

Randolph Community College



Medical Assisting Student Handbook

Effective: August 2023

Revised

8/19 kyv	8/20 kyv	8/21 kyv	8/22 kyv	8/23 kyv			
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I. Welcome

The faculty of Randolph Community College's Medical Assisting program warmly welcomes you as you embark on your journey in Medical Assisting.

Over the next decade, Medical Assisting is anticipated to emerge as one of the fastest-growing healthcare professions. Healthcare, being a universal necessity, has a direct or indirect impact on the lives of individuals. The dedicated faculty and staff at Randolph Community College are here to offer guidance and support as you undergo education and preparation to provide care for patients and contribute to the healthcare field. Becoming a Certified Medical Assistant signifies a respected and esteemed role within numerous health teams delivering essential healthcare services.

Randolph Community College's Medical Assisting program is designed to equip you for employment in various positions and settings including, but not limited to, medical offices, health maintenance organizations, health departments, and hospitals.

It is the responsibility of each Medical Assisting student independently to review the handbook and to refer to it as needed throughout his/her enrollment. This handbook is designed to provide general information that is appropriate to the Medical Assisting program.

This Medical Assisting Handbook supplements the policies and procedures adopted by Randolph Community College. Some components of the policies set forth in this Handbook may impose greater obligations, expectations, or responsibilities on students in the Medical Assisting Program than are generally applicable to other students. In the event a student has a question or concern regarding these policies, they should direct them to the Department Head for Medical Assisting. The Department Head may confer with the Associate Dean for Health Sciences, Dean of Curriculum Programs, Vice President of Instructional Services, and other administrative officials to resolve any such issue or conflict.

All statements in the Medical Assisting Student Handbook represent the current policies of the program and are subject to change at any time. While every effort will be made to give advance notice of any change in the Medical Assisting program's policies, such notice is not guaranteed nor required.

Again, welcome to the Medical Assisting Program. We trust that you will discover a career in Medical Assisting, as a Certified Medical Assistant, to be both inspiring and rewarding.

Kia Vang, CMA (AAMA), CPT
Department Head, Medical Assisting
A.A.S., Medical Assisting
336-328-1779
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Letter to the student

Attending college is equivalent to entering the workforce. Success on the job is achieved only with hard work, motivation, skill, and effort. This is also true of your role as a student in the Medical Assisting program with RCC.

Your employer expects you to be at work every day, on time, and prepared to work. You are allowed a specific number of sick days each year, after which your pay is “docked.” This also applies to attending college. Regular and timely attendance is essential, and your “sick” days are limited. Excessive absences result in loss of “pay” (grade) or loss of “employment” (dismissal from your chosen program or the college).

Meetings are an essential part of the workplace; everyone is expected to attend and to contribute to discussions. If an employee misses an excessive number of meetings and/or does not contribute valuable information, their success on the job is in jeopardy. The same holds true for your role as a student in this program. Not only will you be expected to attend all our “meetings” (classes), but you will also be expected to thoroughly prepare prior to each class meeting to contribute to discussions and analysis of issues. Consistent failure to meet these expectations puts your success at risk and will most likely result in a reduction in your “salary” (grade).

An employer will require that you submit all reports on time. Failure to do so endangers your employer’s business and your success. The same is true for our Medical Assisting program; all “reports” (tests and papers) have specific deadlines for submission. If you are unable to meet a deadline, you may or may not be granted an extension depending on the reason for the late submission and/or whether proper advance notification procedures were followed. Just as in the workplace, extensions do not come without a cost; in this program, a decrease in “salary” (grades) will result.

Performance reviews occur periodically in the workplace, and your employer determines the degree of your success during these reviews. The same holds true within this program. The “performance reviews” for this class consist of exams, demonstrations of competency in skills, and other exercises and projects. These “performance reviews” allow you the opportunity not only to demonstrate your knowledge of the material but also to prove your ability to apply this knowledge in real-world situations. “Warnings” for sub-par performance will be given both verbally and in writing, and the quality of your performance will affect your “salary” (grade).

The excellence of your education and the degree of your success is your responsibility. If you attend class regularly and punctually, come to class well-prepared to participate in class discussions, complete all assignments thoroughly and accurately, and submit those assignments on time, you have the potential to excel in this program. As stated above, the Medical Assisting faculty -- your “management team” -- is completely committed to your success; I am always available if you need assistance and I look forward to our journey in learning.

Definition of a Certified Medical Assistant

Medical Assistants are allied health professionals who are specifically trained to work in ambulatory settings such as physicians' offices, clinics, and group practices. According to the United States Bureau of Labor Statistics, the demand for Certified Medical Assistants is rapidly increasing, making it one of the fastest-growing professions.

Certified Medical Assistants are multi-skilled health professionals capable of performing various healthcare tasks in collaboration with other healthcare professionals to deliver high-quality patient care. Medical Assistants report directly to the physician-employer or any other physician-appointed supervisor in the facility. Proficient in both clinical and administrative procedures, Medical Assistants are educated and trained to carry out their duties effectively. The specific tasks they perform can vary based on the physician's office, location, size, and specialty. The versatility of a Certified Medical Assistant is particularly valuable to physicians aiming for cost containment and efficient utilization of human resources.

II. Medical Assisting Program Faculty & Staff

<u>Faculty</u>	<u>Phone</u>	<u>Office</u>
Department Head/Faculty Kia Vang, CMA (AAMA), CPT kyvang@randolph.edu	336-328-1779	RSS 237
Adjunct Faculty Breanne Marshburn bbmarshburn@randolph.edu	336-633-0291	RSS 231
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<u>Staff</u>		
Associate Dean, Health Science Tina Dixon tsdixon@randolph.edu	336-633-0270	RSS 234
Administrative Assistant, Health Sciences Angela Bare arbare@randolph.edu	336-633-0264	RSS 218

MISSION STATEMENT / ACCREDITATION STATEMENT

Medical Assisting Mission Statement

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

Accreditation Statement

The Randolph Community College Medical Assisting A.A.S program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (www.maerb@maerb.org) (MAERB).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

9355 113th Street North, #7709
Seminole, FL. 33775
727-210-2350
www.caahep.org

Medical Assisting Education Review Board (MAERB)

2020 North California Ave, #213 Suite 7
Chicago, IL 60647
312-392-0155
www.maerb.org

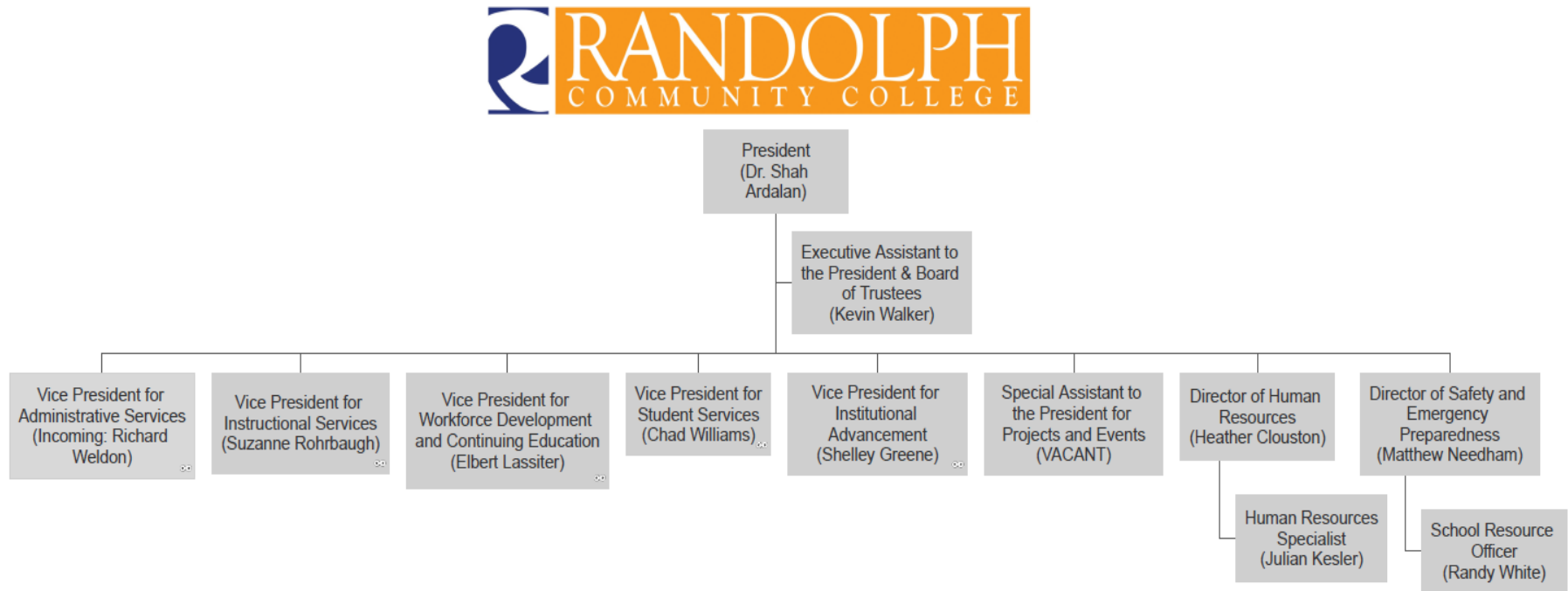
Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants.

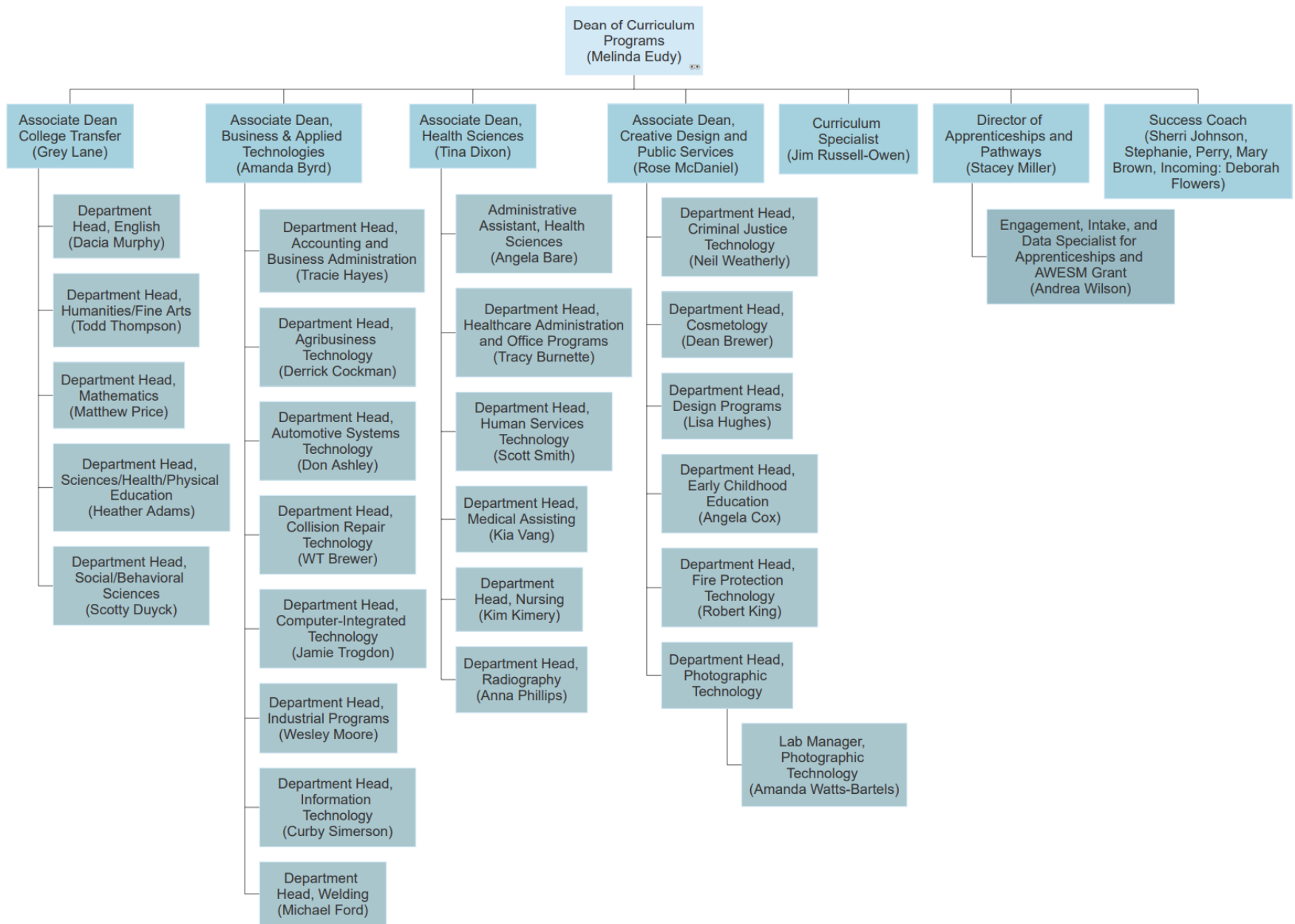
American Association of Medical Assisting (AAMA)

20 N. Wacker Dr.
Suite 3720
Chicago, IL 60606
(312) 899-1500
www.aama-ntl.org

III. Organizational Charts

President's Office





IV. HISTORY AND PURPOSE OF MEDICAL ASSISTING

The need for medical assistants began when doctors found demands on their time multiplying. As demands increased, specialized health professionals were needed to help meet these demands. In 1924, Mr. M. Mandl founded the first school training individuals to work specifically in doctors' offices.

By 1955, the American Association of Medical Assistants was founded. In 1966 a committee was appointed to develop curriculum standards for the training of medical assistants. Three years later, in 1969, the Essentials of an approved Educational Program for Medical Assistants was approved by the American Medical Association Council on Medical Education and the AMA House of Delegates, resulting in 5 educational programs being accredited.

In 1978, the United States Department of Health Education and Welfare formally recognized the Medical Assistant as a Health Sciences profession. The AAMA Board of Trustees adopted the following definition: "Medical assistants are multiskilled members of the healthcare team who perform administrative and clinical procedures under the supervision of licensed healthcare providers." The practitioner assists with patient care management, executes administrative and clinical procedures, and often performs managerial and supervisory functions. Competence in the field also requires that a Medical Assistant communicate effectively, adhere to ethical and legal standards of medical practice, recognize, and respond to emergencies, and demonstrate professional characteristics. Today, the Medical Assistant's occupational outlook is excellent. It is listed as one of the ten fastest growing jobs in the United States.

The Medical Assisting curriculum began at Randolph Community College in August 2011. Surveys of the surrounding community physicians' offices communicated a definite need in the area for a Medical Assisting program. The Medical Assisting Program at Randolph Community College's goal is "To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession." Additionally, the program assesses the needs of each of its communities of interest and responds by educating students to meet those needs.

Randolph Community College's Medical Assisting degree program is accredited by the Commission on Accreditation of Health Sciences Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB) (www.maerb.org).

Commission on Accreditation of Allied Health Education Programs
9355 113th Street North, #7709
Seminole, FL. 33775
727-210-2350
www.caahep.org

V. Program Mission/Outcomes: “To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”

VI. Medical Assisting Program Objectives

Upon completion of the objectives, the student will meet the requirements for an Associate Degree as a Medical Assistant and will meet the following objectives:

- 1) Demonstrate critical thinking based on knowledge of subject matter required for competence in the profession,
- 2) Communicate professionally and effectively, both orally and in writing, while demonstrating respect for individual diversity,
- 3) Incorporate cognitive knowledge implementing psychomotor domains in performing clinical and laboratory procedures,
- 4) Demonstrate cognitive knowledge and awareness of providing patient care in accordance with local, state, and federal regulations, policies, laws, and patient rights in the practice setting,
- 5) Incorporate protective practices and quality control measures relating to health and safety policies and procedures to prevent accidents and maintain a safe work environment.

VII. Medical Assisting Program Outcomes

Randolph Community College’s Medical Assisting Program uses the following criteria as outcome measures of the effectiveness of the program as per the 2022 Annual Report:

- I. 100% of those entering the Medical Assisting Associate-Degree program will graduate from the program. (MAERB retention is based on successful completion of MED 130).
- II. 100% of graduates will find positive placement in employment as a medical assistant or in a related field.
- III. 100% of all Associate-Degree graduates will sit for the Certified Medical Assistant Examination [CMA(AAMA)] offered by the American Association of Medical Assistants.
- IV. 100% of all graduates will become credentialed as a CMA (AAMA). (* indicates years not included in aggregate).
- V. 100% of graduate survey responders will “Strongly Agree” or “Agree” when asked to rate the overall quality of their preparation as a medical assistant.
- VI. 100 % of employers will “Strongly Agree” or “Agree” when asked “Overall, this graduate is a well-prepared employee?”.
- VII. 100% of students completing the program will Strongly Agree or Agree that the overall quality of the resources supporting the program are adequate.

2022 Annual Report

MAERB

Institution Name: **Randolph Community College**

City, State: **Asheboro, NC**

ID Number: **6323**

Program Type: **Associate Degree**

Status: Submitted 2/3/2023

Year	Retention	Graduate Participation	Graduate Satisfaction	Job Placement	Employer Surveys Sent	Employer Satisfaction	Exam Participation	Exam Passage	# Graduates by Admission Year	# Graduates by Year of Graduation
	>=60%	>=30%	>=80%	>=60%	=100%	>=80%	>=30%	>=60%		
2021	40.00%	100.00%	100.00%	88.89%	100.00%	100.00%	100.00%	88.89%	0	9
2020	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	66.67%	100.00%	5	6
2019	100.00%	100.00%	100.00%	76.92%	100.00%	100.00%	100.00%	84.62%	9	13
2018	60.00%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	87.50%	6	8
2017	86.67%						100.00%	100.00%	13	10
Cumulative	80.00%	100.00%	100.00%	86.11%	100.00%	100.00%	95.65%	90.91%	33	46

Medical Assisting Program Outcomes (cont).

Upon successful completion of the Medical Assisting Associate-Degree program, the graduate should be able to:

- 1) Demonstrate effective written and oral communication skills with consumers and co-workers in the role of Medical Assistant,
- 2) Use critical thinking to recognize, analyze, and solve problems related to administrative, clinical, and laboratory procedures,
- 3) Understand and use policies and manuals related to administrative, clinical, and laboratory procedures,
- 4) Perform mathematic calculations related to generating laboratory results and preparing and administering medications,
- 5) Demonstrate competency in the knowledge and skills required to enter the profession.
- 6) Display professionalism by projecting a positive attitude, working as a team member, and showing initiative and responsibility,
- 7) Practice in a legal and ethical manner.

VIII. Admissions Requirements/Process

A. Admissions Process

Medical Assisting is a limited enrollment program, beginning each fall. Resources, such as clinical facilities and faculty limit the number of applicants accepted into the program. All applicants must meet minimum requirements to be considered for admission to the program. Please note, however, that meeting the minimum requirements does not guarantee admission.

All applicants must meet minimum requirements and specific deadlines. Applicants who have completed minimum requirements must meet with an admissions advisor to be considered as a qualified applicant for the program. A numerical ranking system will be

used to evaluate Medical Assisting applicants. The applicants will be ranked according to the points earned and students with the highest number of points will be selected for admission.

An alternate will be admitted to the program when an applicant originally accepted declines admission. Alternates not admitted to the program and other applicants denied admission must re-apply if they wish to be considered for the following year's class. Medical Assisting is a day program. This means the MED classes will be offered during the week during the daytime hours. The general education classes, such as ENG, BIO, MAT, and CIS will be offered during the day and evening, as well as online. These classes can be offered at RCC's main campus in Asheboro or the Archdale Center.

The Medical Assisting program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Medical Assisting program.

Admission to the Medical Assisting program is competitive. For questions regarding the admission process for the Medical Assisting program, please contact the Retention and Career Service Specialist at 336-633-0222.

NOTE: It is the responsibility of the student to maintain an active official RCC email. Faculty and Staff will only notify students through an official RCC email.

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Medical Assisting Program:

Complete all the following by June 1.

1. Complete general admission requirements of Randolph Community College.
 - A. If a new student, complete an RCC admissions application. Current students, skip to number 2.
 - B. Provide official copies of high school transcript and/or adult high school equivalency and all college transcripts.
 - C. Students are encouraged to apply for financial aid at <http://www.fafsa.gov> or contact the RCC Office of Financial Aid & Veterans Affairs for assistance.
2. Student must be eligible to enter the program's required English and math courses without a co-requisite.
3. Biology Competency with a grade of "C" or higher. A high school or college-level biology course taken within the last 10 years with a grade of "C" or higher will meet this requirement.
4. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school. A GPA of 2.5 must be maintained throughout the admissions process.
5. Attend mandatory information session (Dates will be listed on the Medical Assisting homepage on the RCC website).
6. Submit documentation required for the ranking sheet to the Student Services Counselor and Career Services Coordinator.

NOTE: Affiliating clinical agencies may require credentialing clearance as a prerequisite for clinical learning experiences throughout the curriculum. This credentialing clearance may

include, but is not limited to, a criminal background check, urine drug screen, medical and physical examination, vaccinations, and clinical site orientation. Positive results or failure to complete any agency requirement may result in the clinical agency denying student access to clinical practice in the facility. Any student who is denied access or fails to comply with clinical agency credentialing procedures and policies will not be allowed to progress in the program.

Students will be notified by MyRCC email of acceptance into the Medical Assisting program during the week of June 15 for fall enrollment. Students must respond by email within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement.

NOTIFICATION OF ADMISIONS/INFROMATION SESSION

Students will be able to see the dates and times of the information sessions via the RCC website. The purpose of the information session is to answer questions about the program and for representatives from the Medical Assisting program to share important information. Students who do not attend will not be admitted into the program.

Applications received after June 1 will be considered on a space-available basis. Applicants who are not admitted may reapply before the June 1 deadline of the following year.

Medial Assisting Numerical Admissions Ranking

The numerical ranking system was implemented as an objective means for evaluating medical assisting applicants. Applicants will be ranked based upon points earned. Students with the highest number of points will be selected for admission into the Associate-Degree Medical Assisting program.

GPA: A minimum of 2.5 cumulative grade point average (GPA).

GENERAL COURSES: Points for having completed the following courses with a grade of “A” or “B” in the past five years. BIO 163 or BIO 168 & BIO 169, and MAT 110. A = 5 points; B = 3 points.

HEALTHCARE EXPERIENCE: Points awarded for having healthcare-related experience working directly in patient care. Must be:

- At least part-time for a period of six months or more.
- Experience that has occurred within the past five years.
- Submit current/former department supervisor verification on company letterhead to the Student Services Counselor and Career Services Coordinator by June 1.

Medial Assisting Admissions Ranking Sheet

Points for having completed the following courses with a grade of “A” or “B” in the past 5 years.

A=5 points; B=3 points.

BIO 163 or BIO 168 & 169 _____

MAT 110 _____

Cumulative GPA: (Must be 2.5 or above)

(2.5-2.99) = 2 points (3.0-3.49) = 3 points (3.5+) = 4 points

GPA _____

2 points awarded for having healthcare-related experience working directly in patient care.

Must be:

At least part-time for a period of 6 months or more,
Experience has occurred within the past 5 years,
Submit current/former department supervisor verification letter to the Student Services
and Career Services Coordinator by June 1.

Healthcare-related experience _____

TOTAL RANKED SCORE: _____

PHYSICAL & EMOTIONAL HEALTH

It is required that there be evidence that the physical and emotional health of the student must be such that he/she can be expected to provide safe care for the public.

Evaluation of health will continue throughout the program. An applicant or student who presents problems in physical or emotional health which have not responded to any appropriate treatment within a reasonable time may be denied admission or asked to withdraw. The student is denied admission or asked to withdraw to protect his/her own health and that of clients to whom he/she is assigned.

Readmission Policy and Procedure

Readmission to the Medical Assisting program is based upon successful completion of the requirements for readmission and space availability. A student may be readmitted to the Medical Assisting program **one-time** only, and this admission must occur within one academic year of separation. Students dismissed for unsatisfactory clinical performance are **NOT** eligible for readmission. Students dismissed for academic failure are eligible for readmission, pending successful completion of the readmission process and final approval of the Medical Assisting department head.

The Medical Assisting department head may recommend a readmitted student to re-take a previously successful course to better ensure success in the program. Students will be readmitted on probationary status.

A Student Applying for Readmission into the Medical Assisting Program Must:

1. Submit a letter of intent to return within 1 year from the date of exiting a Medical Assisting course to the Medical Assisting department head.

2. Participate in a formal interview with the Medical Assisting department head and affiliated faculty.
3. Pass a written competency test with a minimum score of 80% and demonstrate safety in performing selected laboratory skills with a grade of 'satisfactory' in all the skills.

Students wishing to be readmitted into the Medical Assisting Program must meet admission requirements and will be readmitted according to the following priority:

1. Students in good academic standing who had to withdraw due to documented medical reasons.
2. Students who have withdrawn or been suspended or dismissed for disciplinary, attendance, or academic reasons.

The student may continue the readmission process upon written approval from the department head. The Medical Assisting department head and affiliated faculty reserve the right to impose additional requirements and/or recommendations in the form of an academic contract intended to improve the student's opportunity for successful completion of the program. The individual who fails to complete the readmission procedure is denied readmission and will be subjected to the student appeals process to file a formal appeal.

B. Curriculum Description

1. Description

Medical Assisting curriculum prepares multi-skilled healthcare professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operation, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

MINIMUM EDUCATION REQUIREMENTS

The Medical Assistant obtains an Associate of Applied Science degree from a CAAHEP-accredited college program. To become a Certified Medical Assistant (CMA), the graduate of an accredited program must sit for and successfully pass a national certification exam which is given biannually.

Job duties

The Certified Medical Assistant may perform the following skills:

Clinical

- Assist physician with examination procedures.
- Prepare patients for examinations.
- Prepare patients for minor surgeries.
- Obtain and record vital signs.
- Obtain medical history.

- Perform basic laboratory tests.
- Collect and prepare laboratory tests.
- Perform venipuncture (Phlebotomy).
- EKGs, x-rays.
- Perform diagnostic testing.
- Telephone prescriptions to a pharmacy.
- Administer medications.
- Remove sutures, provide wound care.
- Authorize drug refills as directed by the physician.
- Instruct patients about medications and special diets as directed by the physician.
- Maintaining supplies, equipment, stocking, and sterilizing equipment.
- Practice OSHA safety standards.
- Perform accurate, legal, and ethical documentation always.

Administrative

- Update, maintain, and file patient records.
- Code insurance claims.
- File insurance claims.
- Schedule appointments and answer phones.
- Make necessary referrals as directed.
- Handle billing and bookkeeping.
- Handle correspondence.
- Perform accounting, billing, and banking procedures.
- Arrange for hospital admissions and laboratory services.
- Processing mail.
- Handle inventory and ordering of facility supplies.
- Follow appropriate legal and ethical professional conduct.

Future Employment

Medical Assistants must be able to put patients at ease and explain physicians' instructions and must respect the confidential nature of medical information. Clinical duties require a reasonable level of manual dexterity and visual acuity.

Most employers prefer to hire graduates of formal programs in Medical Assisting. The two accrediting bodies are the Commission on Accreditation of Allied Health Programs (CAAHEP) and the Accrediting Bureau of Health Education Schools (ABHES). Randolph Community College is accredited by CAAHEP (www.caahep.org) Accreditation is awarded when a program meets standards set forth by the accrediting body and is in substantial compliance. Graduates are eligible to apply for the CMA (AAMA) (www.aama-ntl.org) Certification Exam. Successful completion of the Medical Assisting curriculum at Randolph Community College awards an associate in applied science (A.A.S) degree. In view of the preference of many healthcare employers, job prospects should be best for Medical Assistants with formal training and certification.

The American Association of Medical Assistants (AAMA) (www.aama-ntl.org) offers the Certified Medical Assistant (CMA) credential; the only Medical Assisting organization recognized by the American Medical Association. The National Board of Medical Examiners, overseeing numerous national examinations for physicians, acts as a test consultant for the

AAMA's Certification. This ensures that the CMA credential maintains the highest level of reliability and validity.

Employment growth will be driven by the increase in the number of group practices, clinics, and other healthcare facilities that need a high proportion of support personnel, particularly in the flexible Medical Assistant who can handle both administrative and clinical duties. The Medical Assisting program at Randolph Community College, in affiliation with the American Association of Medical Assistants, is providing a valuable service to the Medical Assisting profession, employers of Medical Assistants, and most importantly, our community. The Certified Medical Assistant is becoming the allied health professional of choice for this decade and the next century.

Randolph Community College Medical Assisting Curriculum Schema Curriculum Layout

Medical Assisting [A45400]

Courses for this A.A.S. degree program are offered during the day only.

Curriculum Courses by Semester	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	
First Year: Fall Semester				Credit
ACA 111 College Student Success	1	0	0	1
CIS 110 Introduction to Computers	2	2	0	3
ENG 111 Expository Writing	3	0	0	3
MAT 110 Mathematical Measurement	2	2	0	3
MED 110 Orientation to Medical Assisting	1	0	0	1
MED 118 Medical Law and Ethics	2	0	0	2
MED 121 Medical Terminology I	3	0	0	3
MED 130 Administration Office Procedures I	1	2	0	2
	13	6	0	18
First Year: Spring Semester				
BIO 163 Basic Anatomy & Physiology	4	2	0	5
ENG 114 Prof Research & Reporting	3	0	0	3
MED 122 Medical Terminology II	3	0	0	3
MED 131 Administration Office Procedures II	1	2	0	2
MED 183 Electronic Medical Records	3	2	3	5
	14	4	3	18
First Year: Summer Semester				
MED 140 Exam Room Procedures I	3	4	0	5
MED 232 Medical Insurance Coding	1	3	0	2
MED 276 Patient Education	1	2	0	2
	5	9	0	9
Second Year: Fall Semester				
MED 150 Laboratory Procedures I	3	4	0	5
MED 240 Exam Room Procedures II	3	4	0	5
MED 270 Symptomatology	2	2	0	3
MED 272 Drug Therapy	3	0	0	3
	11	10	0	16

Second Year: Spring Semester

MED 260 MED Clinical Practicum	0	0	15	5
MED 262 Clinical Perspectives	1	0	0	1
MED 264 Medical Assisting Overview	2	0	0	2
PSY 150 General Psychology	3	0	0	3
--- Humanities/Fine Arts Elective	3	0	0	3
	9	0	15	14

Total Semester Hours Credit for Degree: 75

Students must earn a minimum grade of "C" in all the courses with the prefixes of MED, and a "B" or better for BIO, CIS and MAT. Any student not meeting a minimum grade of "C" in all courses with the prefix of MED, and a "B" or better for BIO, CIS and MAT will be dismissed from the Medical Assisting program.

Medical Assisting Course Prerequisites

Required and/or Strongly Suggested

MED Courses

MED 122 – Med Term II

MED 131 – AOP II

MED 140 - Exam Rm. Procedures

MED 150 – Lab Procedures I

MED 183 – Electronic Medical Records

MED 232 – Medical Insurance Coding

MED 240 - Exam Rm. Procedures II

MED 270 - Symptomatology

Prerequisites

MED 121- Med Term I

MED 130 – AOP I

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 118, MED 183, BIO 163 – Basic A&P

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 140, MED 183, MED 232, MED 276, BIO – 163 Basic A&P

MED 110, MED 118, MED 120 & 121, MED 130 & 131

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 118, MED 183, BIO 163 – Basic A&P

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 140, MED 183, MED 232, MED 276, BIO – 163 Basic A&P

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 140, MED 183, MED 232, MED 276, BIO 163 Basic A&P

MED 272 – Drug Therapy

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 140, MED 183, MED 232, MED 276
MAT 110 – Math Measurements,
BIO – 163 Basic A&P

MED 260 – Med. Clinical Practicum

MED 110, MED 118, MED 121 & 122, MED 130 & 131, MED 140, MED 183, MED 232, MED 276, MED 150, MED 240, MED 270, MED 272, and current enrollment in MED 262 and MED 264

MAERB Core Curriculum-Competencies

APPENDIX B

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

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

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

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

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

FOUNDATIONS FOR CLINICAL PRACTICE CONTENT AREA I-IV

Cognitive (Knowledge)	Psychomotor (Skills)
I.C Anatomy, Physiology, & Pharmacology	I.P Anatomy, Physiology, & Pharmacology

<ol style="list-style-type: none"> 1. Identify structural organization of the human body 2. Identify body systems* 3. Identify: <ol style="list-style-type: none"> a. body planes b. directional terms c. quadrants d. body cavities 4. Identify major organs in each body system* 5. Identify the anatomical location of major organs in each body system* 6. Identify the structure and function of the human body across the life span 7. Identify the normal function of each body system* 8. Identify common pathology related to each body system* including: <ol style="list-style-type: none"> a. signs b. symptoms c. etiology d. diagnostic measures e. treatment modalities 9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases 10. Identify the classifications of medications including: <ol style="list-style-type: none"> a. indications for use b. desired effects c. side effects d. adverse reactions 11. Identify quality assurance practices in healthcare 12. Identify basic principles of first aid 13. Identify appropriate vaccinations based on an immunization schedule. 	<ol style="list-style-type: none"> 1. Accurately measure and record <ol style="list-style-type: none"> a. blood pressure b. temperature c. pulse d. respirations e. height f. weight (adult and infant) g. length (infant) h. head circumference (infant) i. oxygen saturation 2. Perform the following procedures: <ol style="list-style-type: none"> a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing 3. Perform patient screening following established protocols 4. Verify the rules of medication administration: <ol style="list-style-type: none"> a. right patient b. right medication c. right dose d. right route e. right time f. right documentation 5. Select proper sites for administering parenteral medication 6. Administer oral medications 7. Administer parenteral (excluding IV) medications 8. Instruct and prepare a patient for a procedure or a treatment
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Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2015, 2022.

<p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	<ol style="list-style-type: none"> 9. Assist provider with a patient exam 10. Perform a quality control measure 11. Collect specimens and perform: <ol style="list-style-type: none"> a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis d. CLIA waived immunology test e. CLIA waived microbiology test 12. Provide up-to-date documentation of provider/professional level CPR 13. Perform first aid procedures <ol style="list-style-type: none"> a. bleeding b. diabetic coma or insulin shock c. stroke d. seizures e. environmental emergency f. syncope
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Content Area II: Applied Mathematics

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

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

Cognitive (Knowledge) III.C Infection Control	Psychomotor (Skills) III.P Infection Control
<ol style="list-style-type: none"> 1. Identify major types of infectious agents 2. Identify the infection cycle including: <ul style="list-style-type: none"> a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit 3. Identify the following as practiced within an ambulatory care setting: <ul style="list-style-type: none"> a. medical asepsis b. surgical asepsis 4. Identify methods of controlling the growth of microorganisms 5. Identify the principles of standard precautions 6. Identify personal protective equipment (PPE) 7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings 	<ol style="list-style-type: none"> 1. Participate in bloodborne pathogen training 2. Select appropriate barrier/personal protective equipment (PPE) 3. Perform handwashing 4. Prepare items for autoclaving 5. Perform sterilization procedures 6. Prepare a sterile field 7. Perform within a sterile field 8. Perform wound care 9. Perform dressing change 10. Demonstrate proper disposal of biohazardous material <ul style="list-style-type: none"> a. sharps b. regulated waste

Content Area IV: Nutrition

Cognitive (Knowledge) IV. C Nutrition	Psychomotor (Skills) IV. P Nutrition
<ol style="list-style-type: none"> 1. Identify dietary nutrients including: <ul style="list-style-type: none"> a. carbohydrates b. fat c. protein d. minerals e. electrolytes f. vitamins g. fiber h. water 2. Identify the function of dietary supplements 3. Identify the special dietary needs for: <ul style="list-style-type: none"> a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies i. eating disorders 4. Identify the components of a food label 	<ol style="list-style-type: none"> 1. Instruct a patient regarding a dietary change related to patient's special dietary needs

Content Area V: Concepts of Effective Communication

Cognitive (Knowledge) V.C Concepts of Effective Communication	Psychomotor (Skills) V.P. Concepts of Effective Communication
<ol style="list-style-type: none"> 1. Identify types of verbal and nonverbal communication 2. Identify communication barriers 3. Identify techniques for overcoming communication barriers 4. Identify the steps in the sender-receiver process 	<ol style="list-style-type: none"> 1. Respond to nonverbal communication 2. Correctly use and pronounce medical terminology in health care interactions 3. Coach patients regarding: <ol style="list-style-type: none"> a. office policies b. medical encounters 4. Demonstrate professional telephone techniques 5. Document telephone messages accurately 6. Using technology, compose clear and correct correspondence 7. Use a list of community resources to facilitate referrals 8. Participate in a telehealth interaction with a patient
<ol style="list-style-type: none"> 5. Identify challenges in communication with different age groups 6. Identify techniques for coaching a patient related to specific needs 7. Identify different types of electronic technology used in professional communication 8. Identify the following related to body systems*: <ol style="list-style-type: none"> a. medical terms b. abbreviations 9. Identify the principles of self-boundaries 10. Identify the role of the medical assistant as a patient navigator 11. Identify coping mechanisms 12. Identify subjective and objective information 13. Identify the basic concepts of the following theories of: <ol style="list-style-type: none"> a. Maslow b. Erikson c. Kubler-Ross 14. Identify issues associated with diversity as it relates to patient care 15. Identify the medical assistant's role in telehealth <p>*Body systems must include, but are not limited to, the following: Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary.</p>	

Content Area VI: Administrative Functions

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

Content Area VII: Basic Practice Finances

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

Content Area VIII: Third-Party Reimbursement

Cognitive (Knowledge) VIII.C Third-Party Reimbursement	Psychomotor (Skills) VIII.P Third-Party Reimbursement
<ol style="list-style-type: none"> Identify: <ol style="list-style-type: none"> types of third-party plans steps for filing a third-party claim Identify managed care requirements for patient referral Identify processes for: <ol style="list-style-type: none"> verification of eligibility for services precertification/preauthorization tracking unpaid claims claim denials and appeals Identify fraud and abuse as they relate to third party reimbursement Define the following: <ol style="list-style-type: none"> bundling and unbundling of codes advanced beneficiary notice (ABN) allowed amount deductible co-insurance co-pay Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements 	<ol style="list-style-type: none"> Interpret information on an insurance card Verify eligibility for services Obtain precertification or preauthorization with documentation Complete an insurance claim form Assist a patient in understanding an Explanation of Benefits (EOB)

Area IX: Procedural and Diagnostic Coding

Cognitive (Knowledge) IX.C Procedural and Diagnostic Coding	Psychomotor (Skills) IX.P Procedural and Diagnostic Coding
<ol style="list-style-type: none"> Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II) Identify the effects of: <ol style="list-style-type: none"> upcoding downcoding Define medical necessity 	<ol style="list-style-type: none"> Perform procedural coding Perform diagnostic coding Utilize medical necessity guidelines

Content Area X: Legal Implications

Cognitive (Knowledge) X.C Legal Implications	Psychomotor (Skills) X.P Legal Implications
<ol style="list-style-type: none"> 1. Identify scope of practice and standards of care for medical assistants 2. Identify the provider role in terms of standard of care. 3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA) 4. Identify the standards outlined in The Patient Care Partnership 5. Identify licensure and certification as they apply to healthcare providers 6. Identify criminal and civil law as they apply to the practicing medical assistant 7. Define: <ol style="list-style-type: none"> a. negligence 	<ol style="list-style-type: none"> 1. Locate a state's legal scope of practice for medical assistants 2. Apply HIPAA rules in regard to: <ol style="list-style-type: none"> a. privacy b. release of information 3. Document patient care accurately in the medical record 4. Complete compliance reporting based on public health statutes 5. Report an illegal activity following the protocol established by the healthcare setting 6. Complete an incident report related to an error in patient care
<ol style="list-style-type: none"> b. malpractice c. statute of limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. living will/advanced directives g. medical durable power of attorney h. Patient Self Determination Act (PSDA) i. risk management <ol style="list-style-type: none"> 8. Identify the purpose of medical malpractice insurance 9. Identify legal and illegal applicant interview questions 10. Identify: <ol style="list-style-type: none"> a. Health Information Technology for Economic and Clinical Health (HITECH) Act b. Genetic Information Nondiscrimination Act of 2008 (GINA) c. Americans with Disabilities Act Amendments Act (ADAAA) 11. Identify the process in compliance reporting: <ol style="list-style-type: none"> a. unsafe activities b. errors in patient care c. conflicts of interest d. incident reports 12. Identify compliance with public health statutes related to: <ol style="list-style-type: none"> a. communicable diseases b. abuse, neglect, and exploitation 	
<ol style="list-style-type: none"> 13. Define the following medical legal terms: <ol style="list-style-type: none"> a. informed consent b. implied consent c. expressed consent d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondeat superior i. res ipsa loquitur j. locum tenens k. defendant-plaintiff 	
<ol style="list-style-type: none"> l. deposition m. arbitration-mediation 	

Content Area XI: Ethical and Professional Considerations

Cognitive (Knowledge) XI.C Ethical and Professional Considerations	Psychomotor (Skills) XI.P Ethical and Professional Considerations
<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. ethics b. morals 2. Identify personal and professional ethics 3. Identify potential effects of personal morals on professional performance 4. Identify professional behaviors of a medical assistant 	<ol style="list-style-type: none"> 1. Demonstrate professional response(s) to ethical issues

Content Area XII: Protective Practices

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

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

A.1	Demonstrate critical thinking skills
A.2	Reassure patients
A.3	Demonstrate empathy for patients' concerns
A.4	Demonstrate active listening
A.5	Respect diversity
A.6	Recognize personal boundaries
A.7	Demonstrate tactfulness
A.8	Demonstrate self-awareness

Health Requirements

a. Physical Health

Physical health is defined as being free of disabling and contagious disease, being able to perform fine and gross motor skills, being able to perform normal weight-bearing ambulatory activities, as well as abstaining from illegal use of controlled substances or abuse of alcohol or prescribed medication.

Assessment of the physical health of the applicant is made through use of a physical examination performed by the applicant's physician, physician assistant, or nurse practitioner and required tests as stated on the Student Health Form. If a physical condition threatens to prevent satisfactory performance, the applicant is counseled and referred to an appropriate professional.

b. Emotional Health

Emotional health is defined as reacting appropriately to stressful situations, coping with everyday environmental stresses with little difficulty, using healthy coping mechanisms, and understanding one's own ability to cope with stressful situations.

Assessment of the emotional health of an applicant is made through use of physical examinations, personal conferences, references, and letters from mental

health care providers if intensive therapy is in progress or has occurred, and psychological evaluations if necessary.

c. Immunizations and Health Requirements

Each applicant is required to complete the immunization and health history form by the designated deadline. Instructions on how to complete this process will be provided in MED 110 Orientation to Medical Assisting. Immunization requirements are subject to change based on any practicum agency's policy revisions. **It is the ongoing responsibility of the student to monitor and comply with immunization and health requirements. Failure to do so will result in the student's inability to participate in practicum rotation and meet the requirements of the Medical Assisting program.**

The report must include 2 PPD (TB) or a QuantiFERON Gold and serology test results and the date that the student received their MMR, Varicella vaccination or titer, along with other specified information on the medical form. The student must also provide a record indicating that they have received the Hepatitis B vaccine. If the student has not received the complete Hepatitis B vaccine series, the student will sign a declination form. The student will also sign a Hepatitis B vaccine information form acknowledging that the student was informed and is aware of the mandatory HBV. All students are required to receive the Hepatitis B vaccination series and **must begin the series prior to April 1 of their second semester in the MA program.** The completed and signed health history form must be submitted by October 31st of the second fall semester. Should Hepatitis B vaccination documentation be incomplete prior to starting Clinical Practicum, the student will **not** be allowed to participate in clinical practicum. If barred by the facility, the student will receive a failing grade for MED 260- Medical Clinical Practicum, resulting in failure and dismissal from the program.

Students must provide documentation of varicella immunity by either titer or vaccination.

d. Immunizations

In compliance with NC law and clinical affiliation requirements, each applicant for admission to the Medical Assisting program will be required to submit proof of specific immunizations and/or tests. These include but are not limited to:

- MMR – two (2) immunizations or positive titers for measles (rubeola), mumps, and rubella.
- Varicella – two (2) immunizations or positive titer (chickenpox).
- Hepatitis B – completed set of three (3) vaccines or positive titer or signed waiver (Students who have not had the vaccinations or who have not completed the series will be prohibited from practicum).
- Tetanus – immunization or booster within the past two (2) years, 1 dose Tdap.
- TB skin test - 2 tests performed within the last year (administered and read by a nurse, NP, PA, or physician). Must read 0 mm or No Induration. QuantiFERON Gold (If accepted by admitting program) must show numeric result. If positive result from TB Skin Test or QuantiFERON Gold, chest x-ray is

required and must be updated every year while in the admitting program. Results of chest x-ray must be documented by doctor and submitted for admission and progression in the program.

- Current Flu vaccine.
- Current H1N1 (swine flu) vaccine.
- Current Pneumococcal Pneumonia.

NOTE: There are required immunizations that are in addition to the ones listed on the NCCCS health form, along with eye exam and hearing test. These immunizations are required by the clinical facilities for students practicing in their clinical settings.

Students are required to submit a completed medical history form during their second fall semester (October 31st). Failure to submit the completed medical history form in a timely manner will disqualify the student from MED 260 Medical Clinical Practicum, (Second Spring semester) and will result in failing the program.

e. Hepatitis Status

Each student will complete a "Hepatitis Status" form and provide it by the designated date. Hepatitis vaccines are required unless a medical condition, as confirmed by a physician, prevents the applicant from receiving the vaccine. Students must provide documentation that he/she has received the initial dose of the hepatitis vaccine series prior to the designated deadline.

All above requirements/processes must be completed by the designated date, or the student will not be allowed to progress to clinical and laboratory classes, even if the student has met all other criteria.

3. Uniforms

Applicants are given information and requirements regarding uniforms in MED 110 Orientation to Medical Assisting. Each applicant is responsible for purchasing the required uniforms by the designated deadline. One set of uniforms is mandatory, additional uniforms beyond the mandatory set are at the discretion of the student.

4. Basic Cardiac Life Support

All students are required to show proof of current certification in Basic Cardiac Life Support. A module in MED 240 Exam Room Procedures II will include AHA BLS training and Certification.

American Heart Association – Basic Life Support / BLS

Each student must maintain current CPR certification throughout their educational experience.

5. Health Services / Accidental Injury / Liability Insurance

Randolph Community College has no facilities or staff for medical treatment other than for minor first aid and assumes no responsibility for injuries or sickness of students. All medical emergencies need to call 911, and then call the RCC switchboard at 336-633-

0200 to inform the College of the emergency. Students should report all accidents to their instructor and complete a medical incident report which then should be forwarded to the director of safety and emergency preparedness even if the accident is perceived to be minor.

Student accident insurance is provided for curriculum students and is paid for through the student activity fees. Claim forms are available through the Business Office. Continuing Education students can purchase student accident insurance at the time of registration. Check with your instructor for current cost. The College reserves the right to change fees as needed.

Each student is highly recommended to have Liability insurance.

6. Criminal Background Check and Drug Screen

Medical assisting students must complete an unpaid supervised practicum of at least 210 contact hours as part of the program requirements.

Students admitted to the program will be required to submit to a criminal background check and drug screen prior to clinical practicum placement. Health facilities that serve as student rotation sites have enacted requirements that ensure that students and faculty who enter their facilities meet the same qualifications as any potential hires. The process will be carried out by a source selected by the college. Students must be aware that progress toward graduation may be limited by any inability to meet the agency requirements for student placement.

Results are sent directly to the clinical facility for review. The clinical facility will notify the department head of students with any findings that would preclude their clinical placement. The department head will confirm the manner of the review with the facility to ensure no error was made. The department head will at no time be privy to the actual results.

If a criminal charge or conviction occurs while a student is enrolled and assigned to a clinical agency the student will be removed immediately from the placement until a review is conducted. Each clinical affiliate has the right to deny the student access to clinical practicum based upon criminal record; therefore, the final decision will rest with the clinical agency as to any possibility of reinstatement at the site.

Each clinical affiliate has the right to deny a student's access for clinical practicum based upon criminal record. Should a student be barred from completing clinical assignments with clinical affiliates, Randolph Community College will not be able to ensure the completion of program requirements and graduation competencies. If a student is asked to be removed from clinical practicum by the affiliate or by the department head due to the results of the criminal background check, unsafe and/or illegal practices, disregard for affiliate and/or Medical Assisting program policies, or demonstrates a lack of interest, the student will be withdrawn from practicum and all concurrent MED classes. The inability of a student to complete program requirements and graduation competencies will result in suspension from the Medical Assisting program.

Randolph Community College does not guarantee the admission of any student to any practicum facility or practicum site. A student's acceptance, participation, and continuation at any practicum site are subject at all times to the approval and consent of the practicum site. Students must be able to attend and progress in the assigned practicum site. Alternate assignments will not be made because of inability to progress in an assigned practicum clinical setting.

For these reasons, all Medical Assisting students must understand that it is critical that they comply with all policies and procedures of practicum sites and must satisfactorily perform and conduct themselves at practicum. Students are responsible for providing practicum facility supplemental information concerning background checks, criminal histories or convictions, or any other background information, when requested by the practicum site. Failure to promptly provide updated or corrected information may be cause for removal from a practicum facility or practicum site and/or from the Medical Assisting program.

NOTE:

*Beginning in January 2001, students who have been convicted of a felony are **not** eligible to sit for the AAMA Certification Examination. Students may request the opportunity to submit written evidence to and/or request a hearing before the certifying board of the AAMA to obtain a waiver.*

7. Estimated Program Fees and Costs

Expenses (Tuition & Fees)

Asheboro and Randolph County area Curriculum students who commute to Randolph Community College may expect to spend an average of \$3,000 per year for tuition, books, and supplies, depending on the major selected. Books and supplies will be more costly in majors like Advertising & Graphic Design, Associate-Degree Nursing, Cosmetology, Interior Design, and Photographic Technology. Transportation is an additional expense. Certain students must consider off-campus room and board and personal expenses in addition to the above. Students in this category could expect a substantial difference in expense. Students are encouraged to speak with a student success counselor or faculty advisor for specific expenses related to a program of study.

Tuition & Activity Fees for Curriculum Programs

Please NOTE: The North Carolina General Assembly sets tuition rates for in state and out-of-state residents. **They are subject to change by the General Assembly without notice.** Fees are established by state legislative action and/or State Board action and/or RCC Board action and **are subject to change.**

Semester Hours

In-State	1 through 15	\$76.00 / Credit Hour
	16 and up	\$1,216.00 / Semester
Out-of-State	1 through 15	\$286.00 / Credit Hour
	16 and up	\$4,288.00 / Semester

(Rates effective January 1, 2016)

*Activity Fee – \$2.75 per credit hour (\$33.00 maximum per semester)

Technology Fee – \$2.00 per credit hour (\$32.00 maximum per semester)
Graduation Fee - \$5 per semester
Lab Fees – Dependent on course(s)

*All full-time and part-time regular students will pay an activity fee by the semester on an academic year basis. Activity fees for the summer session will be one-half the normal charge, up to 12 credit hours (\$9 maximum). Activity fees are used for items and activities that directly benefit students. Examples include accident insurance, parking stickers, spring and fall fests, and student identification cards.

Books & Supplies for Curriculum Programs

The cost for books and supplies will vary according to programs. For additional information, students may contact a student success counselor or faculty advisor for the program area, as well as review information published by the RCC Campus Store at <https://bookstore.randolph.edu/>.

Uniforms and Supplies Expense:

During MED 140-Exam room procedures I, students will perform patient intake including medical history, and vitals. Each student will be required to purchase a stethoscope and sphygmomanometer (blood pressure cuff). Prices will vary depending on the vendor.

1 Sphygmomanometer	\$20.00
<u>1 Stethoscope</u>	<u>\$28.00-\$90.00</u>
Total estimated cost	\$110.00

Students are required to wear approved uniforms during MED 240-Exam Room Procedures II and MED 150-Laboratory Procedures. In addition, students are required to wear the approved uniforms during and throughout MED 260 clinical practicum. The Medical Assisting program requires one (1) set of uniforms, as listed below. The prices shown below are an estimated average of the cost. The expenses can vary depending on the size and/or the number of sets of uniforms purchased, according to the student's discretion. For the student's convenience, students will utilize Expressions Scrubs & Shoes, located in Asheboro or High Point. Eligible students may use financial aid towards the purchase of the uniform(s).

1 red or black warm-up scrub jacket	\$26.09 - \$26.69 (XXS up to 5X)
1 red scrub pants	\$21.59 - \$25.19 (XXS up to 5XL (Petites/Tall))
1 red scrub top	\$17.19 – \$21.59 (XXXS up to 5X)
1 white or black leather closed toe/heel or Leather upper tennis/nurse shoes	\$75.00
<u>White or black crew socks/support socks/hose</u>	<u>\$6.00</u>
Total estimated cost	\$154.47

As previously mentioned above, each student is responsible for purchasing the required uniforms by the designated deadline. One set of uniforms is mandatory and additional uniforms, beyond the mandatory set, are at the discretion of the student.

NOTE: Instructors are not required to wear scrubs and are not required to be in full uniform. Wearing scrubs and wearing full uniforms are at the discretion of the instructor. The instructor reserves the right to wear uniforms or professional attire, according to RCC's dress code.

Criminal Background Check and Drug Screen

Before beginning the clinical practicum, students are required to undergo a criminal background check and drug screen. Investigative Associates & Consultants are utilized by Randolph Community College for these services. The student bears the expense of the investigation, with costs varying based on the number of states of residence and names searched. The minimum cost, inclusive of the drug screen, is \$86.00. Payment can be made in cash, check, money order, or credit/debit card.

Criminal Background check & Drug Screen start at: \$86.00 to \$200.00+

Immunizations

In compliance with NC law and clinical affiliation requirements, each applicant for admission to the Medical Assisting program will be required to submit proof of specific immunizations and/or tests. The cost will vary according to the student's check-up visit with the doctor and the number of immunizations and/or titers received, if applicable.

Doctor visit for health history/Immunizations \$150.00+. Amount will vary among students depending on each student's health/immunization status.

AHA BLS

American Heart Association CPR certification \$8.00.

C. Americans with Disabilities Act

Randolph Community College is an ADA compliant institution. The College does not discriminate based on disability in the admission process or in access to its programs, services, and/or activities for qualified individuals who meet essential eligibility requirements. The college will provide reasonable accommodation for documented disabilities of individuals who are eligible to receive or participate in college programs, services, and/or activities. Student Services provides a disability counselor to assist students in requesting disability related accommodations. If a student believes that he/she cannot meet one or more of the essential functions without accommodation, the student is encouraged to disclose the disability to the disability counselor as soon as possible. Students must certify the ability to meet essential functions of the profession by a signed statement at the beginning of the program.

The Medical Assisting program complies with the provisions contained in the 1990 "Americans with Disabilities Act".

The Medical Assisting faculty believes that the practice of medical assisting involves cognitive, sensory, affective, and psychomotor performance requirements. Therefore, the essential eligibility requirements for participants in a medical assisting education program shall be further defined according to the following physical and emotional standards.

Accommodations for Students with Disabilities

Randolph Community College (RCC) is committed to providing equal access to educational opportunities to qualified students with disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the expanded protections of the ADA Amendments Act of 2008 (ADAA). Student Services, faculty, and staff work in concert to assure an accessible academic climate and to promote self-advocacy and success for students with disabilities, from the admissions process through the entire college experience.

Qualified students with documented disabilities have the right to reasonable accommodation. These accommodations may not compromise academic standards of an instructional program, provide the disabled student with an unfair advantage over fellow students, produce undue financial burden on the institution, or create a health/safety concern.

Accommodation is not retroactive. The College is not required to provide students with disabilities with personal attendants or devices.

Students with a disability should contact the RCC Disability Services Coordinator, located in Student Services on the Asheboro Campus or at (336) 633-0200.

D. Technical Standards & Occupational Risks

The Medical Assisting curriculum prepares multi-skilled healthcare professionals qualified to perform administrative, clinical, and laboratory procedures. To effectively train Medical Assisting professionals, the performance of certain functions is incorporated throughout the program. Faculty and students are required to demonstrate proficiency in these functions in the Medical Assisting program. Medical Assisting students should possess and be able to demonstrate the following essential functions:

1. ***Critical Thinking:*** Critical thinking ability sufficient for practicum judgment. For example, a student must be able to identify cause-effect relationships in practicum situations; collect and analyze data to aid in problem solving; cognitive ability to be oriented to time, place, and persons; organize responsibilities and make decisions. For example, students shall assess patient/client complaints, provide prioritized patient care, and implement appropriate plans.
2. ***Interpersonal Skills:*** Interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds. The student must deal effectively with stress produced by the work environment and interpersonal situations. For example, students shall establish rapport with patients/clients and healthcare team members.

- a. Students need interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, societal, cultural, beliefs, and intellectual backgrounds. For example, students shall establish rapport with patients/clients and healthcare team members.
 - b. Students must be able to develop mature, sensitive, and effective relationships with patients and colleagues.
 - c. The student must be able to accept constructive criticism and make the necessary changes in performance to maintain program standards.
 - d. Students must be adaptable, flexible, and able to function in the face of uncertainty.
 - e. He or she must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values.
3. **Communication Skills:** Communication abilities sufficient for interaction with others in verbal and written form. For example, explain treatment procedures; initiate health teaching; document and interpret medical actions and patient/client responses.
4. **Mobility:** Physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. For example, frequent trips from workstation to patients' rooms; move around in patient's rooms, work spaces, and treatment areas.
- a. The student should be able to work continuously for up to four (4) hours per day.
 - b. The student should be able to push heavy equipment or patients in wheelchairs weighing up to three hundred and fifty (350) pounds.
5. **Motor Skills:** The student must possess gross and fine motor skills sufficient to perform administrative, clinical, and laboratory duties.
- a. Gross and fine motor abilities sufficient to provide safe and effective medical assisting care. For example, calibrate and use equipment, document care, position and move patients/clients, administer cardiopulmonary resuscitation procedures, and perform skill procedures.
 - b. Tactile ability sufficient for physical assessment, such as performing palpation, functions of physical examination and/or those related to therapeutic intervention and taking pulses.
 - c. The student should have tactile perception in both hands to safely handle instruments/sharps, contaminated wastes and body fluids, and laboratory specimens utilizing precautions and following OSHA/CLIA standards.
 - d. The student should have tactile perception in both hands to assist the physician during minor office surgical procedures.
 - e. The student should be able to perform basic clinical/lab/administrative duties in a timely manner to maintain the normal flow of patients through the physician's office.

6. **Hearing:** Auditory ability, sufficient to monitor and assess health needs. For example, hear monitor alarms, emergency signals, auscultator sounds, and cries for help.
7. **Visual:** Visual ability sufficient for observation and assessment necessary in medical care. For example, observe patient/client responses and specimen color. Students must have visual acuity to differentiate normal/abnormal patient specimens using a microscope and be able to determine positive/negative results on visual inspection on waived tests and instrument controls.
8. **Weight-bearing:** Ability to lift and manipulate/move 45-50 pounds daily. For example, position patients/clients and move equipment.
9. **Cognitive Abilities:** Ability to be oriented to time, place, and person; organize responsibilities and make decisions. For example, students shall assess patient/client complaints, provide prioritized patient care, and implement appropriate plans.

The above examples are illustrative only and are not all inclusive!

If a medical assisting student or applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the student should confer directly with the Department Head, to determine whether any additional accommodations can be provided and whether such accommodations are feasible. Students needing any form of accommodation are expected to engage in an interactive process with the Director of Student Success Counselor, the Department Head for Medical Assisting, and any other administrative officials, to determine what modifications or accommodations may be reasonable and appropriate. Please refer to the College catalog for specific information.

Behavioral Skills

Students will be expected to arrive for classes on time.

- a. The student will be expected to work in groups and respond in a positive manner to peer/instructor critiques.
- b. The student will be expected to work on lab skills during assigned lab times.
- c. The student will be expected to maintain academic honesty.
- d. The student will be expected to work cooperatively.
- e. The student will be expected to conduct him/herself in a mature manner.
- f. The student will be expected to adhere to the Code of Ethics of the American Medical Association and the American Association of Medical Assistants.

Cognitive & Critical Thinking

- a. Cognitive ability to be oriented to time, place, and persons; organize responsibilities and make decisions. For example, students shall assess patient/client complaints, provide prioritized patient care, and implement appropriate plans.
- b. Critical thinking ability sufficient for practicum judgement, such as identifying cause-effect relationships in practicum situations; collect and analyze data to aid in problem-solving.

OCCUPATIONAL RISKS

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030.

Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility.

As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include the following:

- Exposure to infectious diseases.
- Sharps injuries.
- Bloodborne pathogens and biological hazards.
- Chemical and drug exposure.
- Ergonomic hazards from lifting, sitting, and repetitive tasks.
- Latex allergies.
- Violence.
- Stress.

Although it is possible to prevent or reduce these hazards, healthcare workers continue to experience injuries and illness at work. There are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited Medical Assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

Infectious Agents

Infectious agents are organisms that are capable of producing infection or infectious disease. They include bacteria, fungi, viruses, and parasites. Healthcare workers have a high risk of contact with infectious agents due to the various types of activities involved with their jobs and the possibilities of contamination.

- [Bloodborne Pathogens \(BBP\): HIV/AIDS, Hepatitis B, Hepatitis C](#)
- Influenza (FLU)
 - [Seasonal](#)
 - [Pandemic](#)
 - [Avian Swine](#)
- [Ebola](#)
- [Methicillin-resistant Staphylococcus aureus \(MRSA\)](#)
- [Tuberculosis \(TB\)](#)

- [Severe Acute Respiratory Syndrome \(SARS\)](#)
- [Middle East Respiratory Syndrome \(MERS\)](#)

Healthcare workers (HCWs) are occupationally exposed to a variety of infectious diseases during the performance of their duties. The delivery of healthcare services requires a broad range of workers. The diversity among HCWs and their workplaces makes occupational exposure to infectious diseases especially challenging. For example, not all workers in the same healthcare facility, not all individuals with the same job title, and not all healthcare facilities will be at equal risk of occupational exposure to infectious agents.

What are bloodborne pathogens?

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in many occupations, including first responders, housekeeping personnel in some industries, nurses, and other healthcare personnel, all may be at risk for exposure to bloodborne pathogens.

Several OSHA standards and directives are directly applicable to protecting workers against transmission of infectious agents. These include OSHA's [Bloodborne Pathogens standard \(29 CFR 1910.1030\)](#) which provides protection of workers from exposures to blood and body fluids that may contain bloodborne infectious agents; OSHA's [Personal Protective Equipment standard \(29 CFR 1910.132\)](#) and [Respiratory Protection standard \(29 CFR 1910.134\)](#) which provide protection for workers when exposed to contact, droplet and airborne transmissible infectious agents; and OSHA's *TB compliance directive* which protects workers against exposure to TB through enforcement of existing applicable OSHA standards and the General Duty Clause of the OSH Act.

Chemical Hazards

Many hazardous chemicals are present in healthcare settings, which may pose an exposure risk for healthcare workers, patients, and others. These chemicals are used to do the following:

- Treat patients (e.g., antineoplastic drugs, aerosolized medications, anesthetic gases)
- Clean, disinfect and sterilize work surfaces (e.g., phenolics, quaternary ammonium compounds, bleach) and medical supplies and instruments (e.g., ethylene oxide, glutaraldehyde)
- As a fixative for tissue specimens (e.g., xylene, toluene, formaldehyde)

Surgical smoke generated by lasers and electrosurgical devices during surgical procedures contains many chemical substances in addition to viruses and bacteria.

Physical Hazards

Musculoskeletal disorders are a major concern in occupational healthcare. Injuries occur frequently and are often due to repeated handling of patients, which involves heavy manual lifting when transferring or repositioning patients and working in extremely awkward positions. Lifting becomes more difficult by the increasing weight of patients to be lifted due to the obesity

epidemic in the United States and an increasing number of elderly people who require assistance with daily living activities.

Latex Allergies

Latex, also known as rubber or natural latex, is derived from a milky fluid found in rubber trees. Latex allergy is a reaction to certain proteins found in natural latex. Latex allergy may cause allergic reactions ranging from sneezing or a runny nose to anaphylaxis, a potentially life-threatening condition. Healthcare workers exposed to rubber gloves and other latex-containing medical devices are at risk of developing a latex allergy.

Work Stress & Mental Health

Work stress refers to the harmful physical and emotional effects when job requirements do not match workers' resources or needs. Work stress can lead to poor mental and physical health. Mental health includes a person's psychological, emotional, and social well-being and affects how we feel, think, and act.

Working conditions have traditionally been challenging for healthcare workers. Work in healthcare often involves:

- Intensely stressful and emotional situations in caring for those who are sick.
- Exposure to human suffering and bereavement.
- Unique pressures from relationships with the patient, family members, and employers.
- Working conditions with ongoing risk for hazardous exposures such as to COVID-19, other infectious diseases, hazardous drugs, and more.
- Demanding physical work and risk of injuries such as from patient handling.
- For many healthcare workers, unstable and unpredictable work lives, and financial strain.

Many healthcare workers place the ***well-being of others before self***. On the surface, this dedication to patients is admirable. However, it can ultimately be harmful if it delays or prevents workers from getting the help that they need for their own health and well-being.

E. Essential Competencies

Communication

- a. Communication abilities sufficient for interaction with others in verbal and written form. For example, explain treatment procedures; initiate health teaching; document and interpret medical actions and patient/client responses.
- a. Reading tasks require the ability to read course textbooks, lab skills, lab equipment procedure manuals, check-off lists, and handouts associated with the course.
- b. Writing tasks require the ability to write legibly, make reports, document data in patient charts, and take notes necessary to complete assignments.
- c. Students must have adequate hearing/speech to allow for oral communication with coworkers and patients in face-to-face and automated situations.

Math Skills

Students must have successfully completed DMA 010, DMA 020, and DMA 030. Students must be able to perform basic mathematical/algebraic calculations when performing bookkeeping, assessing patient vital signs, and administering medications as directed by the physician.

Analytical/Comprehensive Skills

- a. Students must be able to apply the principles of aseptic technique and OSHA regulations during clinical lab procedures.
- b. Students must be able to anticipate the needs of the physician in the examination/procedure progresses.
- c. Students must be able to process and apply given information and evaluate administrative/clinical needs.
- d. Students must be able to use short- and long-term memory and apply critical-thinking techniques to problem solve.

F. Awarding Credit

RCC Transfer Credit

The College reserves the right to accept or reject credits earned at other universities, colleges, and institutions. Transfer credit is defined as course credit awarded by the college for comparable courses earned at another institution.

Students who have attended other institutions of higher learning may transfer credit earned in comparable courses or programs of study by submitting official transcripts. Direct transfer of credit may be granted if the student is transferring from a regionally accredited institution.

Non-regionally accredited institutions may be approved on a case- by-case-basis. Transfer credit from other institutions may not exceed 75% of course requirements for completion of a degree, diploma, or certificate program. Courses eligible for transfer must have a grade of “C” or higher.

Transfer credit awarded will not count toward the GPA. Transfer credit is processed by the Office of Admissions, Records and Registration in partnership with the department head as approved by the Vice President for Instructional Services.

RCC Credit for Prior Learning (Non-Course Credit)

Credit for Prior Learning (non-course credit) is defined as course credit awarded by the college for completion of an exam, military training, or experiential learning. Non-course credit is available for College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES), Advance Placement (AP) exams, military service, and experiential learning. Non-course credit may not exceed 75% of course requirements for completion of a degree, diploma, or certificate program. Non-course credit awarded will not count toward the GPA.

For exams (e.g., CLEP), the Director of Admissions, Records and Registration (Registrar) and the appropriate Associate Dean maintain a matrix indicating required exam scores to earn credit for specific courses. Upon receipt of exam scores, non- course

credit is awarded by the Office of Admissions, Records and Registration based on the matrix.

For military service and experiential learning, the Request for Credit form and the required documentation is submitted by the student to their advisor for credit recommendations and approved by the vice president for instructional services.

RCC Credit by Proficiency Exam

Eligible students may request from their instructor to earn credit by proficiency exam. Faculty author, maintain, and administer the proficiency exams, which are approved by the Dean of Curriculum Programs. Eligible students are those who:

1. Are accepted to the college and have met the prerequisites for the course,
2. Have occupational experiences and/or background closely related to course objectives,
3. Are registered and paid in a course that proficiency exams are permitted,
4. Do not have credit for the course, and
5. Have not previously attempted the course (including audit) or the exam.

Hours awarded will not count toward the GPA. A maximum of 25 percent of credit toward graduation will be allowed per student per curriculum in proficiency hours. It is the student's responsibility to request the exam and to provide any required documentation to the instructor administering the exam. All proficiency examinations must be completed prior to the start of the semester in which the course would normally first be taken. Upon completion of the exam, the instructor recommends credit for the course to be approved by the Vice President for Instructional Services and processed by the Office of Admissions, Records and Registration.

RCC Medical Assisting Transfer Credit:

Refer to the Randolph Community College Transfer Credit Policy in the Academic Policies section of the college catalog. For additional information, please contact the Medical Assisting department head.

NOTE: Transfer of credit **WILL NOT** be granted for **experiential** learning.

Transfer of credit **WILL NOT** be granted for **cooperative** education or **work-based** learning.

IX. Progression Policy

A. Academic Progression

1. Grading Scale

93-100	A
85-92	B
77-84	C
70-76	D
0-69	F

Students must receive an overall minimum grade of 77% or higher to progress to the next semester.

NOTE: A grade of a D is considered failing in the Medical Assisting Curriculum.

The student must maintain a grade of C or better in all medical assisting courses. A grade point average of 2.5 is required for a student to enter, progress, re-enter, or graduate. In addition, medical assisting students must successfully complete 100% of the psychomotor and affective domain objectives (competencies) in all medical assisting program courses to progress. Students will be allowed three attempts to successfully pass a psychomotor or affective competencies. Failure to pass a psychomotor or affective competency within three attempts will result in the student failing the course and subsequent dismissal from the program.

Competencies:

Competency skills are scheduled in advance and are treated in the same manner as major tests. Therefore, being absent is unacceptable and must be avoided if possible. If you must be absent during a scheduled competency skill check-off, you must obtain **prior** approval from the instructor. Approval is granted only for extreme circumstances. Rescheduling will be at the instructor's convenience.

Competency skill dates will be announced/posted with a minimum of two days' notice. Skill checkoffs are equivalent to tests, and as such, every effort must be made to be present during the skill check-off day. If a student leaves campus during or before the student completes the check-off skill, or before the class is scheduled to end, the student will receive a Fail (F) grade for the skill.

The student is responsible for arranging additional open lab practices and arranging to complete the additional attempt(s). The student will be allowed two additional attempts to successfully pass the skill.

Each student must receive a Pass (P) on each skill to progress in the program. This includes being able to perform the skill and answer rational questions of the instructor.

Any student, at any time, may be required to schedule an appointment in the Remediation Lab at the discretion of the instructor.

Competency Grading

Competencies are graded on a Pass (P) or Fail (F) basis. To pass each competency, students will be required to successfully complete any step labeled as CRITICAL and successfully complete 80% of the non-critical steps. All psychomotor and affective competencies must be successfully completed within the program.

NOTE: All psychomotor and affective competencies listed in the MAERB Core Curriculum must be successfully completed by the student to pass the course. Students failing to pass on the first attempt will be allowed to re-attempt the competencies two additional times, if needed. Failure to successfully pass any competency on the third attempt will result in the student failing the competency and the course. The student will not be allowed to progress in the program.

Copies of Competencies:

Competencies and skill checkoffs are equivalent to exams and are treated as exams, respectively. As such, no competencies and skill check-off sheets will be allowed off campus. Official transcripts will document the student's competence in a particular class; therefore, no copies of competencies and skill-check offs are allowed. The student is encouraged to arrange review of any competencies or skills with the instructor.

2. Sequence of Courses

The Medical Assisting (MA) Program has established policies that apply to all students and will be enforced for the entire enrollment period. All students are expected to adhere to all program policies, guidelines, and regulations.

Randolph Community College's Medical Assisting program offers a curriculum that is designed to prepare individuals to function as competent Medical Assistants. Students may NOT take medical assisting courses out of sequence and must comply with all departmental policies.

MED-prefix courses must be completed **sequentially**, as outlined in the curriculum layout. Non-MED-prefix courses/general education courses may be taken prior to enrollment in the medical assisting program. The student is responsible for informing the Medical Assisting department head of failure to successfully complete a non-MED-prefix course/general education course, during the semester in which the course is required. If a course, whether MED-prefix or non-MED-prefix, is not completed successfully, the student will be subject to following the readmission guidelines.

The student is responsible for completing all course work assignments, for meeting established deadlines for submission of assignments, and for understanding the consequences if assignments are submitted late or are not submitted. Assignments, tests, deadlines, and policies for each course are determined by the individual instructor. The student is responsible for contacting the instructor with any questions regarding these details or requesting clarification.

The instructor for each course will make a reasonable effort to return student work and tests on a timely basis, assess each student's progress periodically, communicate with each student regarding his/her performance, and make suggestions for improvement, as necessary. It is ultimately the **STUDENT'S RESPONSIBILITY**, however, to monitor his/her own grades and to contact the instructor at the first sign of difficulty in the course.

In order to progress to the next semester's course, the student must successfully complete:

1. Each medical assisting course with a final grade of 77% or better
2. Successfully Pass (P) all psychomotor and affective competencies
3. Each general education course or non-MED prefixed course with a final letter grade of "C" or better and a final letter grade of "B" or better in BIO, CIS, and MAT
4. Must maintain a minimum cumulative grade point average (GPA) of 2.5 each semester.

3. Course Substitutions

Substitution courses taken by students for completion of their degree or diploma must be approved by the Vice President for Instructional Services. The occurrence of substitutions will be very limited and must be special in nature. Requests for course substitutions are to be made through academic advisors.

B. Attendance Policy

Attendance plays a critical role in student success in all classes. Satisfactory progress is difficult without regular attendance. Students are encouraged to contact the instructor regarding any anticipated absences to arrange continued progress in the course.

To remain enrolled in a course a student must be in attendance on or before the census date (10% point of the course). To meet the census date requirement, students registered in a traditional (face-to-face) course must physically attend class and be recorded as present at least one time on or before the census date of the class or they will be removed from the course and not allowed to remain in the class. Students registered in a hybrid or blended course must physically attend class or complete the syllabus quiz on or before the census date of the class to be counted as present or they will be removed from the course and not allowed to remain in the class. Students registered in an online course must complete the syllabus quiz on or before the census date of the course to be counted as present or they will be removed from the course and not allowed to remain in the class. Departments and individual instructors may not waive this requirement.

Students are responsible for course content when absent and for being prepared for the class following the absence. Students should refer to the course syllabus for the guidelines on makeup work. It is the responsibility of the student to inform the instructor of circumstances which may have caused him/her to be absent. The student is responsible for arranging with the instructor to complete any work missed and for completing the work in a timely manner. Instructors are encouraged to give consideration for absences caused by college-related activities and other extenuating circumstances. An instructor may forgive an absence if the student has a valid reason for the absence, has arranged with the instructor to complete the work missed, and completes such work in a timely manner. It may not be possible to make up work missed in selected labs or clinics. Therefore, absences from certain labs or clinics may not be forgiven.

Some programs may have outside regulatory bodies that require a minimum of class attendance hours (i.e., Nursing, Radiography, Cosmetology, Medical Assisting). Each instructor will include attendance requirements and criteria for tardiness on the course syllabus. Additionally, attendance is required for students receiving benefits from outside entities that require attendance (i.e., Veterans Education Benefits).

During the schedule adjustment period, students may drop or add courses using Student Planning in Self-Service. After the schedule adjustment period and through the course census date, students may drop a course using Student Planning in Self-Service.

Refer to current course catalog for specifics on religious observances and military leave.

In cases where practical considerations, regulations, or accreditation requirements make it necessary, a program may establish more stringent attendance requirements. The Medical

Assisting Program follows a stringent attendance policy, in addition to the campus-wide policy above.

It is the philosophy of the Medical Assisting faculty that students entering the workforce must demonstrate dependability and work ethic. For this reason, attendance in the Medical Assisting Program is viewed as an essential part of the student's overall education. Each student is encouraged to take attendance seriously and abide by this policy.

The Medical Assisting Program follows a stringent attendance policy, in addition to the campus-wide policy above. It is the belief of the Medical Assisting Department that learning best occurs when the student attends classes and students are expected to attend all classroom, laboratory, and clinical sessions. The instructor reserves the right to withdraw a student from this course for missing more than 10% of the required class attendance. Excused absences will be determined by the instructor and require proof of legitimacy of absence. Three (3) tardies, regardless of time, constitute one absence.

- Absences beyond 10% contact hours will result in dismissal from the program.
- Three (3) tardies are equivalent to one (1) absence.
- When absence from clinical practicum is necessary, the student is responsible for notifying the instructor AND the practicum site prior to 8:00 am.

Theory Component: Students must attend at least 90% of all class and lab meetings. If a student anticipates that he/she is going to be absent, he/she must notify the instructor prior to the beginning of class via RCC email and/or phone notification to the instructor or front desk administrative personnel. Failure to notify the instructor will constitute an unexcused absence. Exceptions to this attendance policy shall occur only under rare and extreme circumstances as determined by the department head on an individual basis. An exception is considered only for a student who has previously maintained a satisfactory attendance record. Circumstances will be determined to be extraordinary by the medical Assisting department head following receipt of a written request that includes an explanation of the contributing circumstances and is accompanied by official documentation (Dr.'s note, court papers, etc.). Documentation must be submitted to the department head within 24 hours of the incident. Additional tardies and/or absences occurring in the same semester in which the attendance exception is granted will result in dismissal from the program.

Clinical Component: Students are required and strongly encouraged to be in attendance and punctual. Absences from clinical practicum are awarded only in cases of extreme circumstances as determined by the Medical Assisting department head on an individual basis. Tardiness to clinical practicum beyond ten (10) minutes constitutes an absence. If the student anticipates that he/she is to be late or absent, he/she must notify the MA department head **and** the practicum preceptor/coordinator prior to the beginning of a practicum rotation. **DO NOT** leave messages for the practicum preceptor/coordinator; you must speak with them or someone from their office. Failure to notify both the MA department head and the practicum preceptor will constitute an unexcused absence. The absence will be determined either excused or unexcused as determined by the MA department head. The absence must be a legitimate absence and documentation to justify the absence is required. If the student's absence requires a doctor's visit, a note from the attending physician is to be given to the instructor on the first day of the student's return to campus from clinical practicum.

If a student is given an unsatisfactory clinical evaluation during any part of their practicum, they may be removed from the practicum site, and their evaluation reviewed. If these unsatisfactory scores are given in areas in which unsatisfactory performance is deemed a critical infraction and/or legal liability to the school or physician's office, the student will not be allowed to continue in the program.

Attendance will be taken daily. Consistent regular attendance is the student's responsibility. Violations to this attendance policy are regarded as grounds for dismissal from the program.

C. Health Status

Students who pose a risk to the health, safety, or wellbeing of patients or other students may be removed from practicum settings. If a student should contract or be a carrier of any infectious disease whether acute, chronic, active, or inactive, it is the student's responsibility to report this immediately to the course/practicum instructor. Patient wellbeing, safety, and health are the primary concerns of all practicum facilities and practicum sites. All practicum sites and practicum facilities, as well as the RCC Medical Assisting department, reserve the right to require medical verification that a student may participate in a practicum setting without posing a risk to the health, safety, or wellbeing of patients, other students, or staff.

D. Infectious Disease Policy

Because of the nature of the healthcare profession, students participating in lab practice and required clinical education experiences will find themselves at risk for exposure to infectious diseases. The risk cannot completely be eliminated; however, it can be minimized by education and the implementation of "Universal/Standard Precautions" on all occasions.

Gloves and safety glasses, gowns, hand washing, and masks will always be used when appropriate. Due to the nature of the student/client relationship, the client must also be protected from a student caregiver who may transmit infectious diseases.

1. Standard Precautions

- Designed for the care of all patients, regardless of a known infection status.
- Use for contact with blood/body substances, non-intact skin, mucous membranes, contaminated items.
- Use in all healthcare settings.
- Use for known and unknown infection sources.

Standard Precautions Include:

- Treat all blood and body fluids (not patients) as potentially infectious.
- Use proper hand hygiene procedure after contact with blood or body substances.
- Wearing appropriate personal protective equipment (PPE).
- Handle sharps carefully and dispose in sharps containers appropriately.
- Do not recap needles.
- Use approved safety sharps devices, always activate the safety mechanisms.
- Eating, drinking, and applying cosmetics, smoking, or handling contact lenses are prohibited in work areas where blood exposure could occur.
- Perform procedures to minimize splashing or spraying.
- Do not store food or drink in areas where blood or body substances are present.
- Follow procedures for routine cleaning and disinfection of the environment.

- Handle soiled equipment to protect yourself, patients, and the environment from the spread of germs.
- Clean, disinfect, or sterilize reusable equipment between patients.
- Place specimens in appropriate containers during collecting, handling, processing, storing, transporting, or shipping. Use biohazard labeling.
- Remove broken glass by mechanical means such as tongs, forceps, or dustpan and brush.
- Do not reach into a container with bare hands.
- All soiled linens are considered contaminated.

2. Bloodborne Pathogens

- Bloodborne pathogens are disease-causing germs carried by blood and other body fluids.
- Human immunodeficiency virus (HIV), hepatitis B virus, and hepatitis C virus are the most common Bloodborne pathogens.

Bloodborne Pathogens are spread by:

- Puncture wounds/needle sticks.
- Splash to mucous membranes or open areas of skin.
- Sexual contact.
- Mother to infant.

HIV

- The virus that causes AIDS.
- The average risk for healthcare workers after exposure to HIV is about 1 to 300.
- Symptoms include flu-like symptoms, fatigue, fever, swollen lymph nodes, diarrhea, and night sweats.

Hepatitis B Virus (HBV)

- Referred to as the greatest risk to healthcare workers after exposure.
- May cause severe illness, liver damage, and death.
- Symptoms include fatigue, nausea, jaundice, abdominal pain, abnormal liver tests, and loss of appetite.
- HBV can live up to 7 days at room temperature on an environmental surface in dried blood.
- After exposure, it can take 2-6 months for HBV to develop.
- Vaccinations begun immediately after exposure to the virus can often prevent infection.

Hepatitis C Virus (HCV)

- Previously known as non-A, non-B hepatitis.
- Symptoms include anorexia, vomiting, vague abdominal discomfort, jaundice, and nausea.

3. The following information deals with the Medical Assisting Program policy for handling infectious disease:

- A. Immunosuppressed students or students who have active infections will not be allowed in clinical areas. The student may be required to make up practicum time according to attendance policies and available time.
- B. Exposure to blood or other body fluids.
 - 1. Exposure includes percutaneous injury with a contaminated sharp object (needle, lancet, broken slide, etc.) and exposure of mucous membranes or open skin lesions to blood or body fluid of client. Immediately wash affected area with soap and warm water (as directed).

4. Hepatitis B Vaccine Policy

Faculty will provide students with education regarding risk of exposure to HBV during clinical practicum experience. Students are strongly encouraged to begin and complete this series prior to clinical practicum.

At the discretion of the student's physician, and at the student's own cost, students should be evaluated for: (one of two choices is required).

- 1. HBV antibody titer confirming immunity.
- 2. Receive the 3 recommended doses of HBV.

HBV:

- After completing the series of three immunizations, the HBV vaccine provides protection by building up a sufficient level of antibodies.
- The vaccine is specific to HBV and is not effective against other types of hepatitis nor does it protect against HIV or AIDS virus.
- You may want to consult your physician before taking the vaccine.
- You should not take the vaccine if:
 - 1. You have an allergy to yeast.
 - 2. You are pregnant or nursing.
 - 3. You are planning to become pregnant within the next six months.
 - 4. You have had a fever, gastric symptoms, respiratory symptoms, or other signs of illness in the last 48 hours.

E. Make-up Work & Competency Skills:

Notification Process

All missed work, even with proper contact of absenteeism, **requires proof of legitimate absence** (a valid doctor's note, court summons/excuse). The student is required to provide proof of legitimate absence to be allowed to make up missed work.

Make-up for **ALL** missed work, including tests, quizzes, and competency skills, will not be allowed unless notification is made **prior** to the missed class. If it is not possible to notify the instructor prior to the absence, the student must make every effort to inform the instructor as soon as possible before the end of the day. The student should complete one and/or both forms of notification below:

- 1. The student must notify the instructor via the student's Randolph Community College's email address. Notification of the absence must be via the college email address and

should not be sent via personal email address. (Emails received from personal email addresses and/or non-RCC emails will NOT be opened or read).

If an email was sent to the instructor and no response is received, proceed to step number two.

2. The student must speak with a member of the front desk administrative team, at 336- 633-0264, to request that the message be relayed to the instructor.

MAKE UP

The student must arrange, within 24 hours of the missed class, to schedule make up of missed tests/quizzes. If arrangements are not made within 24 hours of the missed class, the student will not be allowed to make up the missed tests/quizzes and will receive a grade of zero.

Assignments that were not turned in due to the absence must be handed in **during the next class session**, by the end of the day. Assignments must be given to the instructor, and should not be left under the instructor's office door, nor should assignments be given to another student to be turned in. If the assignment is left under the instructor's door or given via another student to be turned in, the assignment will **NOT** be accepted and will result in a grade of zero.

Missed Competency Skills due to an absence must be made up within three school/business days or will not be allowed. All make-up competency skills should be scheduled as soon as the student returns to campus and must be made up within three days.

Second – third attempt competency skills must be completed within three business/school days from the date the student received the initial graded first attempt. If the second or third attempt is not completed by the third day, the student will receive a Fail (F) grade. If the student does not receive a Pass (P) grade within three attempts, the student will be withdrawn from the program. The student must successfully complete all psychomotor, affective, and cognitive domains to earn a passing grade in the course to progress in the program.

F. Cell phone and other electronic devices:

The use of cell phones, Bluetooth, iPod, headphones, wireless ear buds, and other electronic devices are not permissible in any MED classroom or lab. Cell phones must be set to silent if they are brought into the classroom and must never be answered in class. Phones should not be visibly placed on the desktop, but rather placed inside your bookbag or purse. If you should receive an emergency call, you may leave the classroom to answer the call. Should you receive an emergency call while taking an exam or quiz, you must notify the instructor before leaving the classroom to take the call. Every effort must be made to not disrupt class while leaving or returning to the classroom. It is never appropriate to search through your bookbag or purse for your phone while testing or taking a quiz before alerting the instructor.

Failure to abide by this rule will result in the dismissal from class and receiving an absence for the class or receiving a failing grade on an exam or quiz. If you are found to be non-compliant with this policy, including texting during any MED class/lecture/lab, you will be asked to leave and will receive an absence for the class. If you are found to be googling answers during a quiz and/or test, you will receive a grade of zero (0) for the quiz/test and will receive an absence for the class.

It is strongly recommended that you inform family and friends of your class schedule and ask them to contact you only in case of a true emergency. Frequent answering of phone calls while in class will be scrutinized by the instructor.

It is never acceptable to take personal phone calls and/or make personal calls using the phone at the front reception desk. **DO NOT** ask to use this phone for personal business unless it is a true emergency.

G. HIPAA & Students

Students, employees, and volunteers working in clinical agencies are required to maintain confidentiality of Protected Health Information (PHI) in accordance with HIPAA. Failure to do so could result in loss of employment or student privileges, fines, and/or imprisonment. PHI includes oral, written, printed, and/or electronic information or records that include patient names and/or other identifying information.

How can the student prevent HIPAA violations?

- Printed/written records or reports containing patient information should NEVER leave the clinical agency.
- Remove patient names and/or identifying information from papers prior to disposal (shred, make unreadable by marking through with heavy black marker, etc.).
- Refrain from discussing specific patients in common areas (hallways, reception areas, lunchrooms, etc.).
- Always be aware of who can hear your conversation.
- Don't review charts of patients if you are not involved in their care.
- Close doors.
- Place charts/records face down.

X. Non-Progression

A. Withdrawal

If a student, for any reason, desires to withdraw from the program, he/she is required to follow the procedure outlined below in order to maintain a complete academic record:

1. Confer with both his/her faculty advisor and course instructor
2. Complete the necessary withdrawal forms available in Etrieve, which can be accessed through the Randolph Community College website.
3. Confer with the Director of Financial Aid, if applicable, regarding his/her case.

B. Dismissal

The Medical Assisting faculty reserves the right to recommend the dismissal of a student from the Medical Assisting program. The Department Head has the right, authority, and responsibility to make a decision on such a recommendation.

Causes for Dismissal

The following reasons, though not intended to be all-inclusive, constitute due cause for a student to be dismissed from the Medical Assisting program:

1. **Failure to meet the academic standards as set forth in the College Catalog and the Medical Assisting Student Handbook.**
2. **Health problems.** It should be noted that health problems which result in excessive absences or non-completion of practicum competencies may be grounds for dismissal from the program. It is the philosophy of the Medical Assisting faculty that a student's personal health has priority over one's educational program. A student should not continue in the program at the expense of endangering one's health.
3. **Excessive absences or habitual tardiness as defined in the attendance policy found in this handbook.**
4. **Student performance behavior in the practicum setting that (1) indicates difficulty in making appropriate judgments in the practicum setting or (2) conflicts with patient safety essential to safe Medical Assisting practice** leading to unsatisfactory clinical performance and failure. Such behavior is defined as a failure to assess or act appropriately on information that another or a majority of students at the same level would recognize as important to patient health and safety. Any student who requires an inordinate amount of instructor's time in the practicum setting because of poor judgment, poor decision-making skills, or safety violations will be subject to dismissal from the program.
5. **Falsification of information in any form – verbal or written.** Any student who submits false, incorrect, and/or incomplete information as part of the Medical Assisting Program Admission Process or while enrolled in the program may be dismissed from the program.
6. **Cheating.** It is expected that all Medical Assisting students will be honest in their dealing with members of the faculty and staff at Randolph Community College as well as with staff members and patients at all practicum facilities. Students are expected to report any observed instances of dishonesty to the instructor in charge. Failure to do so makes the observer morally as guilty as the one who is cheating. Any instructor who discovers possible cheating or to whom it is reported will investigate the matter. If after careful consideration of all evidence the instructor documents that cheating has occurred, the evidence will be presented to the Department Head who will meet with all parties involved. If the Department Head concurs that cheating has occurred, the student will be dismissed from the program and will receive a grade of "F" for the course grade.
 - Cheating in any form will not be tolerated and could result in automatic, immediate dismissal from the program and the student will receive a grade of "F" for the course grade.
 - Students that are discovered making or receiving notes of any kind that contain information covered in any testing situation will be found guilty of cheating.
 - Students who are found in possession of any information on test content may also be found guilty of cheating.
 - Students who are found using cell phones or other devices to take pictures of tests, quizzes, or competency skills checkoffs will be found guilty of cheating.

7. **Violation of the patient's right to confidentiality.** The Medical Assisting student is legally (privilege Doctrine and HIPAA Regulations) and ethically (AAMA Code of Ethics) obligated to maintain confidentiality regarding any information concerning a patient's illness or treatment that is obtained in the normal course of his/her professional duties. No patient information is to be revealed without the patient's permission. It is appropriate to discuss patient condition/medical assisting care in a learning situation such as instructor/student conference, when appropriate identifiers are omitted and with the understanding that said discussion will not be repeated outside of the conference setting.

8. **Academic Integrity.**

Randolph Community College expects the utmost integrity in its students' academic endeavors and behavior. Students are expected to conduct themselves in accordance with these high standards of academic honesty. Consequently, Randolph Community College will not accept any incident that threatens the integrity of the academic learning environment.

Violations

Violations to the Academic Integrity Policy include but are not limited to:

- Cheating
 - The taking or acquiring possession of any academic material from another without permission.
 - Receiving or giving help during tests, quizzes, or other assignments (in or out of class if prohibited by the instructor)
 - Copying or attempting to copy another person's test, quiz, or other assignment.
 - Allowing another to copy one's test, quiz, or other assignment.
 - Unauthorized use of materials or electronic devices during a test
 - The intentional communication with another student on specific questions of a quiz/test/exam prior to that student taking said quiz/test/exam.
 - Taking a quiz/test for another student.
 - Paying another person to write or edit a term paper.
 - Submission of a term paper or assignment in more than one class unless approved in advance by the instructor.
- Plagiarism – the use of another's original words or ideas as though they were your own.
 - Turning in another's work as one's own.
 - Copying a phrase, sentence, or passage from another person or source (Internet, print media, etc.) without proper citation.
 - Failing to put a quotation in quotation marks.
 - Giving incorrect information about the source of a quotation.
 - Copying so many words or ideas from a source that makes up most of one's work, whether one gives credit or not.
 - Downloading or buying a term paper from the Internet and submitting it as one's own work.

***Please note that the list of examples above is not exhaustive. There may be other instances of cheating and/or plagiarism that would violate this policy.**

9. **Negligent acts resulting in harm to patients.**
10. **Drug/Alcohol Use**

It is the policy of Randolph Community College to provide employees and students an environment that is free of drugs and alcohol. This policy was established to ensure the safety and well-being of employees and students of RCC as well as the public in general. All employees (full-time, permanent part-time, part-time, temporary, or employed under College Work Study Program) and students are covered by this policy.

It is the responsibility of all employees and students to become familiar with the expectations of RCC and to comply with the provisions of this policy and to report to their immediate supervisor or advisor any observed and/or suspected violations of this policy. While visiting campus, members of the public are also required to adhere to this policy.

Alcohol and drug abuse are legitimate concerns when they impact the College and College-related activities, whether on campus or at another location. The College maintains the right to conduct random drug testing of employees as a deterrent to drug usage/activity.

NOTE: In the event of a conflict between the provisions of this policy and related federal/state laws or policies, the federal/state laws or policies shall always take precedence. For information on the health risks associated with drug and alcohol use, see the RCC Campus Safety and Security report at <https://www.randolph.edu/campus-safety/campus-safety-security-report.aspx>

C. Appeals Process

The appeals process varies depending on the offense. For the first offense, a student wishing to contest the penalty would follow the procedure outlined below.

1. The student appeals to the instructor of the course in which the violation occurred to discuss the violation and determine fault.
2. If the student contests the instructor's decision, the department head for the curriculum program in which the course is offered hears both parties and corroborates, modifies, or dismisses the penalty. **NOTE:** This step is only for students in curriculum classes.
3. If the student contests the department head for curriculum students' decision, the associate dean for the division in which the course is offered hears both parties and corroborates, modifies, or dismisses the penalty.
4. A student may appeal to the dean of curriculum programs to contest the decisions of the associate dean. The decision of the dean of curriculum programs is final.

For the second and third offenses, the student may contest by following the above procedure and further appealing to the Vice President for Instructional Services. The vice president will hear all parties involved and corroborate, modify, or dismiss the penalty. The decision of the Vice President for Instructional Services is final.

Since the third offense results in suspension, the student may submit a written request to the president to overturn the penalty. This request must be submitted to the president within five working days of the decision of the Vice President for Instructional Services. The president will approve, modify (including penalty of expulsion), or overturn the decision of the Vice President for Instructional Services and notify the student in writing of the decision within ten working days of the appeal. The decision of the president is final.

XI. Graduation

Graduation Requirements and Process

1. Students must fulfill all requirements for their certificate, diploma, or associate degree, and follow the graduation procedures:
Step 1: Students submit the graduation application in Student Self-Service for each degree, diploma, and/or certificate for which they wish to apply.
Step 2: Students receive an automated email regarding the receipt of the graduation application they submitted.
Step 3: Students and their assigned faculty advisors work together to review the program requirements needed for graduation.
Step 4: Faculty Advisors notify the Registrar of the student's eligibility to graduate.
Step 5: If a student is eligible to graduate, the Office of Admissions, Records and Registration sends an email to the student's RCC email address regarding their qualification for their "Walking Pass" voucher.
Step 6: If a student plans to participate in the graduation ceremony, the student must then take the voucher email to the RCC Campus Store to indicate they would like to participate in the ceremony.
2. Students must complete all required courses within their curriculum as published in the Catalog of Record they are assigned.
3. Students must have an overall GPA of 2.5 and a 2.5 average in their major courses as defined by the Curriculum Standards.
4. Health program students must maintain a 2.5 GPA in all major and major-related courses with no grade less than a "C." See the Programs of Study section in the catalog for specifics.
5. Students transferring from other schools must complete 25 percent of their course requirements at Randolph Community College to qualify for graduation.

Graduation exercises are held at the end of the spring semester. The specific date is listed in the College Calendar. Students who will complete requirements during the following summer may participate in the May graduation. Caps and gowns purchased through RCC's Campus Store are required for participation in the graduation ceremony. Credits transferred in for graduation must be received before the end of the summer session of the year in which the student would normally have graduated.

Students with questions regarding graduation should contact the Registrar's Office at 336-633-0200.

Academic Requirements

Most of the Medical Assisting curriculum involves approximately six or more hours per day of classroom or clinical work and at least three or more hours per day of homework and study. Students are required to maintain a GPA of 2.5 or greater to remain in the program with a grade of "C" or better in all MED and non-MED courses and a grade of "B" in BIO, CIS, and MAT. Failure to remove any academic probation during the following semester will result in termination from the Medical Assisting curriculum.

It is recommended that Medical Assisting students, if employed, work only part-time due to heavy class requirements. Please prepare your families for the increased time requirements.

XII. General Policy Information

A. MEDICAL ASSISTING STUDENT'S PROFESSIONAL BEHAVIOR

General Guidelines

Classroom Regulations

1. All classes begin as scheduled unless otherwise specified. Students are expected to report to class on time.
2. All tests and examinations are to be completed in **black ink** unless otherwise specified and on regular 8 ½" x 11" paper, or on forms provided by the instructor.
3. All tests and examinations are to be completed in the classroom in the presence of the instructor or proctor.
4. Students are always expected to report to class with their textbooks, supplies, and notebooks. Students cannot begin a class without having the appropriate book/supplies.
5. Students are expected to abide by the classroom attire regulations and be neatly and properly dressed when attending class.
6. Students are to participate in keeping all classrooms and laboratories neat, clean, and in order.

Food and Drinks:

Due to food allergies and drink spills that damage equipment, no food and drinks are allowed in rooms where warning signs are present prohibiting such items. Food and drinks are also not allowed in the lab and exam rooms.

You are responsible for cleaning up after yourself in areas where food and drinks are allowed. Please do not litter.

Honor Code:

Due to the responsibilities of the medical profession, it is expected that all students maintain honor and credibility during the program and throughout their professional career; therefore, cheating in any form will not be tolerated. If a student is caught cheating on a test, changing patient records, or in any way altering information, they will be dealt with to the extreme permitted by the school.

Respect:

All individuals are expected to maintain mutual respect in the learning environment.

Respectful learning environment EXCLUDES:

- Inappropriate or offensive commentary or body language regarding the course, the instructor, assignments, or fellow students.
- The use of cell phones, Bluetooth, beepers, and other electronic devices upon entering class. Individuals may not receive or send telephone calls, text messages, or pages during class.
- Side conversations as they are disruptive to everyone involved in the class.
- Working on outside activities while in class including homework for other courses or personal activities.
- Transaction of personal business with the instructor other than before or after class.
- Wearing strong scents (perfume, aftershave, etc.) of any kind as others may be hypersensitive or allergic to them.
- Using internet access for other than valid, academic purposes that are related to the course.

Students are highly recommended to maintain a “spirit of comradeship and cooperation” in the learning environment and throughout RCC’s campus. RCC’s Medical Assisting Program cannot and will not tolerate any form of disrespectful behavior including but not limited to:

- a.) Coercion, intimidation, or threats against any RCC staff member, instructor, or student.
- b.) Disrespectful, discourteous, rude behavior or abusive language towards any RCC staff member, instructor, or student.
- c.) Interfering with or hindering the learning environment of other students by exhibiting such behavior as mentioned above.

Be respectful – Every student has the right to a safe and secure learning environment. Please do not jeopardize or impede this right in any way. Be respectful of yourself, your environment, other students, and teachers.

Be responsible – Students are morally responsible for their actions. Please act in a rational manner and recognize your role in creating a cohesive learning environment. Students are responsible for using a computer with a trusted internet connection. Assignments will not be reset due to poor internet connection. Assignments and tests will not be reset for logging out of the system.

Be a team player – There may be times when you are asked to perform a skill or process a test in which you may not like or may feel is meaningless. Be cooperative, mature, and work through it. The medical field demands that you communicate and work well with others.

Classroom Attire

Appropriate attire is expected in a classroom setting, and it should reflect a tasteful and professional image required in our program. Attire such as bare midriffs, bare backs, plunging necklines, skimpy tank tops, and short shorts is not considered suitable. Visible underwear, whether through clothing or outside of it, is also not permitted. Shorts and skirts must be at least fingertip-length with arms straight down at the sides and should be of the appropriate size. Clothing, including jeans and shirts, should be free of holes. Makeup and jewelry should be worn in conservative amounts. Visible tattoos and multiple body piercings are strongly discouraged and should be covered. If visibility of tattoos and body piercings cannot be corrected while the student is on campus, the student will be barred from class and lab participation, including lectures, tests/quizzes, exams, and lab room procedures.

Exam Policy

Written tests are a method of evaluating a student's knowledge of theory course material. Students are expected to notify the instructor **prior** to missing a test. Documentation to the legitimacy of the absence must be provided within the next class meeting. The student is responsible for arranging to make up the missed test. Make-up tests are administered at the discretion of the instructor. Each Instructor will state his/her policy on make-up tests in the course syllabus.

The following guidelines for professional behavior are required of Medical Assisting students. Failure to follow these guidelines may result in an unsatisfactory grade in classroom, lab, and/or practicum evaluation and consequently in dismissal from the Medical Assisting program.

Each Medical Assisting student must:

- Comply with
 - a. Policies of the practicum facility;
 - b. Patient's Bill of Rights;
 - c. AAMA Code of Ethics
 - d. Affiliation Agreement between RCC and Practicum Facility
 - e. Program Professional Behavior Expectations
- Report patient situations accurately, regardless of reflection upon self or others. If the situation requires an agency occurrence report or the equivalent, the student will complete the report according to the agency policy.
- Ask for supervision and assistance when needed.
- Interact professionally, courteously, and respectfully with faculty, peers, health team members, patients, and family members.
- Address patients, family members, health team members, instructors, and staff by Mr., Mrs., Ms. and Miss and the surname unless otherwise directed.
- Demonstrate self-confidence in administering patient care.

- Utilize time efficiently and constructively.
- Display initiative and self-motivation.
- Demonstrate punctuality for class, lab, and practicum.
- Maintain a reliable means of communication and transportation, valid telephone, and email address.
- Check college email account regularly during each semester enrolled.
- Refrain from using social networking or text messaging, or other electronic media for posting insulting, disparaging, or inflammatory comments regarding RCC, the Medical Assisting program, any member of RCC's campus community, or affiliated practicum sites and their employees. Criticisms of or concerns regarding these issues should be expressed in a way in which they may be addressed, as opposed to in a manner which could disrupt the program or operations at practicum sites. Students are also prohibited from disclosing confidential information through such media or from discussing confidential information in any other manner that may reach third parties outside RCC staff or clinical site personnel.

Students should be constantly aware that they represent RCC's Medical Assisting program and Randolph Community College to the public when dressed in the RCC program uniform; and that they will be viewed by the College, by other professionals, and by the public in general, as representatives of Randolph Community College. Therefore, students are charged with portraying a positive image of the Medical Assisting program and Randolph Community College. The Medical Assisting program reserves the right to dismiss any student whose on or off campus behavior violates any of RCC's rules or policies governing expected conduct of students including those prohibiting any student from engaging in any criminal conduct; any conduct or behavior prohibited by RCC policy; or any other conduct or behavior particularly while dressed in uniform or otherwise, while representing RCC that tends to portray the student, the program, or RCC in a negative fashion or otherwise tends to cause harm to the reputation of the Medical Assisting program or Randolph Community College.

Remote Proctoring:

Some assessments (such as tests and/or quizzes) in this course require the use of the Proctorio Learning Integrity Platform. Proctorio is an online, remote proctoring system that uses advanced machine learning and identity-verification technology to ensure test integrity.

Taking assessments with Proctorio requires the use of the Google Chrome browser; you cannot use any other browser. You must have a laptop or desktop computer with a webcam and a microphone; you cannot use a smartphone or tablet. You must have a stable internet connection to take the assessment. Please review [Proctorio Minimum System Requirements \(opens in a new window\)](#) to ensure that your hardware and software meet the minimum requirements. [Plain text: <https://proctorio.com/system-requirements>] Also, here is a [Proctorio Guide for Test Takers \(opens in a new window\)](#) that will help you understand how to successfully take a test using Proctorio. [Plain text: <https://cdn.proctorio.com/guides/generic/test-taker/getting-started.pdf>]

The college recognizes that not all students will be able to meet the minimum requirements. If you do not have access to the minimum technology requirements or have disabilities that require the use of a screen reader or keyboard navigation shortcuts, please call the Testing Center on campus at 336-633-0321 to schedule an appointment.

Please be aware that:

- You, your computer, and physical test-taking environment may be recorded.
- You may be asked to show a picture ID to the camera.
- You will need a quiet place to take the assessment -- both for your concentration and as interruptions (voices, another person on camera) may be flagged for potential cheating.

If you have concerns about your privacy or data security, please see Proctorio's statement on [Personal Data Protections \(opens in a new window\)](https://proctorio.com/privacy). [Plain text: <https://proctorio.com/privacy>]

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 practice of medical assisting.

Medical Assisting students must adhere to and abide by the Code of Ethics of the American Association of Medical Assistants (AAMA). Violations include, but are not limited to, any act that puts a patient's/student's health/life at risk due to serious violations of safety and infection control or exposure control procedures. Students violating any of these regulations may be dismissed from the Medical Assisting Program.

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

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

Principles of Medical Ethics for the Medical Assistant

To maintain a high degree of ethical conduct in relating to patients, physicians, and co-workers, a Medical Assistant would:

1. Remember that everything seen, heard, or read about patients is confidential and does not leave the office. Before information about a patient may be released the patient must sign an authorization or release of information form.

2. Never criticize the physician to a patient. Absolute loyalty is essential.
3. Be neat, clean, and dignified and never degrade or malign patients.
4. Never take any action that could be construed as advertising the physician's services because in many states a physician is not allowed to solicit.
5. Notify the physician upon learning that a patient is being treated by another physician for the same ailment (a consultation, of course, does not constitute treatment).
6. Maintain dignified, courteous relations with everyone in the office as well as with those who telephone or visit.
7. Never collect payment from another physician or members of his family for professional services unless told to do so.
8. Never discuss a patient's condition within hearing distance of others.
9. Never discuss a patient with acquaintances or the patient's friends. Never leave a patient's records lying exposed on the desk.
10. Never make critical statements about the treatment given to a patient by another physician.
11. Give attention to accuracy in letters, reports, insurance forms, filing, record keeping, billing, appointment scheduling, and other tasks designated by the physician.

American Association of Medical Assistants Creed

I believe in the principles and purpose 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 patients.

I am loyal to my physician-employer.

I am true to the ethics of my profession.

I am strengthened by compassion, courage, and faith.

B. Suspension

Medical Assisting students making less than a 77% final course grade or receiving a failing grade in any course in the curriculum layout will be suspended from the program. Students who fail to achieve competency in ALL Student Learning Outcomes for MED prefix classes will not pass the course and will be dismissed from the program. Failure to earn the required minimum passing grades outlined for each major course at the end of any semester or failure to maintain a quality grade point average of 2.5 (after two semesters) will result in suspension from the Medical Assisting program.

C. Probation

If at any time prior to the midpoint of any semester, the student's theory or clinical grades do not meet the academic requirements set forth as passing in the Medical Assisting program, the student will be placed on probation for the remainder of the semester and notified of such in writing. If, however, the student maintains a passing average until the end of the semester or examination period, but does not earn a passing grade, it is not required of the instructor to give written probation. Due to curriculum design and course content, probationary periods may continue into the next semester, which allows the student ample opportunity to improve their unsatisfactory GPA. If a student fails to

achieve a satisfactory GPA in the next semester, the student may be suspended from the program.

D. Withdrawal/Dismissal

The Medical Assisting faculty reserves the right to counsel students and suggest withdrawal from the program of any student when scholastic standings, infraction of clinical rules and regulations, health, lack of interest and growth in the program, conduct or gross incompetence, lack of personal qualifications for the medical profession, or other reasonable causes make such action necessary.

Members of the Medical Assisting faculty are legally responsible for the actions of each student; therefore, Medical Assisting faculty reserve the right to refuse access in the clinical area, or allow continuation of practicum, if it is deemed that the student would be unsafe due to inability, attitude, or behavior.

All students will be given evaluation of grades and performance during each semester. If, at this time, the instructor feels that the student, due to reason of unsatisfactory theory grades, lack of interest, health, or any other reasonable cause, cannot successfully complete the program/class, the student may be requested to withdraw.

Grounds for dismissal:

- a. Requests from practicum facility to remove the student.
- b. Failure to complete a minimum of 210 hours of practicum.
- c. Failing grades in theory or clinical components of major courses (student must pass both to progress in the program).
- d. Non-Completion of all competency skills as required by MAERB.
- e. Problems in physical or emotional health, which do not respond to appropriate treatment and/or counseling.
- f. Violation points totaling 10 points (see Disciplinary Infractions below).
- g. Attitude or behavior that is not conducive to the learning environment and/or inappropriate for the medical assisting discipline.
 1. Inability to work with or get along with others.
 2. Indifference or lack of interest in the program,
 3. Class disruption that interferes with the learning process of others.
 4. Inability to communicate appropriately with patients, instructors, or practicum staff.
 5. Gross unprofessional conduct.
 6. Incidence of unsafe/illegal practices.
 7. Lack of cooperation with others.

E. Disciplinary Infractions

The program has adopted the policy of assigning violation points to disciplinary infractions. Violation points are scaled from 1-10; 1 being assigned to very minor infractions and 10 the most severe. Violation points are cumulative throughout the program and can be assigned for violation of any RCC Program policy (class and clinical).

Some behaviors/violations are considered severe and will result in the student being charged with 10 points on the first offense. Students reaching 10 points will be immediately dismissed from the RCC Medical Assisting program. This includes all concurrent classes regardless of theory grades.

Students who receive 5 violation points will be placed on clinical probation. Length of probation will be determined by the Clinical Coordinator and/or Program Director. Probation will be documented in writing and a copy will be given to the student.

The list of actions below outlines behaviors which will begin the disciplinary process.

NOTE: Every situation cannot be anticipated or listed; therefore, other actions not listed here may also begin the disciplinary process. Students should also refer to the RCC Catalog and each respective class syllabus for specific policies.

Examples of severe violations that will warrant an automatic assignment of 10 violation points are as follows:

1. Violence or threat of violence to oneself or others
2. Violation of the RCC weapon policy
3. Unsafe clinical practice
4. Deliberate damaging or mishandling of equipment in a classroom, lab, or clinical setting
5. Use, purchase, distribution, or possession of alcohol and/or controlled substance prior to or during any function where you are identified as an RCC student.
6. Theft of any item or receipt of stolen items from the practicum site, employees of the practicum site, fellow students, visitors, or employees of Randolph Community College
7. Lying or falsifying documentation including practicum time sheets and journals, patients, records, or any other written or oral information
8. Defiant or non-cooperative behavior with clinical or college affiliates. For example, refusing to follow instructions, refusing to do an examination, exhibiting behavior that obstructs the learning environment, and other behaviors as defined by the Clinical Coordinator or Department Head.
9. Sleeping at the clinical site.
10. Performing procedures without direct or indirect supervision.
11. Stealing or using drug samples from the practicum site
12. Any violation of OSHA or HIPAA regulations
13. Conviction of criminal or civil law
14. Engaging in behavior which may result in the clinical site requesting removal of the student from the clinical rotation.
15. Violation of RCC's sexual harassment policy
16. Violations of civility (e.g., rude, disrespectful, lewd, indecent, or offensive conduct or apparel)
17. Mental, physical, psychological, cyber, or verbal abuse.
18. Any violations of RCC's student conduct and zero tolerance policy.
19. Violation of confidentiality and or HIPAA while at practicum sites
20. Obtaining multiple violations of any RCC and/or Medical Assisting program violation

Some violations are considered less severe, and may only warrant a warning, while other violations are assigned 1 point or 5 points. However, if that student continues to violate policies, regardless of if the violations are different, they will be subject to dismissal. Examples of less severe violations are as follows:

1. Habitual tardiness
2. Habitual absences
3. No name badge in lab, exam room, or at clinical
4. Violation of classroom, lab, and clinical dress policy
5. Violation of cell phone/Bluetooth and other electronic device policy
6. Smoking in non-designated areas at RCC or the clinical site
7. Chewing gum in front of a patient
8. Failure to notify RCC of absence or tardy in a timely manner
9. Failure to make proper notifications of clinical absence or tardy
10. Leaving clinical early without prior approval
11. Use of any personal electronic device in clinical
12. Violation of any policy and/or regulation outlined in the Randolph Community College Catalog
13. Negligence of care including leaving a patient unattended or unescorted to and from lab, exam, and procedure room.
14. 5-Points: Violation of confidentiality such as discussing grades in all classes, asking another student about his/her grades, and/or discussing events/activities

F. Pregnancy Policy

Pregnancy is not viewed as a disability or hindrance to completing the Medical Assisting program. The faculty, however, recognizes that pregnancy poses certain considerations pertaining to the general welfare of the expectant mother and the unborn child.

In order to promote the well-being of the pregnant student and to assist her, the MA department has established the following guidelines:

- Notify the Medical Assisting department head as soon as determination of pregnancy is made.
- Notify the Medical Assisting department head of any limitations and/or complications that the pregnancy may be posing. If limitations and/or complications exist, a statement from the obstetrician must be submitted giving permission to continue the course of study in the program and specifying any limitations.
- The Medical Assisting faculty recognizes that there may be special considerations pertaining to certain immunizations. Should mandatory vaccine(s) be barred due to pregnancy, a statement from the obstetrician must be submitted to the Medical Assisting department head. The student will sign an affidavit to obtain the required vaccine(s) as soon as practical after delivery. All required immunizations must be administered and documented, prior to clinical practicum. Otherwise, the student will not be able to progress in the program.
- Comply with guidelines specified by the clinical facility concerning radiation.

In the event that delivery is anticipated before completion of the program, the student should make an appointment with the MA department head to discuss academic plans after delivery and to discuss readmission procedures if necessary. If the student intends to return prior to 4 weeks postpartum the student must submit a statement from the obstetrician verifying physical ability to return.

G. CLASSROOM / LABORATORY / PRACTICUM BEHAVIORS

- Each Medical Assisting student will demonstrate appropriate behavior regarding faculty and fellow students in the classroom/laboratory/practicum setting.
- Students are expected to be on time and appropriately prepared for class/laboratory/practicum.
- Any information learned about a patient is considered confidential. There will be no discussion of practicum experiences in public places (elevators, stairs, hallways, etc.). Discussion should occur only in practicum conferences or in private conversations with the instructor and/or fellow students. Students are not to make copies of any part of patients' records nor be in possession of copies of any part of patients' records. Violation of this confidentiality policy will result in a grade of unsatisfactory in practicum, consequently an "F" in the Medical Assisting course, and dismissal from the program.
- If a violation of confidentiality becomes evident after completion of a course, the student is subject to dismissal from the program.
- A student who is responsible for an act of negligence or deviation from expected performance in the practicum area will complete an agency report per agency policy. At the discretion of the faculty member, the student will meet with the Instructor and the Department Head to discuss this area of concern and the student's retention in the program.
- When at all possible, a student will not be assigned to the same practicum site where he/she is or has been an employee, patient, and/or volunteer.
- Students shall not make or receive any personal phone calls while on duty in a practicum facility unless it is an absolute emergency, and the preceptor/instructor has given permission.
- Students should refrain from wearing perfume or heavily scented products, after shave, cologne, or hair spray while in uniform and/or on duty in practicum facility.
- Outside visitors are not to visit with students during scheduled practicum experiences.
- Students are not to leave the facility unless the preceptor/instructor has been notified and consent has been given.
- Students are expected to adhere to the College's Drug-Free and Smoke-Free Environment Policies and Student Code of Conduct. No smoking, use of tobacco, use or purchase of alcohol, drug consumption, or other violations of the College Student Code of Conduct are allowed in campus buildings, campus parking lots, or in or on the grounds of clinical facilities or at any time while in an RCC medical assisting program uniform.
- Students may not buy, sell, or consume alcoholic beverages or illicit drugs while in a RCC Program uniform (including street clothes while in facilities) or lab coat. Violation of this alcohol/drug policy will result in disciplinary action up to and including a grade of unsatisfactory in clinical, consequently an "F" in the course, and immediate dismissal from the program and all program courses.
- Students may not smoke while in RCC Program uniform (including street clothes while in facilities) or lab coat. The smell of smoke on a student uniform will be considered unprofessional in the clinical setting and a "noxious odor." The student will be removed

from the clinical setting until they are able to return without the odor as determined by the clinical preceptor/instructor. Any missed time will count under the attendance policy as absent clinical time for the course. Repeated violations of this policy may result in disciplinary infraction points and disciplinary action up to and including clinical failure and dismissal from the clinical site, and/or consequently dismissal from the program.

H. PERSONAL APPEARANCE - DRESS CODE

- Medical Assisting students are expected to be examples of healthy people. This includes being clean and well-groomed, particularly when assigned to the practicum area. Good personal hygiene must be practiced. It is required that all students wear the appropriate Medical Assisting Program uniform when reporting to their practicum assignment unless otherwise directed.
- Clinical/lab attire will be addressed in each clinical course.
- **Uniform:** Red scrubs with black or red scrub warm up jacket.
- Each student is required to have the school's designated uniform on the first clinical day or as designated by the program coordinator. The uniform must be neat, clean, well-pressed/ironed and well fitted throughout the student's participation in the program. Uniforms and physical appearance must meet the guidelines developed by the program faculty and always worn properly while in uniform. Students must wear a lab coat or lab jacket with the uniform in the lab area. Students will not be allowed to deliver patient care if the uniform guidelines are not met and any missed time from clinical will count as attendance hours missed.
- **RCC's Student Code of Conduct always applies to all students when in uniform** – whether on or off campus; and whether they are actively engaged in a college sponsored event.

While in uniform, whether in the lab setting or at practicum, the student will:

- **Hair:** Have his/her hair clean and pulled back away from the face and styled in such a manner that will prevent hair from falling forward. Medium length hair must be pulled completely off the face with a plain hair ornament (a color that closely matches the student's natural hair color). Long hair must be worn up off the collar and pulled completely off the face with a plain hair ornament (a color that closely matches the student's natural hair color). Bangs must not fall into the face for both medium and long hair. Beards, mustaches, and sideburns are to be neatly trimmed and groomed. No extreme hair styles or hair color. Hair should be of natural color.
- **Shoes:** Wear clean, polished white or black closed- toe and closed-back/heel leather tennis/nurse shoes. Shoes should be a solid color with no brightly colored writings or emblems. Clogs and loafers are NOT acceptable. Shoes must always be clean. This includes shoelaces, if wearing tennis shoes.
- **Socks/Support/compression hose:** Wear white/black, above the ankle socks or support hose.
- **Jewelry:** Limit jewelry to one pair of small studs or post earrings in ear lobes. Only small stud type or post earrings are allowed. No hoop earrings, large or small, No dangle earrings. No ear gauges. No other jewelry will be allowed. All other piercings including nose rings/studs, eyebrow piercings, or lip or tongue piercings must be removed when in practicum, while on campus, while in full uniform, and before entering class/lab/clinic. No long, large dangling necklaces are allowed. If one must be worn for religious or

cultural purposes, it must be worn under the uniform or shirt and should not be visible or outside of the uniform or shirt. One watch and one smooth surface ring on either the left or right third finger are allowed. **NO OTHER JEWELRY IS ALLOWED.**

- **Cosmetics:** Should be used sparingly. Perfume, cologne, or aftershave is not permitted as some odors are offensive to patients and some patients may be allergic to certain odors.
- **Nails:** Have clean, short, manicured fingernails. Nails must be trimmed to just over fingertips (sport length) to ensure patient and student safety. Nails should not be visible past the pads of fingers. Only natural clear polish may be worn, if desired. Acrylics and artificial nails are prohibited.
- **RCC Student ID:** Students must wear a photo identification badge issued by RCC. The ID badge must be worn on the left chest below the clavicle and above the left breast conspicuously with picture facing out so that it may be easily read. If warm up jacket is removed or is not worn, the ID badge must be relocated to the left chest below the clavicle and above the left breast of the scrub top.
- Refrain from chewing gum.
- **Tattoos/piercings:** Students must have no visible tattoos and/or body piercing jewelry (Exception: piercings in ear lobes). Tattoos/piercings are not acceptable in the professional environment; therefore, they should never be visible while at practicum, on campus, in the classroom setting or in the laboratory setting and when in uniform, with or without warm up jacket. Piercings must be removed, except those required for health/medical well-being. (i.e., cartilaginous ear piercing to prevent migraine headaches). If piercing is a health/medical requirement, the student is responsible for providing legitimate physician's documentation indicating the purpose of the piercing. Tattoos must always be covered while on the RCC campus, including in the classrooms, exam rooms, lab rooms and skill checkoffs.

All students are required to purchase a scrub warm up jacket, scrub top, and scrub pants from a source selected by the Medical Assisting program to ensure uniformity and consistency of scrub color and scrub styles.

The purchase of shoes and socks/support hose through this source is optional. Students may purchase these items from a vendor of their choice, if they meet the stated color, length, and other criteria.

As soon as scrubs are received the student must wear the scrubs and be in full uniform to MED 150 and MED 240 classes. If a student is not in full uniform the student will not be allowed to participate in MED 150 and MED 240 and will receive an absence for the day.

During lecture, and while the student is OUTSIDE of class (on break, lunch, or in the commons area), it is acceptable to remove the scrub warm-up jacket if a student becomes too hot. However, professional attire must be maintained and compliance with the uniform dress code must be adhered to. While in an exam room, or lab room procedures and competency skill checkoffs the student **MUST ALWAYS** be in full uniform.

The deadline to have the full uniform is one week from the date of receiving all articles from the source/vendor. No exceptions will be given after the deadline.

NOTE: Instructors are not required to wear scrubs or required to be in full uniforms whether on campus or during practicum site visits. Wearing scrubs and wearing full uniforms are at the discretion of the instructor.

Practicum: Students are always required to be in full uniform while at practicum. If the student is not in full uniform, and if a correction cannot be made while at practicum, the student will be asked to leave the practicum setting. The student will receive an absence for the day and violation point (s), and the student will NOT be eligible to make up the missed hours. Any student who does not complete the required 210 contact hours of practicum will be dismissed from the program.

I. STUDENT INJURY IN PRACTICUM AREA

Safety Announcement

The college is very concerned about protecting our students, employees, and visitors. You can help the college protect everyone by reporting any threats that you receive (or hear about) to your instructor, to security, or to another college official. The college is proactive in taking steps to protect anyone who has reason to believe that he/she is in danger. Also keep your belongings in secure places and report any suspicious activities to college officials. Together, we can help our college be a safer place.

Students will be assigned to an on-site supervisor for the practicum. Students **MUST** follow agency protocol for patient care and fire and safety regulations. Should a Medical Assisting student sustain personal injury while participating in a practicum assignment, he/she should report the injury immediately to the preceptor/supervisor **and** the Medical Assisting faculty/department head. If the student is unable to contact the practicum preceptor/supervisor, he/she must notify the Medical Assisting faculty/department head. An agency incident report with specific details of the injury must be completed and an RCC incident report is to be completed and directed to the director of safety and emergency preparedness. The RCC Incident report can be accessed at:

<https://randolphcc.wufoo.com/forms/z1othywglajk0af/>

J. SEXUAL HARASSMENT

Refer to the current Randolph Community College Catalog: Sexual Harassment Policy.

K. EXPOSURE CONTROL PLAN

A student in the Medical Assisting program, as well as other healthcare providers, are at an increased risk for exposure to a variety of diseases, among them Hepatitis B, HIV/AIDS, and TB. Due to these risks, students are expected to follow all infection control/exposure control guidelines and regulations that have been established by the CDC, OSHA, NC Department of Environment, Health, and Natural Resources, RCC and the health sciences programs, the medical department, clinical affiliations, and all other appropriate agencies.

Specific exposure control procedures and policies are strictly enforced in Medical Assisting laboratories and practicum facilities. It is the responsibility of the student to familiarize him/herself with the protocols and to adhere to and abide by all requirements/regulations. Failure to comply with the regulations will result in course grades being adversely affected and/or dismissal from the Medical Assisting program.

If Medical Assisting students find themselves in a situation where there is a suspected infection exposure, they must immediately report to their supervisor/practicum instructor for implementation of the Exposure Incident Evaluation and Follow-up.

L. POST-EXPOSURE PLAN

1. It is the **student's responsibility** to advise the instructor and the practicum preceptor **immediately** when an incident has occurred.
2. An RCC medical incident report must be completed and forwarded to the director of safety and emergency preparedness. The incident report form may be accessed at: <https://randolphcc.wufoo.com/forms/z1othywglajk0af/>. Claim forms are available from the Business Office.
3. It is highly recommended that all students carry their own health and liability insurance to cover expenses incurred in the confidential medical evaluation/treatment measures following exposure. Randolph Community College and the Medical Assisting program do not make recommendations for treatment or provide referrals to a specific medical facility for post exposure work-up. Should the student, in his or her opinion, feel that medical treatment/evaluation is warranted, he/she may do so of his/her own accord and at his/her discretion.

Randolph Community College's accident insurance may cover the initial baseline cost. The student is responsible for expenses incurred over and beyond that which is covered by the school.

M. PRACTICUM EVALUATION

A student will be provided with a practicum packet that contains skill checklists, weekly evaluation sheets, and time sheets for practicum preceptors and practicum supervisors. During practicum, students must initiate conferences with their preceptors/supervisors to determine evaluation of procedures done and procedures that are yet to be done. Grades will be determined by a combination of practicum preceptor/supervisors' weekly evaluations, instructors' practicum observations, student journals and patient and drug sheets, along with any other assignments. Students who are performing less than satisfactory (i.e., consistently not meeting objectives, displays lack or disinterest, delivering care that is unsafe, showing unprofessional conduct, etc.) may be removed from practicum. Students receiving a grade of 77 or less in MED 260-Clinical Practicum will not progress to graduation and will need to repeat practicum.

N. PRACTICUM PRACTICE

Students will be expected to care for patients with infectious diseases in the practicum setting. Students who have open lesions or weeping dermatitis **MUST** refrain from all direct patient contact. Students with any known transmissible infection will not be assigned to immunocompromised patients. Patient care assignments for any immunocompromised students will be made on a case-by-case basis. Students who are pregnant will not be assigned to patients with a known infectious disease.

O. PRACTICUM CRITICAL INCIDENT

A critical “incident” is the occurrence of a situation in the practicum setting in which the behavior of the student endangered or potentially endangered the patient’s and/or the student’s welfare.

Such an incident is one that could have been avoided by the application of learning objectives previously covered. Sanctions for the incident are as follows:

- First incident – The student is placed on clinical practicum probation. The student will meet with the instructor to mutually develop a Remediation Plan.
- Second incident – May result in the student’s immediate dismissal from the program.

P. LABORATORY/PRACTICUM PRACTICE

1. Laboratory Practice

Due to the nature of the Medical Assisting program it will be necessary for students to practice skills before actually being assigned to patients in practicum. Generally, a fellow student is chosen as a lab partner. All practice should be done with the same care and responsibility as if it were being performed on a real patient. Instructors will be available to supervise lab experience.

Gloves must be worn while practicing any skills that require contact with blood or body fluids in the laboratory setting. All contaminated sharps must be disposed of properly in the appropriate container located in the Medical Assisting lab. When a container becomes full a member of the Medical Assisting faculty will dispose of the container. All contaminated gloves will be placed in the plastic-lined garbage container in the lab.

Any spill of blood or body fluids is to be cleaned using appropriate spill kits. Any injury must be reported on a Randolph Community College Incident Report and submitted to RCC Safety Director. In addition, an RCC medical incident report will be completed and filed in the student’s academic file. Supplies and equipment used in lab practice are the property of Randolph Community College and MUST NOT be removed from the lab without written permission. Following each lab experience, equipment MUST be cleaned and returned to the proper storage.

2. Drug Administration Policy

Before administering drugs to patients during practicum, students must be checked by the practicum supervisor. Counting, obtaining, or administering narcotics, and patient samples must be under the supervision of the physician/practicum supervisor and must be witnessed by appropriate staff.

3. Accidental Insurance Policy

All Medical Assisting students are required to carry student accident insurance through Randolph Community College. Student accident insurance is provided for curriculum students and is paid for through the student activity fees. Claim forms are available through the Business Office. The College reserves the right to change fees as needed.

Clinical Practicum: Clinical Practicum provides each student with a supervised clinical experience. Students are required to complete fifteen hours of practicum per week, totaling 210 contact practicum hours, at a minimum, for the semester. Clinical practicum will take place at an assigned clinical facility, under the supervision of an on-site preceptor. There shall be **no monetary** exchange between the parties for services rendered by RCC, or affiliates, or its participating students. The Medical Assisting faculty will conduct periodic unannounced practicum site visitation. The faculty will make unannounced practicum visits and are available by phone to the practicum site and to the student during all externship hours.

The clinical practicum should be viewed as though it were the probationary period of new employment. Externship site managers are instructed and encouraged to notify the Medical Assisting department head of any concerns with the student(s) assigned to their facility and to request a meeting with the appropriate parties to discuss these concerns. Unprofessional, unethical, or disrespectful behavior and/or disregard of Medical Assisting Program policies may result in dismissal from the Medical Assisting Program and subsequent failure of MED 260.

Practicum placement is not assigned according to the student's preference or location. The student will be required to travel to the assigned practicum site and is responsible for maintaining a reliable form of transportation to and from clinical practicum.

Clinical Practicum Regulations

1. Students are expected to report to all clinical assignments on time and in appropriate attire according to the assigned dress code.
2. Students are expected to be prepared to provide appropriate care for all clients.
3. Students are to deliver safe, competent care.
4. Students are expected to cooperate with staff, physicians, instructors, and classmates.
5. Students are to always demonstrate professional conduct.
6. Based on the individual nature of the physician's office, students may be required to adjust their clinical schedule based on the needs of the office.
7. **All students will be required to have on file a complete, current (no more than six months old), health assessment before entering the clinical practicum setting.**
8. **Students do not receive monetary compensation for clinical externship experiences.**

Members of the Medical Assisting faculty are legally responsible for the actions of each student; therefore, Medical Assisting faculty reserve the right to refuse access in the clinical area or allow continuation of practicum if it is deemed that the student would be unsafe due to inability, attitude, or behavior.

AS STATED ABOVE AND PER MEDICAL ASSISTING DEPARTMENT POLICY REGULATIONS, MEDICAL ASSISTING STUDENTS MAY **NOT** RECEIVE REMUNERATION FOR ANY DUTIES PERFORMED AS A MEDICAL ASSISTING STUDENT IN MED 260-CLINICAL PRACTICUM.

Dismissal from Practicum

Each affiliating practicum facility reserves the right to dismiss any student believed to be clinically unsafe or for conduct failing to meet professional standards established by the practicum facility and/or Randolph Community College. The student dismissed from, or found clinically unsafe, will be removed from practicum, and will be dismissed from the program.

If a practicum site requests the removal of the student or refuses to allow the student to attend clinical practicum either due to drug screen/criminal background check results, unprofessional conduct/behavior, and/or any other valid reason, the student will receive a grade of “F” for MED 260-Clinical Practicum resulting in dismissal from **ALL** concurrent MED classes and the program.

Dismissal due to behavior-related cases, not involving dangers posed to the patient and practicum facility, will be referred to the department head for Medical Assisting for appropriate action. The student will **NOT** be assigned to another practicum site unless the department head deems it appropriate pending the availability and consent of the practicum sites. In these cases, the clinical coordinator and/or program department head will investigate the problem and provide, in writing, to the student, the final decision.

Practicum Placement Policy

Practicum assignments are determined by the department head of Medical Assisting. Every effort is made to ensure that students are placed in a practicum site that will expose the student to a variety of patient age groups, disease processes, and experiences as well as allow students the opportunity to use psychomotor and affective skills learned in the program.

Evaluation of Practicum Placement

The student will always be closely supervised and monitored while at the practicum site by a preceptor and/or office manager. Clinical Practicum experience is a major component of the Medical Assisting Program and will provide clinical experiences that are meaningful and closely correlates to the lecture materials and laboratory skills taught in the classroom. Students will be evaluated by his/her preceptor and/or the office manager and the instructor. During Practicum, students will maintain a daily journal to meet objectives established for this experience. Weekly evaluation sheets are also completed by the preceptor and/or the office manager. The weekly evaluation sheets are sent to the Medical Assisting department at the end of each week to address areas of concerns or deficiencies. Evaluation of clinical experience will include assessing the journals and the weekly evaluation sheets. The preceptor and/or office manager will evaluate the student on the Medical Assisting Education Review Board evaluation sheet. The instructor will perform

periodic Practicum visits to meet with the preceptors, conference students, and evaluate his/her progress. The student will have an opportunity to evaluate the Practicum site upon completion of the practicum rotation.

4. Health Insurance Policy

Due to the student being in a medical environment where infectious diseases may be transmitted, it is highly recommended for all students to have health insurance.

Q. STUDENT EMPLOYMENT POLICY

Students will be placed in a practicum site and a practicum preceptor will be assigned by the site and RCC instructors will supervise this practicum. Students will pay regular college tuition and accident insurance, and **WILL NOT** be paid or receive any compensation as employees. The student will be working for educational credit only. Employment in a physician's office does not qualify as practicum even if the office is an approved practicum site.

R. TRANSPORTATION

The student is **responsible for both providing** his/her own transportation and **the cost** of that transportation to and from the practicum facility assignment.

S. ETHICS POLICY

The Medical Assisting students of RCC are expected to always conduct themselves as a professional. Medical Assisting students are expected to adhere to the Code of Conduct established for all RCC students. The college reserves the right to dismiss any student who demonstrates behavior which conflicts with safe and ethical medical assisting practice.

1. Patient confidentiality **MUST** always be maintained. There will be no discussion of practicum experiences in public places (elevators, stairs, shopping/grocery stores, etc.). This will occur only in practicum conferences. Violation of this policy will result in dismissal from the program.
2. Students are not allowed visitors (friends, families, spouse/significant others, children) during practicum experiences. **No Exceptions.**
3. Only phone calls of an emergency nature may be received by students during practicum. The student is fully responsible for informing RCC's practicum coordinator and practicum preceptor of pending emergency calls. These calls are to be directed to the practicum preceptor who will relay the message to the student. The practicum preceptor will delegate patient care responsibilities to allow the student to take appropriate action relating to these calls.
4. Students must adhere to all policies of each practicum facility to which he/she is assigned.

T. APPLICATION FOR CERTIFICATION

Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants.

American Association of Medical Assisting (AAMA)

20 N. Wacker Dr.
Suite 3720
Chicago, IL 60606
(312) 899-1500
www.aama-ntl.org

In order to take the Medical Assisting Certification Exam the student must complete the application to the American Association of Medical Assistants for examination. The application (AAMA CERTIFICATION/RE-CERTIFICATION EXAMINATION FOR MEDICAL ASSISTANTS) can be found on the website at www.aama-ntl.org/becomeCMA/apply_CMA.aspx. Students are responsible for determining and maintaining their own eligibility for taking the CMA (AAMA) examination.

U. STUDENT ACTIVITIES/RESPONSIBILITIES

A. CLASS ORGANIZATION

Students will form a Medical Assisting club under the College's Student Government Association (SGA). The club will elect officers, including a President, Vice President, Secretary, Treasurer, Historian, and a Student Senate representative. The department head and/or Medical Assisting faculty will serve as advisor to the club. The advisor will be available for class meetings and serve as a resource person and consultant. Club meetings will not be held without an advisor present.

The officers will preside over class meetings and be the official representatives for all business matters concerning the class. Club meetings should be announced 24 to 48 hours prior to the meeting time; an agenda for the meeting will also be posted.

Medical Assisting Club Mission Statement

The mission of RCC's Medical Assisting Club is to provide students with education and the opportunity to broaden their knowledge of the profession while building class spirit and comradeship.

The objectives set forth for RCC's Medical Assisting Club include:

1. Promote interest in the Medical Assisting profession in students, faculty, and the county.
2. Assist in educational and emotional support of the students.

3. Maintain confidentiality of all protected and privileged information.
4. Participate in class and school-wide activities.

Though membership will most likely include students currently enrolled in the Medical Assisting program, the club is open to all interested students, without regard to race, religion, color, creed, national origin, or sex. A one-time due of \$8.00 shall be collected from each member.

Club meetings involving the entire group will be held on a regular and/or as needed basis. Student members should actively participate, as able. The president should conduct the meeting in accordance with recognized rules of order. The secretary shall record the minutes and disseminate those minutes to authorized individuals for signatures.

Fundraising

Club funds can be expended for the following, but are not limited to:

Attend CEU and non-CEU events

1. Seminar
2. State Convention
3. Conferences/workshops
4. Local and/or State chapter meetings
5. Graduate banquet--A graduate banquet is not mandatory and should not be expected. It is given when and if club funds are available. Guests are limited to a maximum number of two (2) guests per graduate.

NOTE: All functions listed above are taken into consideration on a per case basis and are dependent upon the availability of club funds. Holding a graduate banquet is not mandatory. If a given cohort has not been able to participate in fundraising activities and if there are no funds in the Medical Assisting Club budget, it is possible that NO graduate banquet will be held.

Criteria for fundraising must be approved with Randolph Community College's Foundation at: <https://randolphcc.wufoo.com/forms/rd3dtaq0af87n1/>

For detailed information, please refer to the club advisor handbook located at: <http://www.randolph.edu/student-activities.html>

Fundraising also includes asking for donations from external entities.

Rule of thumb: "Ask before you ask."

Approval from Randolph Community College's Foundation must be requested, prior to soliciting money or items from anyone.

For additional information, refer to the Medical Assisting **Club Bylaws Handbook**.

B. Graduate Banquet

Medical Assisting

The Graduate Banquet, dedicated to celebrating graduating Medical Assisting students, typically takes place on the evening before the College's spring graduation ceremonies.

The annual Medical Assisting awards include:

- The Outstanding Medical Assisting Award (aka RCC's Academic Excellence Award)
- Excellence Award
- Achievement Award
- Leadership Award
- Most Accomplished Student Award

The Outstanding Medical Assisting Award recognizes the Medical Assisting student with a 3.5 GPA or higher in courses while in the program. The Excellence Award honors the Medical Assisting student who displays excellence in work ethics, attitude, and conduct. The Achievement Award honors the student who embraces the principles and philosophies of medical assisting. The Leadership Award recognizes the student who embodies leadership qualities, and the Most Accomplished Student Award honors the student who demonstrates exceptional professional growth in the program.

C. STUDENT GOVERNMENT ASSOCIATION

All Medical Assisting students are encouraged to participate in the Student Senate Association. The Student Senate plans and directs a program of activities as well as lends financial support to student clubs, organizations, publications, intramural, and fine arts events.

D. STUDENT RESPONSIBILITIES

Medical Assisting students are subject to the same student responsibilities, regulations, and conduct as stated in the RCC catalog.

E. COMPLAINT & GRIEVANCE POLICY

A **complaint** occurs when a student is dissatisfied with a service or has experienced something he/she believes to be unfair, inappropriate, or shows poor performance on the part of the college.

Purpose of the Student Grievance Policy

The purpose of the student grievance policy is to provide due process for resolving student complaints. RCC has established three grievance procedures depending on the nature of the grievance. The procedures are:

- I. Standard Grievance – discrimination based on age, sex, race, ethnicity, religion, national origin, disability, or other conditions or preferences; unfair treatment that is in violation of students' basic rights, as set forth in the College Catalog.

- II. Academic Grievance – academic matters where students have a grievance. Areas for appeal include, but are not limited to, classroom procedures, charges of unfair treatment by an instructor, charges of unfair grades given by an instructor, course requirements that differ substantially from those set forth in the syllabus, and the right to participate in college-sponsored activities.
- III. Harassment Grievance (Title IX) – harassment and intimidation, whether in the form of words, actions, or both, that may be inherently personal such as gender, sex, race, ethnicity, sexual orientation, etc. Sexual harassment may be Quid Pro Quo (i.e., benefits promised in exchange for sexual activity) or hostile environment (i.e., unwanted comments/touches, unreasonable expectations, stalking, dating violence, etc.).

***NOTES:** If any of the above are committed against a student by another student instead of a college employee, the offended student should report the matter immediately to a college official, who will report it to the Vice President for Student Services. The exception to this requirement is a harassment grievance which may be taken directly to the Student Services Counselor serving as the Title IX Coordinator. The incident will be investigated, and action will be taken if a violation of the Student Code of Conduct is found to have occurred. Under no circumstances will retaliation be tolerated. Students requesting due process will not be harassed, intimidated, discouraged, or denied access to the Grievance Procedures (Due Process). When the situation warrants it, the President or the Vice President serving in any of the grievance procedures may make an interim decision concerning the student's status during the appeal process by determining the feasibility of allowing the student to continue to attend class or removing the student from class/campus until the due process is completed.*

Standard Grievance Procedure

The following procedure is to be used to resolve a grievance. Once this procedure of due process has begun, students who want to continue to pursue due process must follow the procedure and may not circumvent steps in the procedure and go prematurely to a higher authority.

1. **The Offending Person**—The student must first attempt to contact the offending person to resolve their differences within five school days. The exception to this requirement is harassment complaints which may be taken directly to the Student Services counselor serving as the Title IX coordinator as described below.
2. **The Vice President for Student Services**—If the complaint is not resolved in the informal conference with the offending person, the student may then appeal in writing to the Vice President for Student Services (Formal Tracking Initiated), who will schedule a conference with the student and the other involved parties. If the grievance is academic in nature the student will be directed to follow the Procedure for Resolving an Academic Grievance as listed below.
3. **The Appeals Committee**—If the grievance is not resolved by the appropriate Vice President, the student may request a hearing in writing before the Appeals Committee.

- A. The Vice President for Student Services will notify the chair of the Appeals Committee in writing five working days upon written receipt of the request for a hearing. The Appeals Committee is comprised of two faculty members, two staff members, an SGS officer, and any additional members appointed by the President of the College.
 - B. After receiving the student's letter of grievance, the Appeals Committee must grant a hearing no later than 5 working days after receiving the request.
 - C. The Appeals Committee will send the student an outline of the procedures to be followed in the hearing. These may include, but are not limited to, those who may attend the hearing, who may speak before the committee, and any documentation that is requested.
 - E. The Appeals Committee must formulate a decision and respond to the student in writing within five working days following the hearing.
4. **The President**—If the grievance is not resolved to the student's satisfaction by the Appeals Committee, the student may request a hearing in writing before the president of the College. The student must present his/her grievance in a signed and dated document to the office of the president within five working days of receiving the decision of the Appeals Committee. The President's decision is final.
5. **The Personnel Committee of the Board of Trustees**— The President's decision regarding the original grievance may not be appealed. The student may appeal to the Personnel Committee of the Board of Trustees in writing only if there has been a violation of policy in the process of the College grievance procedure or because of actions that are prohibited by the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008. The student must make this request to the president in writing, signed and dated, within five working days of receiving the decision of the president. The Personnel Committee of the Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days of the date the complaint is heard. The student shall have the burden of showing how a College policy or the student's constitutional rights have been specifically violated in the conduct of the grievance procedure. The Personnel Committee will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008.
6. **The Board of Trustees**—If the Personnel Committee rules against the student, the student may appeal in writing to the ruling to the full Board of Trustees only if the student can provide evidence of discrimination (based on a

violation of College policy or the student's constitutional rights) by the Personnel Committee of the Board of Trustees, but may not appeal to the full Board of Trustees merely because the grievant disagrees with the decision of the Personnel Committee. The student must present this request to the president in writing, signed and dated, within five working days of receiving the decision of the Personnel Committee to the Board of Trustees. The Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days of hearing the complaint. The Board of Trustees will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College and the Personnel Committee in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

Academic Grievance Procedure

An Academic Grievance must be initiated within 8 weeks of the completion of the curriculum course in question and within three months of the completion of the continuing education or the adult basic education course in question. If the grievance is regarding an academic matter, the following steps must be followed:

1. **The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.
2. **Supervisory Chain of Command** – If the informal conference with the instructor does not resolve the grievance, the student may appeal through the supervisory chain of command. Each appeal must be in writing within five working days from the date the student is notified of the decision.
 - a. For curriculum courses, the supervisory chain of command is the Department Head, Associate Dean, Dean of Curriculum Programs, and Vice President for Instructional Services.
 - a. For continuing education and adult basic education courses, the supervisory chain of command is Coordinator (when applicable), Director, and Vice President for Workforce Development and Continuing Education.

The academic decision of the Vice President for Instructional Services or the Vice President for Workforce Development and Continuing Education is final. However, if the student can provide evidence of discrimination (based on violation of college policy or the student's constitutional rights) or has not been allowed due process, then the student has access to the standard grievance procedure, beginning with the Appeals Committee.

3. **Standard Grievance Procedure** – If the grievance is not resolved by the supervisory chain of command, then the student has access to the standard grievance procedure beginning with the Appeals Committee, which must be

initiated within five working days of notification of the Vice President's decision.

Harassment (Title IX) Grievance Procedure

The following procedure is used to investigate allegations of harassment (Title IX).

1. **Title IX coordinator** – If the student grievance pertains to an allegation of harassment by either another student or an employee, the student may go directly to the Student Services counselor serving as the Title IX coordinator rather than to the offending person. Formal Tracking is initiated with the Student Services Counselor serving as the Title IX Coordinator who will investigate. The Title IX coordinator may be able to remedy the situation and implement programming to prevent its re-occurrence. Based on the results of the investigation conducted by the Title IX Coordinator, the Vice President for Student Services will make the decision regarding appropriate disciplinary action. Both the accused and the accuser will be informed by the Title IX Coordinator, in writing, of the investigation's results. Students may choose to or decline to report allegations to law enforcement such as the School Resource Officer (SRO). Harassment grievances involving Randolph Early College High School (RECHS) students must be reported to an RECHS teacher/staff member. The employee harassment grievance procedures are in the Employment Matters, Harassment and Discrimination policy of the RCC Personnel Handbook and Policy Manual (VI B 9).

NOTE: The Title IX Coordinator will inform the Vice President for Student Services of the investigation. The Vice President of Student Services may make recommendations for remedy of the situation and program/policy changes that are beyond the scope of the Title IX Coordinator's responsibilities.

2. **Standard Grievance Procedure: The Appeals Committee** – If the grievance is not resolved by the Title IX Coordinator, then either the accused or the accuser have access to the standard grievance procedure beginning with the Appeals Committee, which must be initiated within five working days of notification of the Title IX Coordinator's decision.

II. Academic Grievance Procedure - An Academic Grievance must be initiated within one semester of completion of the curriculum course in question and within three months of the completion of the continuing education or adult basic education course in question. If the grievance is regarding an academic matter the following steps must be followed:

1. **The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.
2. **Supervisory Chain of Command**– If the informal conference with the instructor does not resolve the grievance, the student may appeal through the

supervisory chain of command. Each appeal must be in writing within five working days from the date the student is notified of the instructor's decision.

- a. For curriculum courses, the supervisory chain of command is the Department Head, Associate Dean, Dean of Curriculum Programs, and the Vice President for Instructional Services. Formal Tracking is initiated with the Vice President for Instructional Services.
 - b. For continuing education and adult basic education courses, the supervisory chain of command is the coordinator (when applicable), Director, and Vice President for Workforce Development and Continuing Education. Formal Tracking is initiated with the Vice President for Workforce Development and Continuing Education.
3. The academic decision of the Vice President is final. However, if the student can provide evidence of discrimination (based on a violation of college policy or the student's constitutional rights) or has not been allowed due process, then the student has access to the standard grievance procedure.

III. Additional Resources-If complaints are unable to be resolved through the RCC grievance procedures provided above, the following resources are available.

1. North Carolina Community College system:
North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina General Administration
910 Raleigh Road
Chapel Hill, NC 27515-2688
https://www.northcarolina.edu/sites/default/files/student_complaint_policy.pdf
For more information, call (919) 962-4550 or send an email to:
studentcomplaint@northcarolina.edu.
2. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):
Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
<http://sacscoc.org/pdf/081705/complaintpolicy.pdf>

XIII. Inclement Weather Plan

Announcements of unscheduled closings or changes in operating hours will be made as soon as possible through the RCC Alert System, RCC website and social medial pages, and select television stations. RCC will request the following TV stations to broadcast information pertaining to closing or delays. (**NOTE:** If the College is operating on a normal schedule, no announcement will be made).

TV Stations:

WFMY (CBS) Greensboro (www.wfmynews2.com)
WGHP (Fox 8) High Point (<http://myfox8.com>)

Students, faculty, and staff may also call the College's main campus (336-633-0200), Archdale (336-328-1750), or Emergency Services Training Center (336-633-4165) to listen to the voice mail message or visit the RCC website homepage (www.randolph.edu).

NOTE: In the case of a delayed opening, students should report to the class or lab that would normally be in session at the time of the opening.

For unscheduled closings on Friday evenings or during weekends, the designated weekend director (Saturday) or appropriate instructor (Friday evenings and Sunday), will be contacted by the Director of Safety and Emergency Preparedness or the President if a decision is made to close. The weekend director or appropriate instructor may also contact the Director of Safety and Emergency Preparedness or the President if conditions deteriorate during the day or evening while they are on campus to assist with a decision to close. After the decision has been made, the same protocol for notifications of an unscheduled closing will be followed.

All extracurricular activities or other scheduled events will normally be cancelled when it is necessary to cancel classes due to unscheduled College closings. The person who is in charge of the activity/event will be responsible for rescheduling the activity/event, if necessary. The person in charge of facility use will contact any outside group scheduled to use any College facilities.

XIV. Tobacco Free Policy

RCC is committed to providing its employees and students with a safe and healthy working and learning environment. RCC recognizes that the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty, and visitors. RCC also recognizes that it has the legal authority to prohibit tobacco use pursuant to G.S. 115D-20.1 and G.S. 143-599.

Therefore, beginning July 1, 2010, RCC implemented the following policy:

1. Use of tobacco (including electronic cigarettes) is prohibited by students, staff, faculty, or visitors:
 - a. In all campus buildings, facilities or property owned or used by RCC, including outside areas; Tobacco use shall be permitted in personal vehicles if no tobacco litter is left on campus.
 - b. On campus grounds, facilities, or vehicles that are the property of the campus.
 - c. At lectures, conferences, meetings, and social/cultural events held on college property or school grounds.
 - d. For the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, hookahs, smokeless or spit tobacco or snuff, vapes, and electronic cigarettes.
2. The sale or free distribution of tobacco products, including merchandise, on campus or at school events is prohibited.
3. Student organizations are prohibited from accepting money or gifts from tobacco companies, including:

- a. Parties sponsored by tobacco companies or allowing tobacco companies to distribute free, reduced-price, or fully priced tobacco products (T-shirts, hats, etc.) on campus.

XV. Sexual Harassment

It is College policy that all employees and students have a right to work and study in an environment free of harassment and intimidation of any kind, including harassment based on race, color, religion, gender, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, marital status, political affiliation, status as a covered veteran, or any other group legally protected in accordance with applicable federal, state and local laws. Randolph Community College prohibits sexual harassment of its employees and students in any form.

Such conduct may result in disciplinary action up to and including dismissal. Specifically, no supervisor/instructor shall threaten or insinuate, either explicitly or implicitly, that any employee's or student's submission to or rejection of sexual advances will in any way influence any decision regarding the employee's or student's (where applicable) employment, evaluation, salary, advancement, assigned duties, shifts, grades, or any other condition of employment, career, or educational development.

XVI. Electronic Access Acceptable Use Policy

The College expects employees and students to use computers, networks, network access, telephones, and other information technologies in a responsible, considerate, ethical, and lawful manner. Compliance with policies that ensure the security and integrity of all College information systems is mandatory and critical to ensure continuing provision of technological resources to the entire RCC community. This policy applies to all students, faculty, and staff of the College and to all users of technological resources provided by the College. Randolph Community College understands that information technology has become vital in its mission of teaching and training. Thus, the College owns a variety of technological resources which are provided primarily to support the academic and administrative functions of the College. These technological resources enable users to locate and disseminate information, to communicate and collaborate with others in a global setting, and to build the necessary strategic technologies for the current and future needs of the College community.

Use of RCC technological resources shall be consistent with local, state, and federal law, and in accordance with all College policies and procedures. Disregard for the rights of authorship, including plagiarism, invasion of privacy, unauthorized access, and copyright violations, may be grounds for sanctions against members of the College community. Access to Technological resources are a privilege, not a right, and as such, can be withdrawn from those who use them irresponsibly. Users of RCC technological resources who are determined by the College to have purposely violated any of the information technologies policies will be subject to disciplinary action up to and including suspension of access to technological resources, discharge, dismissal, suspension, expulsion, and/or legal action.

XVII. Medical Assisting Forms

Randolph Community College
MEDICAL ASSISTING PROGRAM
Laboratory Procedures Agreement

I, the undersigned, volunteer for venipuncture, injections, and microcollection procedures to be performed on me as part of the **MED 150 Laboratory Procedures** and **MED 272 Pharmacology** class. I am aware that these are invasive procedures and there are risks such as hepatitis, HIV, and other diseases. I have no knowledge of having any communicable disease such as hepatitis, HIV, or other disease such as anemia, cancer, TB, etc.

I understand that I may only perform venipunctures, injections, and microcollections within the lab/practicum setting and under the supervision of the instructor(s) or practicum supervisor(s).

I do not hold Randolph Community College, faculty, or classmates responsible for any untoward effect from these procedures.

If applicable, I will obtain a physician's excuse which will exempt me from either/or both venipuncture, injections, and/or microcollection procedures to be performed on me, before the beginning of MED 150 course and/or MED 272 Pharmacology. The physician will need to specify which technique(s) I will be exempted from.

My grade will not be jeopardized by an exemption from these procedures.

I agree to follow all lab rules and procedures as explained in the Medical Assisting Handbook and the additional rules and procedures listed below for my protection and the safety of others.

- Wear PPE (Personal Protective Equipment) when handling any biohazard specimen or chemical
- Disinfect the work area before and after procedures, immediately if there is a spill
- Discard all contaminated materials into an appropriate labeled biohazard container. A rigid puncture-proof container, (Sharps), must be used for disposal of any object that would puncture a garbage bag, i.e. needles and lancets
- Wear safety goggles when working with chemicals or when splashes are likely to occur
- Avoid testing, smelling, or breathing chemicals
- Follow the manufacturer's instructions for operating equipment
- Handle equipment with care and store chemicals properly
- Report any broken or frayed electrical cord to your instructor
- Discard any broken glassware into a "Sharps" container
- Use appropriate chemical spill kits to clean up spills
- Report any accident to your instructor

Student signature: _____

Date: _____

**Randolph Community College
MEDICAL ASSISTING PROGRAM
Venipuncture/Injection/Microcollection
EXEMPTION FORM**

To Whom It May Concern:

The following student, _____, is exempt from
venipuncture procedures to be performed on him or her.

The following student, _____, is exempt from
injection procedures to be performed on him or her.

The following student, _____, is exempt from
microcollection procedures to be performed on him or her.

Physician's
signature _____ Date _____

Address: _____



**Randolph Community College
Medical Assisting**

**Hepatitis B Vaccine *Information*
Form**

Name: _____

SSN: _____

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I have been informed by the Medical Assisting Program that I am required to obtain the Hepatitis B Vaccine. I understand that this involves a series of three injections and that I am responsible for the cost of this vaccination as well as a general physical examination. I also understand that if I choose not to take the Hepatitis B vaccine, I must submit documented, medical rationale for this decision or proof that I have previously received the series and still have immunity.

Student Signature

Date

Program Official's Signature

Date



**Randolph Community College
Medical Assisting**

**Hepatitis B Vaccine *Declination*
Form**

Name: _____

SSN: _____

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been instructed of the need to have this vaccination prior to entering the clinical setting. However, due to current immunity secondary to previous vaccination, I decline Hepatitis B vaccine currently. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. I further understand that Randolph Community College will in no way be held liable or accountable if I acquire hepatitis B virus resulting from clinical practice.

I have already received the hepatitis B vaccine.

Student's Signature

Date

Program Official's Signature

Date



Randolph Community College - Medical Assisting Program
629 Industrial Park Avenue Asheboro, NC 27205 PHONE (336) 633-0200
FAX (336) 629-4695

Confidentiality Statement

I, _____, understand that I must maintain confidentiality of patient/client visits and their medical records that I observe during my clinical practicum.

Program Director

Date

Student

Date



Randolph Community College - Medical Assisting Program
629 Industrial Park Avenue Asheboro, NC 27205 **PHONE (336) 633-0200**
FAX (336) 629-4695

Release from Responsibility

I, _____, do hereby release my practicum site(s) from responsibility for any ill effect (including accident or illness) which I may incur while I am participating in the Medical Assisting Program for Randolph Community College.

Student

Date

Assurance of Confidentiality

I, _____, understand my practicum site's policy on confidentiality of patient/client business information. In connection with my activities as a student in the Randolph Community College Medical Assisting Program, I agree to hold all information I may have access to about patients, clients, or business issues confidential. I agree to protect the confidentiality of patient records and staff records. Furthermore, I agree to keep access codes and passwords confidential. I will not divulge any information to unauthorized persons as this will make me subject to either civil action for the collection of monetary damages and/or suspension or dismissal.

Student

Date



Randolph Community College - Medical Assisting Program
629 Industrial Park Avenue Asheboro, NC 27205 PHONE (336) 633-0200
FAX (336) 629-4695

Consent to Release Information

Clinical affiliates that provide clinical experiences for students reserve the right to mandate various requirements per clinical education affiliation agreement for students to participate in clinical activities at a particular clinical affiliate. Failure to abide by this affiliation agreement may determine that a student may not be able to participate in clinical activities of their respective program, therefore resulting in dismissal from the program.

I, _____, consent to have any results that arise from the requirements below shared with clinical affiliates before my student privileges are granted. This requirement complies with the policies of clinical affiliates. It is the responsibility of each participating clinical affiliate to grant student clinical privileges.

Please read, acknowledge, and initial each requirement below.

1. ____ Allow for verification of my social security number for identification purposes by clinical affiliates. I understand that if I have an invalid social security number, clinical affiliates may not allow me to participate in clinical activities and therefore, I may be unable to progress in the program.
2. ____ Complete a criminal background check and release results to clinical affiliates. I understand that clinical affiliates may not allow me to participate in clinical activities and therefore, I may be unable to progress in the program.
3. ____ Complete drug testing by urine specimen and release results to clinical affiliates. I understand that if I have a positive test result, clinical affiliates may not allow me to participate in clinical activities and therefore, I may be unable to progress in the program.
4. ____ Release current vaccination records. Hepatitis B vaccination is encouraged, or acknowledgement of waiver signed.
5. ____ Release verification of current CPR certification.
6. ____ Maintain confidentiality regarding patients, medical records, and care provided during any clinical experience.
7. ____ Successfully complete general hospital orientation packet as applicable.
8. ____ I do not hold Randolph Community College responsible for any consequences that may result from the sharing of this information.

Student Signature

Date



Randolph Community College - Medical Assisting Program
629 Industrial Park Avenue Asheboro, NC 27205 PHONE (336) 633-0200
FAX (336) 629-4695

Report: Critical Incident in the Clinical Setting

Critical Incident Defined:

An incident in the clinical setting involving a student in which:

The conduct and/or performance of the student endangered or potentially endangered patient/client welfare.

The incident could have been prevented by the application of learning objectives previously covered.

Description of incident (by staff and/or instruction):

Signed

Date: _____

Title

Description/Perception of incident (by the student):

Student

Date: _____



Randolph Community College - Medical Assisting Program
629 Industrial Park Avenue Asheboro, NC 27205 PHONE (336) 633-0200
FAX (336) 629-4695

CONFIDENTIAL
Student Exposure Incident Report

Student's Name: _____
Date of Incident: _____ Date Reported: _____
Reported To: _____ Title/Position: _____

Type of Exposure Incident:

☐ Blood ☐ Body Fluid ☐ Vaginal Secretions ☐ Seminal Fluid ☐ Needle Stick

How did exposure incident occur?

List protective devices used at time of exposure:

Description of student's activities as related to exposure:

Describe immediate interventions:

Was the area: ☐ Washed? ☐ Flushed? ☐ Did the injury bleed freely? ☐ Yes ☐ No
Was antiseptic applied: ☐ Yes ☐ No
Other: _____

Hepatitis B Vaccinations:

Date: _____
Date: _____
Date: _____

Source of exposure (exact location exposure took place):

Signature of Person Preparing Report

Date

Student

Date



Randolph Community College - Medical Assisting Program

629 Industrial Park Ave. Asheboro, NC 27205 PHONE (336) 633-0200 FAX (336) 629-4695

Clinical Probation Remediation Plan

I. Clinical objective(s) not being met on satisfactory level:

II. Plan:

(Identify skills, knowledge or affective behavior which must be demonstrated to obtain satisfactory evaluation. Suggestion resources and activities to meet goals.)

III. Follow-up conference to be held:

Instructor's Signature

Date

Student's Signature

Date



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Photograph and Video Release Waiver

Randolph Community College Medical Assisting Department
606 Industrial Park Ave
Asheboro, NC 27205

Subject: Permission to Use Photographs and Videos

I grant Randolph Community College's Medical Assisting Department, its representatives, and employees the right to take photographs and/or make videos of me in connection to activities, functions, lectures, and laboratory techniques and procedures. I authorize Randolph Community College's Medical Assisting Department, its assignees, and transferees to copyright, use and publish the same in video, print and/or electronically. I agree that Randolph Community College's Medical Assisting Department may use such photographs and/or videos of me with or without my name and for lawful college related purposes, including psychomotor, cognitive, and affective skill performance debriefing and/or discussions, publicity, illustration, PowerPoint slides, advertising/marketing, Web content, and all forms of media in the medical assisting program.

I hereby consent to the taking of photographs and/or videos and grant the Medical Assisting Department the right to edit, use and reuse said photographs and videos. I also hereby release Randolph Community College and the Medical Assisting program from all claims, demands, and liabilities whatsoever in connection with the above.

Signature: _____

Date: _____



Medical Assistant Student Handbook Affidavit

I, _____, have received information about the student handbook and know where to find the digital copy. The contents of the student handbook have been explained/discussed in class, and I've had the chance to ask questions and receive answers. I acknowledge that it is my responsibility to retain the student handbook for future reference after this date. By signing below, I confirm that I have read and comprehended the student handbook and understand that I can obtain a personal copy through my Moodle account.

Name: _____

Date: _____