction to Disease and Pharmacology

4.0 Units (theory/lab)

Pathogenesis and discussion of representative diseases; signs and symptoms of many major diseases and basic drugs used in treatment.

MDAST 325 Medical Assisting Laboratory Procedures

3.0 Units (theory/lab)

Introduction to laboratory procedures necessary to aid the physician, includes patient preparation for diagnostic studies, purposes, techniques, and recording of procedures commonly performed.

MDAST 326 Medical Assisting Practicum

7.0 Units (theory/clinical)

Practicum portion of the program consists of students applying their knowledge in performing administrative and clinical procedures in the practicum site. Students also receive training in taking the national certification exam and seeking employment.

∞PART II∞
GENERAL INFORMATION &
STUDENT SERVICES

General Information

Advising and counseling

The Medical Assisting Program (MAP) faculty is available during office hours or by appointment to assist students with academic or personal counseling. To keep abreast of graduation and transfer requirements, all students are advised to meet with their MJC counselor on a regular basis

Evaluations regarding student progress are scheduled each semester at the end of the semester. At other times as necessary, either a student or faculty member may request a conference regarding a student's progress.

Student line of communication

Direct communication with an individual with whom the student has a concern is emphasized as the appropriate initial action. The following line of communication offers the student a pathway to address concerns, resolve problems or questions make a request, or offer input into program policies and procedures. The student is expected to communicate in the following order with:

- ♦ The student's instructor
- ♦ Program Director
- ♦ Division Dean

Students are likewise advised to follow these formal pathways for grievance resolution. (Refer to **Student Grievance Procedures**.)

Student fees and expenses

Students are responsible for all program costs, living accommodations, and transportation to and from school and assigned practicum facilities. Practicum experience at any point in the program may require the student to travel locally or out of town. Reliable transportation is essential and the lack of it will not provide justification for special arrangements regarding clinical rotation sites.

Program costs include, but may not be limited to: tuition/fees, textbooks, uniforms, costs associated with health clearance (e.g., doctor's appointment), and supplies. Some supplies are included in material fees for MAP courses. All non-residents must comply with student requirements as outlined in the MJC catalog.

Change in name, address, and phone number

It is the student's responsibility to inform Allied Health personnel in the division office of changes affecting their student file. Any change in name, address, or telephone number must be submitted to the division office **within three (3) working days following the change**. MJC **Enrollment Services** on East Campus also needs to be notified of changes. Notifying one office does not ensure notification of the other office. The student must communicate to both Allied Health and Records.

Students are also required to designate someone to contact in case of an emergency. This information should include the name, address, and telephone number(s) of the designated person. This information should be current and on file in the division office; GH, 165.

Practicum clearances

Students are not permitted in the practicum area without full health clearance as certified by MJC Health Services. Students are expected to be responsible for promptness and completeness in meeting all health clearance criteria.

Mandatory drug screening and criminal background checks of MAP students are required for practicum clearance. In addition, Health Care Provider BLS certification is required and certification cannot lapse during the time the student is in the program.

It is the student's responsibility to follow procedures for submission of all required clearances to the designated clearance agency. **The deadline given to the student for health and other practicum clearances is non-negotiable!** Failure to comply with clearance requirements by communicated deadlines may result in failure to proceed in the MAP.

Uniform and supplies

Students in the MJC Medical Assisting Program purchase the official uniform from **Scrubs & Beyond 2225 Plaza Parkway, Modesto**. See **Student Dress and Grooming Code** for uniform description. Students are also subject to materials fees. The amount varies according to the needs of the MAP course in which the student is enrolled. Supplies that are purchased by students are used to practice and demonstrate competency with skills and procedures. Materials fees are paid by the student along with, and at the time of registration.

Textbooks

The **Pirates' Bookstore** at Modesto Junior College is operated as a service for students, faculty, staff, and the local community. The main store is located on the East Campus in the Student Center. The West Campus bookstore is located in the Mary Stuart Rogers (MSR).

Students in the Medical Assisting Program buy their books primarily at the **West Campus** bookstore site. It is advisable for students to check with the bookstore prior to the start of the semester to verify that all ordered textbooks are in stock. East Campus phone: (209) 575-6840; West Campus phone: (209) 575-6966.

Hours of operation at both bookstores are extended at the beginning of each semester. Summer hours are reduced. Exact weekly hours of operation can be obtained by calling the phone numbers above.

Students are able to get refunds for returned books during the first 5 business days of Fall and Spring semester, provided receipts are documented. During finals week of each semester, students may receive half the purchase price on books which are needed by the bookstore for the following semester. Students are able to participate in daily buy backs of books not being used in the next term through purchase by wholesale used book companies.

General student assistance

The division support staff, consisting of **Administrative Assistants** and the **Division Administrative Secretary**, is available to students who have general questions or needs. Students are also encouraged to consult with their instructors for direction and guidance. For health clearance issues, students are advised to consult with the College Health Nurse (West or East campus).

Students requiring verification of full-time student status for insurance purposes may obtain a letter from the division office upon request.

West campus services

West Campus is home to Mary Student Rogers Student Learning Center, the West Campus Library, Pirates' Bookstore, Business Services, Scholarship and Financial Aid offices, Health Services, and Campus Safety.

MJC Food Services in the Mary Stuart Rogers Student Learning Center offers meals and a small convenience store.

A shuttle transports students between East and West Campus.

Campus and classroom conduct

A climate of mutual respect and tolerance is fundamental for teaching and learning to occur. The Overriding Concerns of the Medical Assisting Program are in effect both on campus and in the practicum setting. In addition, students are expected to conform to the MJC **Student Code of Conduct** and the **Allied Health Code of Civility** at all times. Disruptive students in the classroom are subject to implementation of procedures for **Disruptive Students**.

Disrespectful, uncivil, disruptive, intimidating, or unethical behavior will not be tolerated.

Learning aids in the classroom/practicum

Personal tape recorders or other recording devices are permitted in the classroom at the discretion of the instructor presenting the lecture. Students must clarify with the instructor, prior to lecture, whether or not recording lectures is permissible. The use of calculators for exams/quizzes is also at the discretion of the instructor. The use of personal electronic devices for patient care reference in the practicum facility is at the discretion of the student's Practicum Supervisor.

Students with special needs

Students with special learning needs are responsible for communicating them to the instructor. Students with documented learning or other disabilities requiring special equipment, extra time for exams, distraction-free environment, or other accommodations **must** present the appropriate paperwork documenting the environmental modifications that are needed. In order to accommodate a student's special needs, this paperwork must be submitted to the instructor at the beginning of the semester ideally, or as soon as special accommodations have been approved and the student presents the appropriate paperwork, and **without exception**, prior to any quizzes or exams.

Students are advised to contact **Disability Services** in the **Student Services Building**, East Campus, for guidance on testing options for meeting requirements for special accommodations. Phone: (209) 575-6225.

Resources for the Medical Assisting Student

Tutoring and internet resources

Tutoring for Medical Assisting students is provided by the Medical Assisting Program Tutor. The Tutor provides individual and small group tutoring services, reviews exams with students, and offers test taking strategies. Individual and small group tutoring are also provided by MAP faculty who are available to students in office hours, or by arranged time. To ensure timely, consistent tutoring, students who feel they could benefit from this service should communicate their needs early in the semester. Students should be encouraged to meet with their instructors during office or arranged hours to discuss and identify learning needs.

A web site for medical assisting students featuring test taking tips, a sample certification-type question and other resources. Multiple web sites assist students, especially Elsevier student online resources, which are tailored to augment learning from adopted textbooks of the Medical Assisting Program.

School and community library services

The **MJC Pirates' Bookstore**, in addition to carrying required textbooks, sells optional reference resources. The **MJC Library** offers multiple resources.

Medical libraries of the community's health care facilities (DMC, MMC, EMC; SRMC) welcome student access to their resources. The **Maino Community Health Library** in Modesto (1700 McHenry Ave., Ste. 60-B) invites students to access comprehensive health information including internet services and its InfoTrac Health Reference Center computer system with printout services.
Phone: (209)523-0732.

Allied Health Skills Laboratory

The Allied Health Skills Laboratory (GH, 210) is a learning resource for students and an instructional resource for Medical Assisting Program. The Skills Lab (SL) is primarily designed to provide students with a simulated practicum environment utilizing manikins, practice equipment, audio-visual materials, and skill sets. Students are able to view the demonstration of Medical Assisting skills, practice their psychomotor skills, and demonstrate skills competency.

Instructional support for students

- ◆ Independent practice or review of practicum skills previously taught.
- ◆ Viewing of, or listening to, audio-visual materials.
- ◆ Scheduled classes which have a Skills Lab component.
- ◆ Remediation of practicum skills with Skills Lab staff upon instructor referral.
- ◆ Skills practice/testing and progression through course-related skill sets.
- ◆ Library resources.
- ◆ Small group meetings or individual appointments with course instructors.
- ◆ Independent or group studying.

Lab resources

- ◆ Manikins; models; skeleton(s).
- ◆ Patient exam tables: physician's office equipment.
- ◆ Practicum skills supplies.
- ◆ Instructional DVDs and other audio visual materials.
- ◆ Practicum simulation programs.
- ◆ Books; periodicals; journal articles.

Skills Lab rules and practices

To promote order and safety in the Skills Lab, instructors need to communicate to students conduct pertaining to laboratory use that is expected of them:

- ◆ Students are expected to respect others, follow the Code of Civility, turn off cell phones, and refrain from loud talking to keep the noise level manageable.
- ◆ To ensure safety for all, no children are allowed in the Skills Lab.
- ◆ Skills Lab equipment is to be handled with care and respect; there is no sitting or lying on the exam tables except when required for the practice or testing of a skill.
- ◆ The manikins are expensive; they are not to be abused or put on the floor.
- ◆ Wearing artificial nails has been implicated in several outbreaks of infection caused by gram-negative bacilli (a group of bacteria generally resistant to the effects of antibiotics). To promote infection control and safety in the lab, absolutely no artificial, sculptured or acrylic nails are permitted

- ◆ Nails must be short, clean, manicured, and without colored polish.
- ◆ Open-toe shoes are not permitted in the lab.
- ◆ Facial hair of male students must be clean, trimmed, and worn in a manner that will not obstruct practicum activities.
- ◆ Hair must be clean, worn off the collar, neatly controlled, and professional looking to provide protection for the student and the patient. If the student's hair is in contact with the upper back, even when pulled back in a ponytail, it must be secured on top of the head. No hats.
- ◆ Students are expected to clean up after themselves. All personal items brought into the lab are to be taken out after lab activities are completed.
- ◆ Food, drink and gum chewing are ***strictly prohibited*** in the Skills Lab. This pertains to both students and faculty.
- ◆ All equipment is to be returned to its proper place. Supplies used for practice need to be placed back neatly and completely in their containers.
- ◆ Skills Lab staff is to be notified of any faulty, broken, or missing equipment.
- ◆ ***All sharps and syringes*** remain in the Skills Lab and are returned to staff after their use. Students shall follow sign out/sign in procedures for injection supplies.
- ◆ ***All*** injuries are reported to Skills Lab staff. Precautions with sharps must be observed. Bent or broken sharps are disposed of in sharps containers. In the event of a needle stick, the site is to be washed thoroughly with soap and water, the incident reported to supervising SL staff/instructor, and the student referred to the College Nurse for assessment.

An ***Injury Reporting Form*** will be completed as well as procedures for student injuries occurring on campus. (***See Procedures for Student Injuries, and Bloodborne Pathogen Exposure Policy.***)

Allied Health Computer Laboratory

The Allied Health Computer Laboratory (CL) is located in GH, 158. The Computer Lab is staffed by the Instructional Support Assistant and/or Instructional Support Technician(s) who provide students with computer assisted learning guidance and instruction.

Instructional support for students

- ♦ Completion of computer-assisted learning assignments.
- ♦ Evaluation and testing, including practice testing for certification exam.
- ♦ Programs, activities, and exercises to augment theory/practicum learning.
- ♦ Printing services.
- ♦ Student email access.

Lab resources

- ♦ Computers/monitors.
- ♦ Printers.
- ♦ Software programs.
- ♦ Clinical simulation programs.

Organization

- ♦ The management of the Allied Health Computer Laboratory (GH158) is provided by the Instructional Support Assistant, a position within the division serving students in Allied Health programs.
- ♦ In addition to the Instructional Support Assistant, staffing of the Computer Lab is provided by Instructional Support Technicians.
- ♦ Hours of operation vary from semester to semester. Generally, the Computer Lab is open six to eight hours daily, 5 days per week (Monday through Friday). Hours are posted on the outside doors of the lab.
- ♦ A record of student use of the lab is maintained by computer log on/log off procedures required of ***all*** students using the Computer Lab. Students must log on at the start of lab use, and log off at the conclusion of lab use. ***It is essential that students follow these procedures.*** Students are responsible and accountable for observing these expectations.
- ♦ Computer Lab procedures, rules, and resources are communicated to students in course orientations. Students and faculty are expected to assist in maintaining order and cleanliness of the lab after use.

Computer Lab rules and practices

To promote order and safety in the Computer Lab, instructors need to communicate to students conduct pertaining to laboratory use that is expected of them:

- ◆ All students using the lab must log on and off the Computer Lab computer to verify lab use.
- ◆ Students must observe the posted hours for open lab time.
- ◆ Instructors may reserve lab time for their classes. During reserved time, other students should respectfully observe that reserved sessions are not open lab time.
- ◆ The Computer Lab is *never* to be utilized without the presence and proper supervision of the Instructional Support Assistant or staff.
- ◆ No food, drink, or gum is allowed in the Computer Lab.
- ◆ Computer table tops are to be kept clean and free of books, binders, and personals.
- ◆ Students must report any malfunctioning computers and/or printers to Computer Lab staff.
- ◆ Students shall not attempt to fix mechanical problems with computers or printers at any time!
- ◆ The Computer Lab is used to complete assigned computer assisted instructional programs, Internet searches, word processing, and can be used to send and receive email.
- ◆ Students are not to save anything on the computer's hard drive.
- ◆ Students should check the directory of Computer Lab programs available in the lab for identification of specific lab assignments. The Instructional Support Assistant or staff should be enlisted for guidance in locating and executing programs.

☞ *General Student Services* ☜

Financial Aid

The MJC ***Financial Aid Office*** processes financial aid applications, determines eligibility, and disburses financial awards for all grants, loans, scholarships, and special aid programs. The Board of Governors Enrollment Fee Waiver Program (BOGW) waives the enrollment fee and is available for those who qualify. Certain requirements must be met by students to be eligible for financial aid. The office is located on West Campus; Yosemite Hall, 147. Phone: (209) 575-7700.

Scholarships

Students in the Medical Assisting Program may be eligible for a range of scholarships sponsored by the college or outside agencies. Information about scholarships should be disseminated to students by MAP faculty as program costs are significant and there is great student need for scholarship assistance.

MJC scholarships for eligible students help defray costs of tuition, books, and other college and program expenses. Students accepted and enrolled in the Medical Assisting Program will be considered full time for scholarship purposes only, thus making them eligible for the ***MJC Scholarship Program***. Awards range from \$200.00 to \$2000.00 per academic year, and are based on GPA, major, extra-curricular activities, and community service.

Scholarship applications are made online, and are due on the Friday of finals week. Due to the high volume of applications toward the deadline date, scholarship applications will receive priority consideration the earlier they are submitted. Students can access www.mjc.edu, click on financial aid, then on scholarships. The instructions here for submitting a scholarship need to be read and followed to prevent errors and invalidation of an application; then the link to scholarship applications is clicked.

For more information on the MJC Scholarship Program, application instructions, deadlines, and eligibility questions, faculty and staff are directed to Melissa Clark in the ***Scholarship Office***, West Campus; Yosemite Hall, 163. Phone: (209) 575-7715.

Health Services

College Health Services are on both East and West campuses, with RNs providing first aid, confidential counseling on communicable diseases, family planning, nutrition, exercise and weight management, and all aspects of personal health. Health Services provides vision and hearing screening, blood pressure monitoring, tuberculosis screening, pregnancy testing, and immunizations. Additional confidential services include a weekly ***Doctor Clinic***, and referrals for mental health services.

Medical Assisting students receive official health clearance from the College Health Nurse prior to practicum rotations. East Campus Health Services is located in Morris Memorial, 108. West Campus Health Services is located in Yosemite Hall, 114. Phone: (209) 575-6037 (East Campus); Phone: (209) 575-6360 (West Campus).

Disability Services

Disability Services at MJC provides a system of support services and classes available to students with verified disabilities. Disability Services is designed to meet the individual needs of students, allowing them an equal opportunity to benefit from their educational experiences. Support may include assistance with planning programs, priority registration, in-class aides, reader services, note-taking services, sign language interpreting, testing accommodations, and assistance with alternate media.

Disability Services is located on East Campus; **Student Services Building**, Main Office & Alternate Media, 112. Phone: (209) 575-6225.

Library

East and West Campuses offer library services. Library services can also be accessed through the MJC Library web site. The library's collection includes books, magazines, newspapers, journals, DVDs, eBooks, and a variety of online research data bases. MJC students have access to research materials via the library's interlibrary loan service, including non-YCCD libraries.

Campus library services include individual reference services, class instruction on library research methods, computer labs, copy machines, study space for individuals and groups, and course textbook reserves. Off-campus library services include access to numerous research sources, including article data bases, subject-specific research guides, and eBooks. Reference librarians are available for assistance via email or phone. Drop-in research workshops are offered each semester.

Library locations: East Campus; MJC Library. Phone: (209) 575-6235, and West Campus; Yosemite Hall, 235. Phone: (209) 575-7761.

Emergency Locating Service

The Emergency Locating Service offers students the ability to leave an MJC telephone number with family members, child care provider, or employers in case of an emergency. In an emergency, the Locating Service "tells" MJC where the student should be, and a staff member is dispatched to contact the student in his/her class.

To be part of the Emergency Locating Service, a student must complete an **Emergency Locating Service Form** which indicates the location and time of each class. Forms must be updated each semester, and without one on file, a message cannot be delivered to a student. Forms are available in **Student Development & Campus Life** in the Student Center, East campus. Phone: (209) 575-6700.

∞PART III∞
HEALTH & SAFETY POLICIES

☞*Health & Safety Policies: Overview*☞

The Medical Assisting Program is committed to promoting wellness and self-care in its students for both their health and the protection of their patients. Medical Assisting students should be in optimal physical and emotional health in the practicum setting to ensure safe and effective care of patients.

A physical examination, health history, positive titers/immunizations, tuberculin skin tests (TST), and drug screen are health clearance criteria required of all entering students. Documentation of updates on these requirements is strictly enforced.

Students who experience illness, injury, surgery, or become pregnant during the program are advised to place self-care as a priority. The student must seriously consider the prudence of continuing in the program while the condition exists and should consider withdrawal from the program with possible re-entry at a later date. If the student is returning to practicum after an injury, pregnancy, serious illness, or surgery, or if a pregnant student opts to remain in the program while pregnant, a **Release of Liability Form** and a **Health Release Form** must be signed by the student and be on file. The student's physician must sign the **Health Release Form**. ***All*** students upon entering the program sign the **Release of Liability Form**.

Students re-entering the medical assisting program within six months, or one semester of exiting, do not have to provide a new health history, but are required to update the existing one as necessary. All health history, TST, and immunization clearances are determined and granted by the MJC Health Nurse in college **Health Services**.

Students and faculty are expected to follow Standard Precautions, abide by the infection control policies and procedures of both the Medical Assisting Program and the practicum sites utilized in the program, and observe the practicum illness restriction policy of the program. Students who experience significant disruptions in physical or mental health, function, or mobility may be required to withdraw from a course. Chemically or mentally impaired students are subject to **Procedures for the Impaired Student**.

Finally, because medical assisting is a physically demanding profession, students are expected to have sufficient strength, mobility, and psychomotor control in order to meet the physical requirements of the program. In addition, adequate acuity of vision, hearing, tactile sensation, and olfaction the practicum setting.

❧ *Practicum Clearance Procedures* ❧

Students will not be permitted to participate in practicum rotations without complete and accurate documentation of health, antibody titer/immunization, drug screen, background, and Basic Life Support (BLS) clearances by due dates. Practicum clearances are mandatory and deadlines are not negotiable. MJC Health Services grants health clearances. Criteria and timelines for Medical Assisting students are outlined here.

MJC Health Services web site:

<https://www.mjc.edu/studentservices/healthservices/alliedhealth.php>

Health Clearance Requirements

- ◆ Completion of the procedural steps for Allied Health Clearance as outlined by Health Services. Students are advised to find directions on <https://www.mjc.edu/studentservices/healthservices/alliedhealth.php> . Forms can be downloaded and completed for the Allied Health Clearance procedure. Health Clearance consists of TB clearance, titers/immunizations, and a physical examination according to the following standards:
- ◆ **Tuberculosis (TB) Standard Requirement**
 - ❖ **2 Step TST (Tuberculin Skin Test) OR Quantiferon TB GOLD BLOOD TEST.**
 - ❖ If positive results on TST **or** Quantiferon TB Gold Blood Test, a chest x-ray report with a written comment indicating no disease present is required.
 - ❖ **2 Step TST (Tuberculin Skin Test)**
The 1st step TST is administered and read 48-72 hours later. If the 1st step TST result is negative, the 2nd step TST should be administered at least 7 days after the 1st TST result was **READ**. The 2nd TST is read 48-72 hours after it is placed.
 - ❖ **If proof of a negative TST within the last year, student may only need one more TST to complete the two-step process. Contact Health Services for more information.**
 - ❖ **NOTE: Two-step TSTs MUST be completed before receiving any live-virus vaccinations such as Influenza Mist, MMR, and/or Varicella.**
If TST is positive, a chest x-ray report with a written comment indicating no disease present **OR** a Public Health Department Clearance is required.

❖ **QuantiFERON TB Gold Blood Test**

A blood test drawn at the lab. If results are positive, a chest x-ray report with a written comment indicating no disease present **OR** a Public Health Department Clearance is required.

♦ **Varicella Standard Requirement**

- ❖ A positive antibody titer for Varicella (**lab report required**).
- ❖ An immunization series in process for Varicella is acceptable as long as it is up to date and is followed by a titer (the titer cannot be drawn sooner than 30 days following the last shot) with positive results.
- ❖ If the titer is equivocal, student must receive 1 booster shot and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive results.
- ❖ If the titer is negative, student must complete Varicella vaccine series and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive results.

♦ **Tetanus, Diphtheria, & Pertussis (Tdap) Standard Requirement**

- ❖ Documentation of a Tdap booster within the past 10 years.
- ❖ Tetanus vaccination **MUST** be Tdap to meet requirement.
- ❖ A Td, DT, or DTaP immunization **DOES NOT** meet this requirement.

♦ **Measles, Mumps, & Rubella (MMR) Standard Requirement**

- ❖ A positive antibody titer for MMR (**lab report required**).
- ❖ An immunization series in process for MMR is acceptable as long as it is up to date and is followed by a titer (the titer cannot be drawn sooner than 30 days following the last shot) with positive results.
- ❖ If the titer is equivocal, student must receive 1 booster shot and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive results.
- ❖ If the titer is negative, student must complete MMR vaccine series and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive results.

♦ **Influenza Standard Requirement**

- ❖ Documentation of a flu vaccination administered during the current flu season.

♦ **Hepatitis B Standard Requirement**

- ❖ A positive antibody titer for Hepatitis B (**lab report required**).
- ❖ An immunization series in process for Hepatitis B is acceptable as long as it is up to date and is followed by a titer (the titer cannot be drawn sooner than 30 days following the last shot) with positive results.
- ❖ **If the titer is negative AND proof of three vaccinations**
 - ♦ **is provided by student**, student must receive 2 booster shot and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive **or** negative results (**lab report required**).
 - ♦ **is not provided by student**, student must complete Hepatitis B series of 3 vaccinations and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the last booster shot) with positive results. ***If the 2nd titer is negative***, student must receive 1 booster shot and repeat a 3rd titer (the 3rd titer cannot be drawn sooner than 30 days following the last booster shot) with positive **or** negative results (**lab report required**).
- ❖ **If the titer is equivocal**, student must receive 1 booster shot and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster shot) with positive results.

♦ **Physical Examination Standard Requirement**

- ❖ Student needs to provide physical exam form completed and signed on a school form by a physician, physician assistant, or nurse practitioner. An NPI# **must** accompany the medical professional's signature.

Standard Precautions

Standard Precautions and Body Substance Isolation (BSI) are infection control guidelines recommended by the Centers for Disease Control and Prevention (CDC) and are designed to protect both healthcare workers and patients. These guidelines apply to all patients regardless of their diagnosis, and must be followed by all Modesto Junior College Medical Assisting students and faculty.

Standard precautions and BSI require the use of barrier devices to prevent transmission of bloodborne diseases, such as Human Immunodeficiency Virus (HIV), Hepatitis B, and Hepatitis C. Barrier devices are not limited to secretions associated with the transmission of bloodborne diseases, but include all potentially infectious substances, such as fluid contaminated with blood, semen, vaginal secretions, cerebral spinal fluid (CSF), synovial, pleural, peritoneal, pericardial, and amniotic fluids. Urine, feces, emesis, and moist mucous membranes, etc. also require the use of a barrier device.

Personal Protective Equipment (PPE) should be used to create a barrier when contact with blood or body fluids is anticipated, rather than with the presumed diagnosis of infection. PPE consists of, but is not limited to, gloves, lab coats, gowns, shoe covers, goggles, glasses with side shields, masks, and resuscitation bags. Some form of PPE is indicated for all patients who potentially have an infection that can be transmitted to others.

Hand hygiene is a general term that applies to hand washing, antiseptic hand wash, antiseptic hand rub, or surgical hand antisepsis. Because contaminated hands cause the transmission of infection, hand hygiene is an essential responsibility of all health care workers.

Hand washing still maintains its place as the most important and effective infection control measure. Alcohol-based hand antiseptics for reducing bacterial counts on the hands offer an alternative to traditional hand washing that is highly effective. Critical elements for these procedures include:

- ❖ Hand washing with antimicrobial soap using warm water; rubbing hands together vigorously to form lather and friction for **at least 15 seconds**; this method should be used when hands are visibly dirty or soiled with blood or other body fluids, contaminated with proteinaceous material, after exposure to patients with spore-forming organisms such as *Clostridium difficile*, before and after eating, and following the use of the restroom.

- ❖ Hand hygiene using alcohol-based antiseptic hand rub, foam, or gel; rubbing hands together with ample amount of product covering all surfaces until alcohol dries; this method should be used before and after direct patient contact, before applying sterile gloves, prior to invasive procedures, after contact with patient's intact skin, inanimate objects near patients, and after removing gloves.

The incidence of needle stick injuries is reduced by the use of needleless devices, safety syringes which are equipped with a plastic sheath that slips over the needle as it is withdrawn from the patient, other safe needle systems, and the immediate disposal of sharps in puncture/leak proof containers. Following the exposure control plan of the facility is essential in the event of a needle stick or other bloodborne exposure. Recapping contaminated needles should not be done; if a rare circumstance involves this situation, facility policy and procedure for safe disposal must be followed.

Dressings and disposable equipment that have been contaminated with blood or body fluids should be discarded into biohazard containers (red bags) according to facility policy.

☞ *Procedures for Student Injuries* ☞

The procedures below are followed in the event of a student injury or exposure in the practicum setting, Skills Lab, or other location on or off campus. Use of appropriate documentation and procedural steps are imperative for all student injuries.

Procedures for student injuries occurring in the practicum setting

- ◆ Following the injury, the student may be seen in the ER of the facility ***if it is a life threatening*** injury. If the injury represents an emergency and occurs at a non-acute care clinical site, call 911 and seek emergency treatment immediately. Follow up evaluation and treatment:
 - 1) For ***MJC area*** students, follow up care is at Sutter Gould Medical Foundation-Occupational Medicine located at 600 Coffee Road, Modesto.
- ◆ For ***non-life threatening*** injuries, ***MJC area*** students are to be directed to Sutter Gould Medical Foundation-Occupational Medicine located at 600 Coffee Road, Modesto.
- ◆ The Practicum Coordinator and the injured student shall immediately call the injury hotline at **1-877-854-6877** to report the injury to the Company Nurse. The nurse will assist and advise the student with his or her medical needs and expedite claims processing. The **COMPANY NURSE** hotline is available 24 hours per day, 7 days per week.
- ◆ After reporting the injury to the Company Nurse via the injury hotline, this agency will notify and forward the report to the YCCD Benefits Office.
- ◆ YCCD Benefits will forward a copy of the injury report to the Allied Health Division Dean.
- ◆ YCCD Benefits will mail the ***Employee's Claim for Workers' Compensation Benefits, DWC Form 1*** to the student to complete and return to YCCD Benefits.
- ◆ ***YCCD Benefits Office***: (209) 575-6547 or (209) 575-6919.
Sutter Gould Occupational Medicine: (209) 521-6038

Procedures for student injuries occurring on campus

- ◆ Students who incur an exposure, needle stick, or other injury in the Skills Lab or elsewhere on campus are advised to report the incident to the supervising faculty or staff ***at the time of the incident*** for assessment and treatment. (Refer to ***Bloodborne Pathogen Exposure Policy*** for procedures specific to this type of injury.)
- ◆ ***Health Services*** is available for evaluation/treatment of injuries. For life-threatening emergencies, call 911. (Refer to ***MJC Emergency Procedures*** for further information.)
- ◆ MJC faculty/staff are to contact Campus Safety at **(209) 575-6351** in the event injury is related to any hazardous situations.
- ◆ The supervising instructor fills out an ***Injury Reporting Form***. The student completes the top section. The instructor or college staff fills out the bottom section of the form. The student should be provided with an Accident Insurance Plan pamphlet, available in Health Services or the division, or online.
- ◆ The Injury Reporting Form is then forwarded to Health Services, East Campus; MM, 108.
- ◆ If the student refuses to fill out the Injury Reporting Form or go to Health Services as advised, the instructor/staff should fill out the form, check the “treatment refused” box, print the student’s name on the form, and sent the form to Health Services.
- ◆ Students covered by insurance requiring follow-up will need to obtain medical treatment as specified by the rules of their plan including using specified facilities. Students’ private insurance will be the primary insurance in ***all*** situations. All students requiring follow-up medical care must complete a ***Claim Form*** in addition to the Injury Reporting Form. Contact Health Services for additional instructions.

*For more information, contact **Health Services**:
(209) 575-6037 (East Campus)
(209) 575-6360 (West Campus)*

☞ Bloodborne Pathogen Exposure Policy ☞

In the event a student sustains a bloodborne exposure through a contaminated needle stick or body fluid contact, the following measures are to be taken. Exposure is defined as “eye, mouth or other mucous membrane, nonintact skin or parenteral contact with blood as a result of practicum duties in the health care setting, or on campus during laboratory learning activities.”

Immediate measures

- ◆ Exposed area washed or flushed immediately with water and available soap; in case of sensitive mucous membrane (eyes, mouth) normal saline or water used.
- ◆ Verbal report to MJC faculty by student, to determine extent of exposure and to complete required paperwork (Refer to **Procedures for Student Injuries.**)
- ◆ Faculty assessment of student and referral: ER if emergency intervention is required; referral to College Health Nurse if incident is minor and occurs on campus. Follow-up care for off-site exposures in practicum setting is with MJC ***Workers’ Compensation*** providers.

MJC area students:

- ❖ Sutter Gould Medical Foundation, Occupational Medicine
600 Coffee Road
Modesto, CA 95355; Phone: (209) 521-6038

Follow-up (*Sutter Gould Medical Foundation protocol*).

- ◆ Acute Hepatitis Panel.
- ◆ Hepatitis B Surface Antibody Test: Quantitative.
(If not immune, repeat immunization within 7 days.)
- ◆ HIV test.
Low risk: Repeat HIV and Hepatitis C Antibody Test in 6 months.
High risk: Repeat HIV and Hepatitis C Antibody Tests in 6, 12, and 24 weeks.
- ◆ Td: 0.5 cc (if needed).
- ◆ Blood is drawn from the source to perform an acute Hepatitis Panel and HIV test. If donor is known to be HIV positive, start post-exposure prophylaxis within 24 hours of exposure. An Infectious Disease Specialist is consulted if needed.
- ◆ Student counseling for prevention of transmission of Hepatitis B, C, and HIV.

✧ *Practicum Illness Policy* ✧

To prevent additional health risks to patients and to promote student health, restriction of participation in the practicum component of a medical assisting course may be necessary. These guidelines govern practicum participation restriction due to illness:

- ◆ Students are responsible for reporting any illness that they have, or may have been exposed to, to their Practicum Coordinator and must stay out of the practicum setting. The Coordinator may send a student home if presenting to practicum with a condition prohibiting practicum participation.
- ◆ Faculty may request a physician clearance on a student returning after a reported illness. Contact with patients in the practicum setting may be restricted until clearance is obtained.
- ◆ Students are expected to remain out of the practicum area if they have any of the following:
 - ◆ Fever (temperature greater than 101° F.).
 - ◆ Gastroenteritis (stomach/intestinal flu).
 - ◆ Upper or lower respiratory infection (including cold, flu, acute bronchitis, or other communicable respiratory infection).
 - ◆ Open, draining lesion(s) or skin condition that has the potential for harboring or being colonized with pathogenic microorganisms.
 - ◆ A known exposure to Varicella (chickenpox) in a student who has not had a clinical case of it, or who has a negative Varicella Zoster IgG Titer from the 10th – 21st day following exposure.
 - ◆ Herpes simplex lesions for students working in practicum areas involving newborns, oncology patients, or other immuno-compromised patients.
 - ◆ Conjunctivitis (“pink eye”); restriction from practicum participation until 24 hours after administration of antibiotic eye drops, or as long as excessive drainage of eyes or redness continues without signs of improvement.
- ◆ Failure of students to observe the Practicum Illness Policy constitutes Physical Jeopardy to patients and warrants a Student Contact Sheet, or Practicum Probation and Improvement Contract as determined by the Practicum Coordinator.

☞ *Procedures for the Impaired Student* ☞

Impairment or impaired practice occurs when alcohol, drugs, and/or mental illness interfere with the student medical assisting's judgment, cognitive, interpersonal and/or psychomotor skills so that the student is unable to function safely in a professional role. The medical assisting faculty of Modesto Junior College recognizes the following:

Medical Assisting Faculty position

- ◆ Chemical dependency, including alcoholism, drug abuse or addiction, and mental illness are diseases that require treatment.
- ◆ People suffering from chemical dependency or mental illness often deny the problem.
- ◆ If left untreated, these problems may jeopardize patient health and safety, as well as the health and safety of the individual.
- ◆ Personal and physical problems involving these diseases affect both practicum and academic performance.
- ◆ To maintain patient welfare and safety, it is imperative that any faculty, staff, or practicum facility employee who detects a chemical dependency problem or mental health disorder in a student take appropriate action.
- ◆ Medical assisting students who develop these diseases can be helped to recover and must identify their personal responsibility in voluntarily seeking treatment and recovery.
- ◆ Confidential handling of the diagnosis and treatment of these diseases is essential.
- ◆ Patient safety is the paramount and overriding concern in dealing with issues of student chemical dependency or mental illness.

Signs and behaviors of impairment

- ◆ Signs and behaviors which may indicate chemical or mental impairment and pose a real or potential danger to patients, self, or others include:
- ◆ Physical signs: smell of alcohol on the breath, altered gait, slurred speech, evidence of track marks, dilated or constricted pupils, unexplained red eyes, runny nose, diaphoresis, pallor, deterioration of physical appearance and grooming, wearing of sunglasses indoors, long sleeve attire in hot weather.
- ◆ Impaired judgment.
- ◆ Mental or emotional signs/symptoms: labile attitude, mood swings, emotional outbursts, change in alertness, inability to concentrate, sleepiness/report of sleeplessness, disorientation.
- ◆ Disruptive behavior, inappropriate behavior, change in behavior over time
- ◆ Unsatisfactory clinical or theory preparation and/or performance.
- ◆ Inconsistent behavior patterns.
- ◆ Dropping or failing grades.
- ◆ Inconsistent academic/practicum performance.
- ◆ Inconsistent attendance.
- ◆ Long lunch breaks or frequent bathroom breaks.
- ◆ Absenteeism (especially on Mondays and Fridays).
- ◆ Poor interpersonal skills.
- ◆ Isolating behavior.
- ◆ Argumentativeness or secretiveness.
- ◆ Signs of increasing restlessness, excessive motor activity.
- ◆ Anger.
- ◆ Sadness or depression.
- ◆ Easy irritability.

- ◆ Over-sensitivity to criticism.
- ◆ Theft from employer, home, school, practicum facility.
- ◆ Dishonesty regarding behaviors.

Procedures for intervention with the impaired student

- ◆ Chemical dependency and mental illness invariably impact clinical performance and academic success. Faculty documentation of student behaviors falling below established standards of the program's academic and clinical policies is essential. Documentation tools include:
 - ◆ Faculty narrative notes.
 - ◆ Student Contact Sheet.
 - ◆ Practicum Probation Notice.
 - ◆ Practicum Performance Improvement Contract.
 - ◆ Academic Probation Notice.
 - ◆ MJC Student Conduct Report Form.

Supportive documentation in this manner is integral to the way a student with suspected chemical dependency, impairing mental problem, or any other behaviors falling below program standards is appraised of identified problems and offered resources for success. It also provides the justification in the event of ultimate student failure of a course or dismissal from the program.

- ◆ If the instructor observes a pattern of behaviors or manifestations as listed above, or identifies student behavior suspicious of chemical or mental impairment, the instructor will remove the student from the practicum or academic area to a private area.
- ◆ The instructor will objectively identify observed behaviors in the student, while refraining from interpretation of observations. The instructor will permit the student to provide a verbal explanation. The instructor will question the student regarding the use of any alcohol, chemicals, medications, or the existence of personal and/or mental health problems. The instructor will not employ an accusatory tone, but offer the student the opportunity to communicate problems and identify the need for help.
- ◆ Students who self-identify chemical or incapacitating mental health problems will be provided information on treatment resources by the instructor. The instructor will arrange for emergency counseling on campus as needed, and outline a student action plan. Students are expected to place self care as a priority and will be required to withdraw or will be dropped from the program until recovery or wellness is well-established. (See ***Program re-entry*** below.)

- ◆ Students who deny or resist instructor interventions for impaired behavior will be failed by the instructor when a determination is made that there is a risk to the safety of patients or others. Instructor documentation is imperative, as outlined above, and is fundamentally based on the student's failure to meet Medical Assisting Program ***Overriding Concerns***, especially as they govern Physical Jeopardy.
- ◆ The instructor will communicate and collaborate with the Program Director, and, when necessary, practicum facility staff or mentors preceptors in the implementation of procedures for impaired students.
- ◆ The instructor shall immediately dismiss a student from the practicum setting When behavior threatens patient safety. The student is subject to practicum failure and dismissal from the Medical Assisting Program. In the practicum setting, the instructor must also act in accordance with facility policies and procedures related to employee impairment as they apply.
- ◆ A documented incident of impaired behavior or a pattern of behaviors consistent with the impaired student profile presents a danger or potential danger to patients, self, and others, and may result in practicum failure and dismissal from the Medical Assisting Program.
- ◆ When behaviors consistent with impairment due to chemical dependency or mental illness result in practicum, classroom, office, or other campus location disruption, faculty shall follow procedures for ***Disruptive Students***. In conjunction with the procedural steps for handling disruptive students as outlined in this policy, faculty must also fill out the ***MJC Student Conduct Report Form*** and follow steps for its immediate distribution to the Dean of AH/FCS.
- ◆ When meeting with a student regarding issues of student conduct or impairment, faculty should alert college or facility ***Security*** for standby support in the event of student disruption or violence.
- ◆ All students are subject to the MJC ***Student Code of Conduct***. Student conduct violations include “unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code, Section 11014.5.”
- ◆ Violators of the Student Code of Conduct are subject to disciplinary action which will be administered by appropriate college personnel, which is consistent with the requirements of due process.

Program re-entry

- ♦ The student may request reinstatement in the Medical Assisting Program after a minimum of one semester, if able to provide well-documented and satisfactory evidence of treatment. To complete re-entry requirements, the student will:
 - ♦ Submit a letter to the Medical Assisting Program Director requesting re-entry to the program. This letter should include a statement of why the student believes he/she will be successful and what changes in behavior support that statement.
 - ♦ Submit a statement signed by a licensed chemical dependency or licensed mental health professional documenting evidence of:
 - ❖ For chemical impairment, successful completion of a licensed and recognized inpatient or outpatient chemical dependency treatment program, and participation in an ongoing recovery program.
 - ❖ For mental/emotional impairment, completion of mental health counseling or psychotherapy provided by a licensed psychologist, psychiatrist, or counselor resulting in improvement and stability of mental health issues.
 - ❖ Suitability and safety of the student to participate in the Medical Assisting Program.
 - ♦ Provide upon re-entry, if granted, a monthly report from a licensed chemical dependency or licensed mental health professional documenting continuing recovery. Reports are directed to the Program Director.
 - ♦ Submit a ***Health Release Form*** signed by the student's physician.
 - ♦ Follow all other procedural steps and deadlines as outlined in the ***Re-Entry Policy***.
- ♦ Re-entry is not guaranteed. The student has the burden of proof to demonstrate sufficient evidence of professional treatment and recovery and that he/she is capable of functioning in a competent and safe manner as a medical assisting student.
- ♦ Applications for re-entry are approved or denied by the MAP Re-Entry Committee, following review and evaluation on a case by case basis.
- ♦ Re-entry is contingent on space availability in the program.
- ♦ If re-entry is approved, the student re-enters with the status of probation.
- ♦ The re-entering student with a previous history of impairment while in the

program who again has a documented incident of impaired behavior, a pattern of behaviors consistent with the impaired student profile, relapses, or experiences signs and symptoms of mental illness that impairs behavior will be dismissed permanently from the Program.

(See **Re-Entry Policy** for additional re-entry criteria; See **Overriding Concerns**.)

∞PART IV∞
ACADEMIC & PRACTICUM POLICIES

❧ *Background Clearance Policy* ❧

Background

*Eligibility for participation in practicum course work of the Modesto Junior College Medical Assisting Program (MAP) is contingent upon criminal background checks in compliance with regulatory agency standards, health care agency policy and procedure. The MAP **Background Clearance Policy** addresses the following:*

- ❖ Issues concerning background **checks**, defined as the screening process and reported information.
- ❖ Issues concerning background **clearances**, defined as the background check report indicating no criminal activity history.
- ❖ Specification of the procedure for obtaining background checks.
- ❖ Results of background check by clinical agency.

The use of background checks on individuals working in practicum settings is one of the means health care agencies help ensure the protection of patients. Background checks are commonly completed on health care personnel, including students and volunteers. Current and prospective medical assisting students must at all times meet applicable practicum/agency security standards for placement in mandatory practicum rotations at assigned facilities.

Agencies which do require criminal background checks for medical assisting students may establish criteria that would exclude a student from placement at their facility. An agency may also use different criteria for accepting or rejecting medical assisting students than the criteria used for employees.

All practicum agencies contracted with the MAP require criminal background checks on all students prior to participation in the practicum component of MAP courses. Every student offered acceptance into the Medical Assisting Program will subsequently be required to submit to a criminal background screening process prior to the start of practicum rotations as a requirement for practicum participation. A history of felony conviction(s) or any bar, exclusion, or ineligibility for federal program participation could render a student ineligible for practicum placement, as determined by the practicum agencies.

Therefore, background checks are a pre-condition and requirement for MAP students prior to practicum placements. Although background checks are not a requirement for admission to the MAP, they are required for participation in mandatory practicum rotations.

Procedure for Background Check

All incoming Medical Assisting students are required to undergo a background check following acceptance into the MAP prior to their first practicum rotation date according to specified deadlines which are communicated to students on the first day of class. The initial background check, if resulting in clearance, is sufficient for practicum participation throughout the entire program, as long as there is continuous enrollment in the program. If the student's progression in the program is interrupted for longer than one semester, a new background check will be required.

The Modesto Junior College Medical Assisting Program utilizes the company to conduct student background checks. Instructions for completing the background check will be given to students on the first day of class.

The *student* is responsible for all costs associated with obtaining the background check from the company providing this service. Payment is made directly to company. The MAP does not apply for, finance, or facilitate student background checks, and is not responsible for any delays or problems with a student's application for a background check.

Student background checks, at a minimum, include investigation and verification of the following:

- ❖ Student name, including aliases (AKA).
- ❖ Social Security Number.
- ❖ Current residence.
- ❖ Previous residences (last 3 in the last 7 years).
- ❖ Sex offender registry search.
- ❖ OIG/GSA (Medicaid/Medicare Sanctioned Fraud List).
- ❖ All county criminal search.

The foregoing criteria may be expanded if additional requirements are imposed by practicum agencies at any time.

Students who have completed the process of obtaining their background check from the entity conducting the check will submit their "***Certificate of Verification***" to the MAP Administration by the specified deadline.

Students must permit the MAP to forward either copies of their ***Certificates of Verification*** of their background check ***including their shared password*** or the shared password itself to contracted practicum agencies to which they are assigned. This represents an agreement to permit the practicum agencies to access results of students' background checks. Students are informed in the written instructions for obtaining background checks that they are required to authorize MAP personnel to submit their Certified Background password to the practicum agency to which they are assigned. Students are advised to make multiple copies of their certificates for

their personal records and in the event an agency requests it. It is the ***student's*** responsibility to provide any and all documentation required to perform the background check as specified in MAP written instructions for obtaining background checks. The student must do so in a timely manner per specified deadline dates, prior to the start of course practicum rotations. If the background check deadline is not met, the student will be unable to attend or participate in the practicum component of the course. If the student cannot complete practicum expectations and meet practicum objectives within the curriculum time frame, the student will be dismissed from the MAP.

Results of Background Check by Practicum Agency

If the student cannot obtain background clearance from the practicum agency, it will not be possible to place the student in the practicum setting for their practicum rotation, which is a required component of the course/program. In the event that a student cannot obtain a background clearance, the student's space in the program will be forfeited. The student is subject to dismissal from the MAP, as he or she will be unable to complete mandatory practicum rotations.

The ***practicum agency*** determines if a student has disqualifying criminal background convictions, according to their own exclusionary criteria per agency policy. Criminal background issues which may lead to disqualification from practicum participation include, but may not be limited to, the following:

- ❖ Registered sex offenders' history.
- ❖ Felony convictions.
- ❖ Felony deferred adjudications involving crimes against persons (physical or sexual abuse).
- ❖ Misdemeanor convictions that would generally prohibit employment by the clinical agency.

Result of Exclusion by Practicum Agency

In the event a practicum agency disqualifies and excludes a student from participation in practicum rotations at their facility, the agency will notify the MAP Director who will then communicate to the student the practicum agency's action.

The matter of exclusion is between the student and the practicum agency. The MAP is in no way required to find an alternative practicum agency for the student's practicum rotation, or any other alternative in order to meet course requirements.

Confidentiality

The MAP Program forwards student passwords or Certificates of Verification to contracting practicum agencies. While the MAP maintains student records pertaining to the completion of background checks, it does not access student passwords, investigate, disclose, or query the results of criminal background checks.

Confidentiality of student information with regard to exclusion of students by a practicum agency is strictly maintained within the MAP records systems.

↻Overriding Concerns↻

Students are expected to conform to standards of behavior called “Overriding Concerns.” These behavioral expectations are in effect throughout the program. Thus, students are evaluated on them at all times, both on and off campus. Overriding Concerns represent safe, responsible, ethical, and professional medical assisting practice and assume a position of paramount importance in the Medical Assisting Program. Overriding Concerns include the following areas: Accountability; Physical Jeopardy; Emotional Jeopardy; Therapeutic Communication; Asepsis.

Accountability

Accountability is assuming responsibility for academic and clinical expectations and being answerable for one’s behavior. Accountability of the student is directed at the concerns and best interests of the patient. Accountability includes:

- ◆ Notifying the instructor in advance of unavoidable absences.
- ◆ Arriving at the practicum site at the assigned time.
- ◆ Assuming responsibility for care of assigned patients.
- ◆ Reporting information about the patient’s care/condition.
- ◆ Documenting information about the patient’s care/condition.
- ◆ Being accountable for one’s own actions.
- ◆ Assuming responsibility for practice of competency skills in related courses.
- ◆ Being accountable for knowledge/skills acquired in previous and current courses.
- ◆ Communicating with staff, instructors, and students in a manner that contributes to safe practice and a non-threatening learning environment.
- ◆ Showing evidence of preparation for practicum assignments.

Physical Jeopardy

Physical jeopardy is any action or inaction that threatens the patient’s or self’s physical well-being. Physical jeopardy includes both behaviors that harm the patient/self or place the patient/self at *risk* of physical injury, illness, or a complication of an existing problem. Critical elements that protect the patient and self from physical jeopardy include:

- ◆ Protecting the patient/self by utilizing principles of body mechanics.
- ◆ Assisting the at-risk patient.
- ◆ Identifying the patient and allergies when beginning care, and prior to procedures and medication administration.
- ◆ Observing medical/surgical asepsis.
- ◆ Failure to perform any action or inaction that threatens the client’s physical well-being.

Emotional Jeopardy

Emotional jeopardy is any action or inaction that threatens the patient's emotional well-being. Emotional jeopardy includes those behaviors that could induce or increase emotional stress. Critical elements that protect the patient from emotional jeopardy include:

- ◆ Maintaining confidentiality of all information, utilizing patient's records where seen only by authorized personnel in assigned areas.
- ◆ Providing patient privacy during care, communication, and procedures.
- ◆ Demonstrating sensitivity to the emotional needs of the patient and family.
- ◆ Employing therapeutic communication with the patient and family.

Therapeutic communication

Therapeutic communication is the utilization of techniques and principles of communication which demonstrates sensitivity, respect, and concern for patients/families, faculty, peers, and all health care professionals. Critical elements of therapeutic communication include:

- ◆ Initiating and establishing a therapeutic relationship.
- ◆ Explaining procedures to patients/others at their level of understanding.
- ◆ Forewarning patients when an action may cause discomfort.
- ◆ Using clarification and reflection in patient communication.
- ◆ Being alert to nonverbal cues and communication from patients and self.
- ◆ Communicating with respect, concern, and sensitivity.
- ◆ Demonstrating professional conduct and respect when communicating with faculty, peers, and health care professionals.

Asepsis

Asepsis includes those behaviors that utilize principles of medical or surgical asepsis. Critical elements promoting patient safety with regard to asepsis include:

- ◆ Demonstrating hand hygiene before and after patient contact, when indicated during the provision of care and procedures, and between patients.
- ◆ Confining and disposing of contaminated materials per practicum protocol in designated areas.
- ◆ Observing principles of surgical asepsis when required
- ◆ When a sterile field was required, established and maintained a sterile field for the duration of the procedure.

Overriding Concerns are incorporated into the student's practicum evaluation in every medical assisting course that has a practicum/lab component. Students must satisfactorily demonstrate the standards of care outlined in Medical Assisting Program Overriding Concerns in order to pass the course.

☞ *Allied Health Code of Civility* ☞

To ensure a learning environment that promotes respect for others, a quality education, and the safety of students, faculty, and staff:

I will...

communicate with faculty, staff, and peers in a respectful and professional manner.

be on time for class and clinical.

be prepared for class and clinical.

remain awake in class and clinical.

silence my cell phone during class and clinical.

I will not...

text message during class or clinical.

use any unauthorized electronic or communication devices during class or clinical.

conduct disruptive side conversations when an instructor or speaker is talking.

I will not engage in...

yelling.

physical or verbal abuse.

profane, foul, or inappropriate language.

threatening or intimidating behaviors.

Students, faculty and staff will be fully accountable for their behavior. If they fail to observe the Code of Civility, action will be taken according to established college and program policies.

Attendance Policy

Regular practicum and theory attendance demonstrates the level of commitment that is essential to success in the MAP and is expected of all medical assisting students. The Attendance Policy, consistent with college policy, underscores the value placed on attendance in both the classroom and practicum setting. Absences and tardiness interfere with the learning process and contribute to academic and practicum failure. The legitimacy of the reason for an absence in no way mitigates the losses incurred.

- ◆ Students are expected to be punctual and in attendance in all scheduled medical assisting classes.
- ◆ Excessive absences will result in the student being unable to meet theory and practicum learning objectives. All theory and practicum objectives must be achieved in order for a student to pass the course.
- ◆ When an instructor for a course determines that a student's absences are excessive, the instructor(s) may drop the student from the class. Any student who fails to attend class regularly will be dropped.
- ◆ Tardiness may be treated as an absence.
- ◆ It is the ***student's*** responsibility to discuss anticipated and/or extensive absences with the instructor. No absence relieves the student of the responsibility for completing all work assigned.
- ◆ If a student is absent, it is the ***student's*** responsibility to make arrangements for make-up assignments in theory. (See course syllabi of respective medical assisting courses for make-up policies for exams and quizzes.)
- ◆ If course objectives have not been met in either theory or practicum due to excessive absences, the instructor will meet with the student to prepare a ***Performance Improvement Contract*** and the student will be placed on probation. Unmet objectives and problems will be identified, and the student will be counseled regarding methods and expectations for improvement and make-up, and follow-up evaluation of performance.
- ◆ Students must meet all criteria of a ***Performance Improvement Contract*** in order to pass the course.

- ◆ Since absenteeism may affect the achievement of practicum objectives, ***all*** practicum absences must be made up. It is the ***student's*** responsibility to contact the Practicum Coordinator to make arrangements for a practicum make-up assignment. Practicum absences must be made up in the manner specified by the Practicum Coordinator and within the time frame permitted, and may include a make-up practicum day, written paper, or other activity. Any student who does not make up a practicum absence will be placed on practicum probation and/or may fail the course.
- ◆ Continued absences that are not made up or a pattern of practicum absences, even if made up, may make it impossible for achievement of practicum objectives, and may result in a practicum failure. The Practicum Coordinator is entrusted to evaluate the effect of absences on the student's practicum performance.
- ◆ If a student is going to be absent or late for a practicum assignment, it is the responsibility of the student to provide prior notice to the Practicum Coordinator and/or the practicum site. (The practicum may impose specific/additional requirements for students' reporting of absences or tardiness.) The student is expected to provide the reason for the absence/tardiness. A practicum absence should be reported at least one-half hour before the start time of the practicum assignment.
- ◆ The policy for notification of absence or tardiness in theory is determined by course instructors. Procedures for reporting absences or tardiness in theory are communicated by faculty in course orientations and in course syllabi.
- ◆ Unreported absence/tardiness, or a pattern of practicum absences will result in the student being assigned probation status. Tardiness is defined as ***any amount of time after the instructor begins a class***. Tardiness on three occasions equals one absence. This delinquency rule applies to both practicum and theory.
- ◆ Two practicum absences, including those that are the result of tardiness, may warrant practicum probation and the development of a ***Practicum Performance Improvement Contract***.
- ◆ A pattern of continuing tardiness following the development of a performance improvement contract may make it impossible for achievement of practicum objectives, and may result in a practicum failure. The Practicum Coordinator is entrusted to evaluate if the student has achieved a Satisfactory practicum grade.
- ◆ A student who does not return to theory after a scheduled or provided break or leaves early without permission is considered absent for the day.

- ♦ A student who leaves the practicum site early without notifying the practicum coordinator is considered absent for the day. Failure to report off to the instructor and staff is considered a violation of Accountability and patient abandonment.
- ♦ The instructor may require the student to provide a physician's note, jury notice, or other official documentation in explanation of absence or tardiness.

Academic Integrity Policy

The Academic Integrity Policy of the Medical Assisting Program is consistent with the Modesto Junior College Academic Integrity position as stated in the ***Student Rights and Responsibilities*** section of the MJC Catalog:

Violations of academic integrity

- ◆ The Academic Senate at MJC shares the original jurisdiction for conduct violations in the area of ***academic integrity***. Its position on academic integrity, shared by MAP faculty, is the following:

“The grading of a student’s work rests with the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates a failure to complete this most basic requirement of any course. Thus a faculty member may administer academic consequences for violating the Academic Integrity Policy ranging from partial or no credit on an exam or assignment to an F in the course. The instructor may also consider that a student’s violation of academic integrity should be a consideration for disciplinary measures, such as suspension or removal from the course or the college.”

- ◆ The Academic Integrity Policy within the Medical Assisting Program applies to ***both theory and practicum conduct***. Violations of academic integrity include, but are not limited to, the following:

- ◆ **CHEATING:**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

Misrepresenting or non-reporting of pertinent practicum information to the instructor or appropriate health care team members in either verbal communication or in documentation on the medical record.

Practicum dishonesty and other violations of integrity, including conduct extending beyond the scope of practice of the student, failure to follow agency policy and/or directives of the Practicum Coordinator, lying or misrepresentation of facts, theft, collusion, slander, or libel. Practicum dishonesty also includes unauthorized access of patients’ medical records and other violations of patient confidentiality standards, including H.I.P.A.A.

♦ **FACILITATING ACADEMIC DISHONESTY:**

Intentionally or knowingly helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

♦ **PLAGIARISM:**

The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own, without acknowledgement. This includes all group work and written assignments.

Plagiarism extends to nursing assignments, exams, quizzes, clinical prep forms, clinical work and documentation, presentations, and group projects.

Consequences

- ♦ Behavior that represents a violation of academic or practicum integrity will invoke the application of the Academic Integrity Policy and will result in sanctions as stated above, as determined by the instructor. Consequences may include dismissal of the student from the Medical Assisting Program with or without the possibility of re-entry.

Due Process

- ♦ Students shall be given notice of the violation and shall be given an opportunity to respond to the allegations. MAP students are advised to utilize the **Student Line of Communication** within the Medical Assisting Program and AH/FCS Division.
- ♦ The **MJC Student Conduct Report Form** will be filled out by the instructor.
- ♦ Program documentation tools ranging from **Student Contact Sheet** to **Probation Notice** and **Performance Improvement Contract** will be utilized with issues involving violations of academic/practicum integrity.

Student Evaluation Policy

The MAP faculty believes that evaluation of student progress is an ongoing process within which both instructor and learner assume responsibility for assessment of learning. The following standards are common to all courses in the MAP. For specific evaluation methods of individual courses, refer to medical assisting course syllabi.

- ◆ Students receive one grade for combined performance in theory and lab for core medical assisting courses.
- ◆ The minimum cumulative percentage for passing in **all** theory courses is 70%.
- ◆ Competency procedures : The student then has a maximum of three attempts to achieve a satisfactory rating by the instructor for each procedure. CAAHEP accreditation requires 100% of medical assisting graduates pass 100% of all competencies
- ◆ The grading policy requires a grade of “C” or better to progress in the Medical Assisting Program. If the student’s performance falls below a ”C”, the instructor will require a counseling session with the student and complete a Student Contact Sheet.
- ◆ If improvement does not take place, the instructor will initiate another meeting with the student and complete a Probation Notice. If improvement does not result, the student will need to repeat the course.
- ◆ Practicum evaluation uses a Pass/Fail system based on Satisfactory or Unsatisfactory performance. Students must receive a Satisfactory practicum grade to pass the course.
- ◆ Failure in practicum will result if practicum coordinator, with input from the practicum supervisor, determines that the student does not meet minimum performance criteria due to the seriousness of an incident in area of patient care and/or overriding concerns.
- ◆ The student demonstrates a pattern of unsatisfactory/unsafe behavior in the areas of overriding concerns and/or practicum performance criteria, despite guidance of the practicum coordinator and practicum supervisor.
- ◆ Students are retained and promoted in the Medical Assisting Program based on achievement of a minimum grade of 70% in a theory course, and a Satisfactory grade in the competency component of core medical assisting courses.

- ◆ To successfully complete the Medical Assisting Program, students must meet all program criteria for acceptance, progression, and program completion, Student Learning Outcomes, MAP, division, and MJC policies, and all other requirements of individual courses.
- ◆ Students may fail and be dismissed from the Medical Assisting Program for academic and practicum reasons according to established, applicable MAP policies.
- ◆ Students are graded according to the Medical Assisting Program grading system:*

<u>Theory</u>	<u>Lab & Practicum</u>
90-100% = A	Satisfactory = Pass
89-90% = B	Unsatisfactory = Fail
79-70% = C	
69-60% = D	
59-below = F	

- ◆ Instructors communicate specific evaluation methods of individual courses and include them in course syllabi. Students are oriented to general MAP evaluation procedures at the time of program admission and are expected to understand the MAP grading system and course/program evaluation methods.
- ◆ Students who fail a course may be eligible for re-entry into the MAP according to guidelines established in the ***Re-Entry Policy***. A student who has failed a course may exercise his/her due process according to procedures outlined in ***Student Grievance Procedures***.

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

Institution Name:

Student Name:

Date of Graduation:

Master Competency Checklist
2015 MAERB Core Curriculum

Psychomotor & Affective Competencies	Grade	Pass	Date	Int.
I Anatomy & Physiology				
I.P.1. Measure and record:				
a. blood pressure				
b. temperature				
c. pulse				
d. respirations				
e. height				
f. weight				
g. length (infant)				
h. head circumference (infant)				
i. pulse oximetry				
I.P.2. Perform:				
a. electrocardiography				
b. venipuncture				
c. capillary puncture				
d. pulmonary function testing				
I.P.3. Perform patient screening using established protocols				
I.P.4. Verify the rules of medication administration:				
a. right patient				
b. right medication				
c. right dose				
d. right route				
e. right time				
f. right documentation				
I.P.5. Select proper sites for administering parenteral medication				
I.P.6. Administer oral medications				
I.P.7. Administer parenteral (excluding IV) medications				
I.P.8. Instruct and prepare a patient for a procedure or a treatment				
I.P.9. Assist provider with a patient exam				

I.P.10. Perform a quality control measure				
I.P.11. Obtain specimens and perform:				
a. CLIA waived hematology test				
b. CLIA waived chemistry test				
c. CLIA waived urinalysis				
d. CLIA waived immunology test				
e. CLIA waived microbiology test				
I.P.12. Produce up-to-date documentation of provider/professional level CPR				
I.P.13. Perform first aid procedures for:				
a. bleeding				
b. diabetic coma or insulin shock				
c. fractures				
d. seizures				
e. shock				
f. syncope				
I.A.1. Incorporate critical thinking skills when performing patient assessment				
I.A.2. Incorporate critical thinking skills when performing patient care				
I.A.3. Show awareness of a patient's concerns related to the procedure being performed				
II Applied Mathematics				
II.P.1. Calculate proper dosages of medication for administration				
II.P.2. Differentiate between normal and abnormal test results				
II.P.3. Maintain lab test results using flow sheets				
II.P.4. Document on a growth chart				
II.A.1. Reassure a patient of the accuracy of the test results				
III Infection Control				
III.P.1. Participate in bloodborne pathogen training				
III.P.2. Select appropriate barrier/personal protective equipment (PPE)				
III.P.3. Perform handwashing				
III.P.4. Prepare items for autoclaving				
III.P.5. Perform sterilization procedures				
III.P.6. Prepare a sterile field				
III.P.7. Perform within a sterile field				
III.P.8. Perform wound care				
III.P.9. Perform dressing change				

III.P.10. Demonstrate proper disposal of biohazardous material				
a. sharps				
b. regulated wastes				
III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings				
IV Nutrition				
IV.P.1. Instruct a patient according to patient's special dietary needs				
IV.A.1. Show awareness of patient's concerns regarding a dietary change				
V Concepts of Effective Communication				
V.P.1. Use feedback techniques to obtain patient information including:				
a. reflection				
b. restatement				
c. clarification				
V.P.2. Respond to nonverbal communication				
V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients				
V.P.4. Coach patients regarding:				
a. office policies				
b. health maintenance				
c. disease prevention				
d. treatment plan				
V.P.5. Coach patients appropriately considering:				
a. cultural diversity				
b. developmental life stage				
c. communication barriers				
V.P.6. Demonstrate professional telephone techniques				
V.P.7. Document telephone messages accurately				
V.P.8. Compose professional correspondence utilizing electronic technology				
V.P.9. Develop a current list of community resources related to patients' healthcare needs				
V.P.10. Facilitate referrals to community resources in the role of a patient navigator				
V.P.11. Report relevant information concisely and accurately				
V.A.1. Demonstrate:				
a. empathy				

b. active listening				
c. nonverbal communication				
V.A.2. Demonstrate the principles of self-boundaries				
V.A.3. Demonstrate respect for individual diversity including:				
a. gender				
b. race				
c. religion				
d. age				
e. economic status				
f. appearance				
V.A.4. Explain to a patient the rationale for performance of a procedure				
VI Administrative Functions				
VI.P.1. Manage appointment schedule using established priorities				
VI.P.2. Schedule a patient procedure				
VI.P.3. Create a patient's medical record				
VI.P.4. Organize a patient's medical record				
VI.P.5. File patient medical records				
VI.P.6. Utilize an EMR				
VI.P.7. Input patient data utilizing a practice management system				
VI.P.8. Perform routine maintenance of administrative or clinical equipment				
VI.P.9. Perform an inventory with documentation				
VI.A.1. Display sensitivity when managing appointments				
VII Basic Practice Finances				
VII.P.1. Perform accounts receivable procedures to patient accounts including posting:				
a. charges				
b. payments				
c. adjustments				
VII.P.2. Prepare a bank deposit				
VII.P.3. Obtain accurate patient billing information				
VII.P.4. Inform a patient of financial obligations for services rendered				
VII.A.1. Demonstrate professionalism when discussing patient's billing record				
VII.A.2. Display sensitivity when requesting payment for services rendered				
VIII Third Party Reimbursement				

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

issues				
XI.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare				
XII Protective Practices				
XII.P.1. Comply with:				
a. safety signs				
b. symbols				
c. labels				
XII.P.2. Demonstrate proper use of:				
a. eyewash equipment				
b. fire extinguishers				
c. sharps disposal containers				
XII.P.3. Use proper body mechanics				
XII.P.4. Participate in a mock exposure event with documentation of specific steps				
XII.P.5. Evaluate the work environment to identify unsafe working conditions				
XII.A.1. Recognize the physical and emotional effects on persons involved in an emergency situation				
XII.A.2. Demonstrate self-awareness in responding to an emergency situation				

❧ *Practicum Rotation Guidelines* ❧

Students acquire proficiency in applying theoretical principles to practicum by participating in rotations at community health care facilities with which the MAP is contracted. Special guidelines govern practicum rotations.

Practicum rotation assignments

Students are assigned to one of the health care facilities in the area at the discretion of the Practicum Coordinator teaching the course. Although student preference is considered, the faculty makes the student's practicum rotation assignments. Students must be flexible, have reliable transportation and child care, and be prepared to travel out of town for practicum rotations. Students must be available to work the practicum schedule and hours of their assigned practicum.

Orientations are provided at the outset of each practicum rotation. Students are expected to follow all policies and procedures of employees of the facility. Since students are representatives of the Modesto Junior College Medical Assisting Program, it is important for students to be mindful and observant of their behavior and of the image they portray to others at all times.

Patient confidentiality

Every patient is guaranteed the right of confidentiality by law. **Disclosure or possession of any information about a patient** outside the practicum, academic, or other sanctioned learning environment is a breach of ethics and a violation of law. Students who do so will be subject to serious disciplinary action, which may include probation or dismissal from the program. Practicum orientations will review principles of patient privacy and HIPAA (***Health Insurance Portability and Accountability Act***) regulations. Students may be required at the start of practicum rotations to sign facility confidentiality statements pledging to observe the facility's patient privacy tenets.

Patient confidentiality extends to medical record duplication, and copying of any part of the printed medical record is prohibited. Access to computers and procurement of patient information likewise involve privacy issues. The student must learn and abide by the particular facility's regulations regarding access to medical records (printed and electronic) and extraction of patient information from them.

Information shared about patients is on a “need to know” basis. Behaviors which are clear violations of patient privacy include, but are not limited to: discussing patients with peers in the practicum, disclosing details of patients’ conditions at home, school, or in the community, leaving paperwork with identifying patient information in view of patients or non-health care providers, leaving the facility with medical records pertaining to patients (copies *or* computer print-outs), and taking photographs of patients.

Practicum clearances

All students must be cleared for practicum participation according to the requirements of both the facility and the Medical Assisting Program. Students must meet by specified deadlines the following clearances:

- ◆ Health and immunization, including TB clearance and flu vaccine.
- ◆ Criminal background check.
- ◆ Urine drug screen.
- ◆ AHA Health Care Provider BLS, or acceptable equivalent.
- ◆ Healthstream completion (educational modules pertaining to clinical safety, confidentiality, infection control, and other environment of care standards).
- ◆ Confidentiality and Responsibility Statements, per facility protocol.
- ◆ Computer documentation training, per facility protocol.
- ◆ Other practicum facility orientation requirements.

Practicum breaks

Students may not leave their assigned facility during the course of the practicum day for any reason, including lunch, breaks, appointments, or errands. In the event of an emergency, however, students will make appropriate arrangements with their Practicum Coordinator and the practicum staff to leave the premises. Student breaks and lunch must be coordinated with the assigned Practicum Supervisor and adhere to the scheduled time allotment of their practicum schedule and the facility’s policy.

Practicum Supervision Policy

In accordance with the Standards and Guidelines for an Accredited Education Program for the Medical Assistant, the following policy is in effect regarding the practicum portion of the program:

The practicum experience shall be supervised.

No Pay Policy For Students During Practicum

In accordance with the Standards and Guidelines for an Accredited Education Program for the Medical Assistant, the following policy is in effect regarding the practicum portion of the program:

Students shall not receive pay for their practicum experience.

Student Grooming and Dress Policy

In the practicum setting, all students in the Medical Assisting Program are required to observe the following grooming and dress standards:

- ◆ Due to close proximity with patients and others, impeccable grooming and daily personal hygiene are essential.
- ◆ Odors of any kind may be offensive or intolerable to patients and staff, including perfumes and tobacco smoke, and are prohibited. Smoking is not permitted while in uniform or practicum attire, nor on facility premises. This applies to practicum care facilities, outpatient sites, and on school campus during practicum activities.
- ◆ Hair must be clean, worn off the collar, neatly controlled, and professional looking to provide protection for the student and the patient. If the student's hair is in contact with the upper back, even when pulled back in a ponytail, it must be secured on top of the head. No hats.
- ◆ Facial hair of male students must be clean, trimmed, and worn in a manner that will not obstruct practicum activities.
- ◆ Make-up is permitted if it is natural and subtle.
- ◆ Nails must be short, clean, manicured, and without colored polish. To promote infection control and patient safety, **absolutely no artificial, sculptured, or acrylic nails are permitted.**
- ◆ Chewing gum is **not** permitted in the practicum setting.
- ◆ For the safety of the patient, wearing jewelry, with the exception of a wedding ring, wrist watch, and post earrings, is prohibited during practicum. For patient and student safety, for pierced ears only small, simple posts may be worn, one set only, in the ear lobes. Body jewelry for other pierced body parts is prohibited in practicum (e.g., tongue, nose).
- ◆ Visible tattoos must be covered.
- ◆ Both male and female students are required to purchase the regulation MAP uniform. The uniform is worn practicum hours **and** during selection of all patient assignments.

- ◆ The regulation uniform consists of blue cargo pants and a white top. Students purchase the MAP uniform from ***Scrubs & Beyond 2225 Plaza Parkway, Modesto.***
- ◆ Students may ***not*** substitute other pant or top styles or brands for their uniform attire.
- ◆ Female students may wear, in place of the uniform pants, a blue uniform dress or skirt of appropriate, professional length ***with*** the regulation white top.
- ◆ Students may wear underneath the regulation uniform top a long-sleeved, solid-colored white shirt. A white turtleneck shirt is permissible. ***No other color is permitted. No printed or textured shirts are permitted.***
- ◆ If wearing pants, white socks are required. If wearing a uniform dress or skirt, legs must be covered with either sheer or solid white or flesh-toned hosiery, stockings, or tights. No patterned, textured, or multi-colored leg wear is permitted.
- ◆ Shoes must be white leather, clean, supportive, and safe. Tennis shoes are permitted as long as they fit the above criteria. Canvas tennis shoes are not permitted, nor are open-toe or open-heel shoes, sandals, or clogs.
- ◆ The MJC MAP student identification badge with the student's photograph is to be clipped above the left front pocket of the top. The identification badge is part of the uniform and must be worn at all times in the practicum.
- ◆ Additional or exceptional criteria will be defined and required by practicum coordinator specific practicum areas.
- ◆ Campus dress prohibits the wearing of uniforms, scrub suits, or duty shoes, except when participating in practicum activities where uniform attire is required.
- ◆ If a policy difference exists in a particular practicum setting, the issue will be resolved by the practicum coordinator and the MAP Director.
- ◆ Students who fail to observe grooming and dress standards may not participate in the practicum component of a medical assisting course, may receive practicum probation, and ultimately an Unsatisfactory practicum grade.

☞ *Practicum Competency Policy* ☞

Students are evaluated in the practicum setting by their Practicum Coordinator. Successful completion of the practicum component requires a “Satisfactory” grade assigned by the practicum coordinator. Overriding Concerns, skills performance, practicum objectives of the course, are all aspects of evaluation criteria used to judge practicum competency. Patient safety is the fundamental concern and objective of the Practicum Competency Policy.

Criteria for evaluation of practicum performance

Successful achievement of standards embodied in the following criteria is used to evaluate competency in the practicum setting:

- ◆ Course and practicum objectives; Course Learning Outcomes.
- ◆ Criteria specified in the student practicum evaluation tool.
- ◆ Overriding Concerns of the Medical Assisting Program.
- ◆ Student Learning Outcomes.
- ◆ Medical Assistant Practice Act of California (scope of practice for student medical assisting).
- ◆ The American Associates of Medical Assistants Code of Ethics.
- ◆ Practicum Competency Testing, examinations, or demonstrations:
 - ◆ Measure by performance student’s competence for a skill via skill demonstration or acquired knowledge, psychomotor learning, affective attitudes and application of theory in practicum setting.
 - ◆ Successful student performance is required to pass practicum component of Course.
 - ◆ Written criteria is used to evaluate practicum competency.
 - ◆ Evaluation is made by Practicum Coordinator or other designated faculty.
 - ◆ Competency testing/assessment is scheduled during regular practicum hours or as arranged.
 - ◆ Competency exam record/results become part of student’s record.
- ◆ Practicum evaluations:
 - ◆ Practicum Coordinator/student meet at end of practicum rotation to assess Development and evaluation of practicum performance, objectives, Overriding Concerns.
 - ◆ Course practicum evaluation forms are tools used to document performance
 - ◆ Evaluations are done twice during the semester
 - ◆ Identification of student strengths/weakness and recommendations for improvement are made by practicum coordinator, student input.

Procedures for practicum improvement

In the event of student failure to meet practicum objectives and/or Overriding Concerns, either as a result of a significant single act or a pattern of unsatisfactory and/or unsafe behaviors, as assessed by the Practicum Coordinator, the following procedures are outlined to provide a plan for student success:

- ◆ The instructor will meet with the student, discuss the areas of concern, and make recommendations for remediation. A **Student Contact Sheet** is used to document student behaviors of concern, the meeting with the student, and expectations required of the student to correct the identified problem(s);

OR

- ◆ At the Practicum Coordinator's discretion, the instructor will meet with the student, discuss the areas of concern, make recommendations for remediation in the form of a **Practicum Performance Improvement Contract**, and place the student on practicum probation, using the **Probation Notice**;

OR

- ◆ At the Practicum Coordinator's discretion, when a student fails to meet Overriding Concerns or practicum objectives, the instructor will discuss the areas of concern with the student and arrange for the student to meet with the any or all of the following: the MAP Director, and the division Dean. The student may be asked to submit a self appraisal of his/her practicum performance. Areas of concern are discussed at the meeting, a Practicum Performance Improvement Contract is implemented, and the student is placed on Practicum Probation using the Probation Notice. Implementation of other policies/procedures may be done as applicable, e.g., **Academic Integrity Policy, Procedures for the Impaired Student**.

- ◆ The Practicum Performance Improvement Contract documents the practicum incident(s), identifies the unsatisfactory student behaviors, criteria for student improvement, and any required deadlines for the achievement of expected improvement criteria.
- ◆ The Practicum Performance Improvement Contract and the Probation Notice are signed by the student and the Practicum Coordinator; copies go to the student, the Practicum Coordinator, and into the student's MAP record.
- ◆ A student on practicum probation is scheduled for a weekly meeting with the Practicum Coordinator to review student progress toward meeting improvement criteria. The practicum coordinator uses this forum to facilitate and assess student success in meeting contract criteria as well as to advise and counsel the student on a regular and frequent basis.
- ◆ Failure of the student to attend the scheduled weekly meeting with the Practicum Coordinator may result in practicum failure and dismissal from the Medical Assisting Program.

- ♦ If the student does not meet criteria for improvement specified in the Practicum Performance Improvement Contract, continues to violate Overriding Concerns, or fails to meet practicum objectives, the student will receive an Unsatisfactory grade in the practicum component of the course and will fail the course.
- ♦ A student who has received an Unsatisfactory practicum grade, practicum probation, or a Student Contact Sheet may exercise his/her due process according to established procedures. (See **Student Grievance Procedures.**)

Criteria for establishing unsatisfactory performance in practicum

Students are expected to demonstrate competency in general practicum performance, in the execution of practicum skills, and in all Overriding Concerns. Unsatisfactory performance in the practicum component of a medical assisting course results in failure of the entire course. Failure in practicum results if:

- ♦ Due to the seriousness of a single incident, the practicum coordinator determines that the student does not meet practicum objectives or other performance criteria relative to the incident, due to failure to observe Overriding Concerns while planning, providing, or managing patient care and safety, or failure to observe Overriding Concerns in any other capacity;

OR

- ♦ The student demonstrates a pattern of unsatisfactory behavior which violates Overriding Concerns and/or fails to meet practicum objectives and/or performance improvement criteria, in spite of faculty guidance, remediation, and/or Practicum Performance Improvement Contract specifications;

OR

- ♦ The student fails to meet practicum clearance criteria required by the MAP or the practicum facility;

OR

- ♦ The instructor is unable to evaluate the student's performance due to student absenteeism.

- ♦ Procedures for practicum improvement are implemented when an instructor identifies the need for practicum improvement. **However, a student may be failed for unsatisfactory practicum performance due to a single significant, serious breach of Overriding Concerns or failure to meet other established course criteria without pre-existing practicum probation/Practicum Performance Improvement Contract.**

- ♦ A student who has received an Unsatisfactory practicum grade may exercise his/her due process according to established procedures. (See **Student Grievance Procedures.**)

↻Re-Entry Policy↻

*Students who have an interruption in their progression through the Medical Assisting Program may be eligible for re-entry **on a space available basis**. Distinctions are made in evaluating applications of re-entry students in **satisfactory** standing at the time of program exit and students with an **unsatisfactory** standing at the time of exit from the program.*

Students in **satisfactory** standing include those who are compelled to withdraw from the program due to health or personal reasons and who have maintained satisfactory theory and practicum performance while in the program (based on course evaluation criteria and Overriding Concerns standards).

Students in **unsatisfactory** standing include those who have performed unsatisfactorily in the program and who have failed either theory or practicum components of a course **or** who have withdrawn due to unsatisfactory theory and/or unsatisfactory practicum performance **or** who have withdrawn for other reasons but whose performance in theory and/or practicum components of a course was unsatisfactory at the time of withdrawal.

Re-Entry criteria for MAP students

- ◆ The student's status at the time of exit or failure from a course, as well the student's past theory and clinical performance:
 - ◆ **A student whose performance in a previous semester or previous MAP course was unsatisfactory, as defined in Paragraph 3 of this policy, will be permitted re-entry one time only, if re-entry is approved.**
 - ◆ A student may be denied re-entry if the Re-Entry Committee determines that the student poses a potential threat to patient safety, demonstrates ethical misconduct, or commits a serious breach of program Overriding Concerns.
- ◆ **Procedural Steps for Re-Entry:**
 - ◆ Student exit interview with the Medical Assisting Program Director at the time of exit. The **student** is responsible for making and keeping this appointment.
 - ◆ Completion of a **New Application** to the Medical Assisting Program.

- ◆ Compliance with re-entry application filing deadlines and with any other required information (e.g., physician-signed Health Release).
- ◆ Students requesting re-entry into the Medical Assisting Program after an interruption of more than one year may need to submit a new application to the MAP as well as general application for MJC admission.
- ◆ Re-entering MAP students are required to fulfill MAP requirements as well as MJC graduation requirements in effect at the time of re-entry.
- ◆ Academic and/or practicum testing for currency of knowledge and skills may be required for re-entering students who are returning after an absence of two consecutive semesters.
- ◆ Submission by the student of required documentation of improvement criteria fulfillment and/or other demonstration that improvement criteria have been met, as specified in faculty written recommendations for re-entry.
- ◆ A student who is permitted re-entry subsequent to a practicum failure re-enters on practicum probation status and must follow all terms and conditions of a Practicum Performance Improvement Contract as set forth by his/her Practicum Coordinator.

Important Notice to First Semester Students

- ◆ Students who have failed or withdrawn from first semester MAP courses will **NOT** be guaranteed re-entry into the MAP. Students who exit the MAP must make an appointment with the MAP Director for an exit interview. Medical reasons must be substantiated by a physician's note.

Student Grievance Procedures

A student who has a grievance, defined as a complaint against a real or perceived wrong, may address concerns or complaints within the framework of the Medical Assisting Program formal channels of communication:

- Direct communication to the student's instructor(s)
- Medical Assisting Program Director
- Division Dean

Students are advised to follow these formal pathways in this sequential order for grievance resolution for matters pertaining to practicum or academic probation, course failure, or other perceived concerns or disputes. Written documentation by the student may be submitted in addition to any verbal communication. Appointments with appropriate faculty or administrator can be made via division office personnel. Grievance resolution may utilize forums of individual, MAP faculty, Medical Assisting Program Director, and division Dean meetings. Following the outcome of grievance procedures as outlined here, a student who feels that no satisfactory resolution has been achieved may seek assistance from, and appeal to, the ***Vice President of Student Services***. Grievances involving grades, allegations of unlawful discrimination, or sexual harassment should be addressed as follows:

Grades

The determination of a student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency (California Administrative Code, Title 5). With respect to grievances pertaining to the issuance of a grade, or other issues related to specific courses, the student may pursue petition procedures as described in the MJC Catalog under "Right to Petition for Specific Consideration" in the section ***Student Rights and Responsibilities***. Petitions are reviewed by the MJC Petitions Committee.

Unlawful discrimination

It is the policy of MJC to provide an environment free of unlawful discrimination. A student whose grievance involves allegations of discrimination based on color or ethnic group identification, religion, age, sex, sexual orientation, or physical or mental disability in the MJC programs, activities, and work environment may initiate complaint procedures through the ***Vice President of Student Services***.

Sexual harassment

Sexual harassment, as defined in the MJC Catalog under “Sexual Harassment at MJC” in the section **Student Rights and Responsibilities**, is a form of unlawful sexual discrimination and is not tolerated by the college. Disciplinary action will be taken promptly against any student or employee engaging in sexual harassment. Student complaints may be brought against an instructor, an administrator, or a member of the classified staff. The student may initiate complaint procedures through the **Vice President of Student Services**.

Students must meet with the **Vice President of Student Services** within one year of the occurrence of the incident(s) of unlawful discrimination of any kind.

Student complaints of discrimination or sexual harassment involving another student are governed by the MJC **Student Code of Conduct** and will result in disciplinary action by appropriate college personnel. To initiate disciplinary procedures, students are advised to report violations of the code of conduct committed by another student to their instructor and Course Coordinator.

See the MJC Catalog section on Students Rights and Responsibilities for more information.

∞PART V∞
GRADUATION & PINNING

✧ Graduation / Pinning Ceremony ✧

A Certificate in Medical Assisting or Associate of Science Degree in Medical Assisting is awarded to the MAP Student who completes all MAP courses with a minimum grade of “C” and who meets all MJC general education requirements. The culminating events of the program are a time for making preparations for pinning, graduation, certification, employment, and transfer.

- ◆ In their final semester of the program, students receive important information about pinning and graduation events, their status in meeting program and graduation requirements, develop a resume, and practice mock interviews for MA employment. Students also apply to the Certification Exam in their final semester.
- ◆ Students are strongly encouraged to participate in the Medical Assisting Program Pinning Ceremony. The Pinning Ceremony for MAP Graduate is a distinct event marking successful completion of the Medical Assisting Program and the conferring of the official medical assisting school pin.
- ◆ Students are also strongly encouraged to participate in the MJC graduation ceremony. Graduation marks the occasion of the receiving of an academic degree, i.e., an Associate of Science Degree in Medical Assisting for completing, eligible MAP students.
- ◆ Students must be on top of their academic record and standing. Some students have been unable to graduate or be pinned with their class because of a lack of units or failure to meet a universal graduation requirement. This is entirely preventable by meeting with college counselors once each semester to review academic goals, current status, and identification of barriers, omissions, or problems. Simple student oversight or procrastination has unfortunately altered graduation plans for some medical assisting students. (Refer to the ***Modesto Junior College Catalog*** for MJC graduation requirements)
- ◆ In preparation for certification, in the final semester of the Medical Assisting Program, computer assisted practice tests utilizing certification exam preparation software are taken by students. Practice testing is preparation for, and acclimation to, the testing model of the Certification Exam. Scores are generally predictive of performance on the Certification Exam. Testing is explained and arranged by faculty.

Medical Assisting Pinning Ceremony Protocol

The pinning ceremony of the Modesto Junior College Medical Assisting Program recognizes and awards successful completion of program requirements in the conferring of the MJC medical assisting pin. This ceremony is separate and distinct from the Modesto Junior College graduation ceremony. Students who have completed all A.S. degree requirements and certificate requirements are strongly encouraged to participate in the college graduation ceremony as well as the medical assisting pinning ceremony.

The following rules govern conduct and dress for the pinning ceremony and delineate areas of responsibility and decision making for its planning and production:

- ◆ Pinning ceremony **arrangements** are made by the MAP Director or designated faculty in collaboration with the students of the completing class. Arrangements include:
 - ❖ Performing and Media Arts Center reservations
 - ❖ Seating arrangements on stage
 - ❖ Music
 - ❖ Decorations
 - ❖ DVD programs/presentations (**must be limited to 20 minutes**)
 - ❖ Coordination of event with MJC Production Specialist(s)
 - ❖ Designation of program speakers
 - ❖ Class pictures
 - ❖ Design and printing of programs and invitations

- ◆ Pinning ceremony **plans** are made by student pinning ceremony committees and/or Student Representatives **in collaboration with** the Medical Assisting Program Director and/or designated faculty. A review of such plans with the Director and Faculty Advisor to Student Representatives must take place at the start of the completing class's last semester.

- ◆ **All** communications with the MJC Facilities & Events Specialist, MJC Production Specialist(s), MJC Duplicating Services, or other college department or official involved in the pinning ceremony must be mediated and approved by the Medical Assisting Program Director or designated faculty. Independent, unauthorized student calls or arrangements are strictly prohibited.

- ◆ The pinning ceremony is held in the **Mary Stuart Rogers Student Learning**

Center on the MJC West Campus.

- ◆ The pinning ceremony is an occasion of dignity as well as celebration. Students at all times are to conduct themselves responsibly and professionally. This pertains to student speeches, written or verbal comments of students, and general behavior. ***All aspects of the program must be appropriate, respectful, and in good taste.***
- ◆ Families and guests of graduate MA's are expected to conduct themselves responsibly and thoughtfully throughout the pinning ceremony program, and observe requests for quiet and respectful behavior.
- ◆ Students are pinned with the official Medical Assisting Program pin.
- ◆ Family members or guests may photograph students from the floor as they are pinned. No family members or guests are permitted on stage at any time during the pinning ceremony.
- ◆ As with any officially sanctioned function on the MJC campus, NO ALCOHOL is permitted. Any attending student who is chemically impaired or otherwise violates the MJC ***Student Code of Conduct*** will be excluded from pinning ceremony activities and is subject to disciplinary action per college policy.
- ◆ Student speeches, music, and other program elements are subject to review and approval by the Director. ***Proposed student plans for areas of program content not specifically cited herein require Program Director approval.***
- ◆ The class may arrange for a group picture with options for individual packages with a photographer pending class decision. Students are responsible for associated arrangements and costs.
- ◆ Costs for which the program is responsible are firmly budgeted. The Medical Assisting Program Director maintains a detailed budget of revenue and expenses.

∞PART VI∞
APPENDICES

Modesto Junior College
Medical Assisting Program

SIGNATURE PAGE

*I, _____, have read the Modesto Junior College Medical Assisting Program **Student Handbook**. I understand the policies, procedures, conditions, and behaviors that are expected of me as outlined in the handbook and agree to abide by all of them. I will use the handbook as a reference in the future to seek clarification about policy or procedure as needed. I understand that failure to observe the Medical Assisting Program's policies in both practicum and academic components may jeopardize my ability to be successful in the program.*

Date: _____

Student's signature

Print name

Modesto Junior College
Medical Assisting Program

RELEASE OF LIABILITY FORM

I, _____, understand that participation in the practicum component of the MJC Medical Assisting Program may be physically and emotionally demanding. My signature below states that I am physically and mentally able to meet the expectations imposed by typical medical assisting activities as listed below, with reasonable accommodations if I am an individual with a disability.

Activities and physical abilities that are required of students in the practicum setting include, but are not limited to:

- Lifting- 50 pounds**
- Transferring- 100 pounds**
- Bending, stooping, kneeling**
- Pushing, pulling**
- Walking**
- Standing for prolonged periods**
- Reaching**
- Hearing acuity (average)**
- Visual acuity (average)**
- Manual dexterity**
- Tactile ability- sufficient for patient assessment**
- Equipment operation- transfer devices, monitors, computers, etc.**

For those practicum experiences that are deemed essential by the practicum provider, I understand that alternate practicum experiences may not be available. I also understand that timeliness of performance may be, in some instances, an essential component of the practicum experience, and in those instances, it may not be possible to grant an extension of time as an accommodation. This will be determined on an individual basis.

To request reasonable accommodations, or to discuss whether reasonable accommodations are appropriate, please contact the Allied Health division office at (209) 575-6362 and request an appointment with the MAP Director.

Regardless of whether or not I am an individual with a disability, I will report to my instructor if I develop or experience any physical, psychological, or emotional problems that might impair my ability to perform medical assisting duties after I sign this release.

Date: _____

Student's signature

Print name

Modesto Junior College
Medical Assisting Program

HEALTH RELEASE FORM

STUDENT AUTHORIZATION

I, _____, hereby authorize Dr. _____
to release any requested medical information regarding my ability to function in the MJC
Medical Assisting Program. I further give my permission for my physician(s) to discuss my
health status with representatives of the Medical Assisting Program if they contact my
physician or health care team to clarify my health status and/or fitness for medical assisting
duty.

Student's signature

Date

PHYSICIAN'S RELEASE TO CLINICAL FUNCTIONING

The above named student is a patient of mine as a result of:

Surgery Childbirth Illness Injury Other _____

which occurred on _____ (Date). I understand that this student is
currently enrolled in the MJC Medical Assisting Program which requires students to
be healthy and in good physical condition. I understand that the Program is not able to
make arrangements for "light duty."

Activities and physical abilities that are required of students in the practicum setting
include, but are not limited to:

Lifting- 50 pounds

Transferring- 100 pounds

Bending, stooping, kneeling

Pushing, pulling

Walking

Standing for prolonged periods

Reaching

Hearing acuity (average)

Visual acuity (average)

Manual dexterity

Tactile ability- sufficient for patient assessment

Equipment operation- transfer devices, monitors, computers, etc.

The student will be fully released and able to meet the forenamed physical
expectations as of _____ (Date).

Physician's signature

Date: _____



Allied Health Code of Civility

To ensure a learning environment that promotes respect for others, a quality education, and the safety of students, faculty, and staff:

I will...

- communicate with faculty, staff, and peers in a respectful and professional manner.
- be on time for class and clinical.
- be prepared for class and clinical.
- remain awake in class and clinical.
- silence my cell phone during class and clinical.

I will not...

- text message during class or clinical.
- use any unauthorized electronic or communication devices during class or clinical.
- conduct disruptive side conversations when an instructor or speaker is talking.

I will not engage in...

- yelling.
- physical or verbal abuse.
- profane, foul, or inappropriate language.
- threatening or intimidating behaviors.

Students, faculty, and staff will be fully accountable for their behavior. If they fail to observe the Code of Civility, action will be taken according to established college and program policies.

I have read the Allied Health Code of Civility and agree to abide by it.

Date: _____

Student signature

Print name