

Educational Programs in Collaboration (EPiC) Consortium
Medical Assisting (MA) Clinical/Administrative Certificate
Program

Student
Handbook
2023-2024

Welcome!!

Welcome to the Educational Programs in Collaboration (EPiC) Consortium Medical Assisting Program! The administration, faculty, and staff are pleased that you have chosen EPiC to pursue your professional goals. We look forward to working with you as you complete your medical assisting certificate.

This Medical Assisting handbook was developed to provide general information and outline policies and procedures followed while you proceed through the medical assisting program. You are responsible for the information contained in this handbook. Please read it carefully and keep it available as reference. The medical assisting handbook is also available online. The handbook contents are subject to change, with any revisions or changes also announced online. You are subject to all revisions regardless of the handbook year you were admitted to in the program.

The EPiC Medical Assisting Program is approved by the American Medical assistant (AMT) and accredited with the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) Contact information for these agencies is provided below:



Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 1-(800) 621-7440
Fax: (312) 263-7462
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EDUCATIONAL PROGRAMS IN COLLABORATION (EPiC) CONSORTIUM MA PROGRAM

Table of Contents

Overview Program	5
Program Completion Requirements	5-6
Certificate of Medical Assisting	6-7
Mission Statement and Goals	8
Values and Philosophy	8-9
Program Learning Objectives	9-12
Professionalism Organizations	12
General Program Policies and Regulations	
AAMA Medical Assisting code of Ethics	12
Code of Conduct	12-13
Confidentiality/HIPAA Policy	13
Access to Records	14
Academic Integrity	14
American with Disabilities Act and Section 504	14
General Disciplinary	14
Remediation	14-15
Dismissal from Program	15
Due Process	15-17
Program Readmission	17
Didactic Specific Policies and Procedures	
Grades (Didactic)	17-18
Attendance Participation	18
Discussion Board Posting Scale	18
Discussion Response Scale	19
Assignment and Exam Policy	19
Method of Instruction	19
Internship Specific Policies and Procedures	
Internship Assignments Policy	20
Internships Clock Hour to Credit Hour Policy	20
Internship Access Requirements Policy	20
Criminal Background Check and Drug Screen	21
Health Requirements	22
Equitable Learning Policy	23

Pre-Internship Requirements	23
Internship Supervision Policy	23-24
Internship Dress Code	24
Internship Identification Policy	24
Internship Attendance Policy	24-26
Internship Call-In Policy	26
Internship Lunch Break Policy	26
Internship Phone Use Policy	26
Health Insurance Policy	26
Internship Illness/Injury Policy	26
TB Exposure Policy	27
Pregnancy Policy	27
Internship Grading Policy	27-28
Internship Education Staff	28-29
Competency-Based Internship Education	29
Glossary	29-30
Internship Competency Requirements	30-31
ARRT Primary Pathway competency Requirements	31-36
Professional Growth Assessment Form	37-38
Advisement/Improvement Plan Form	39
Declaration of Pregnancy Form	40
Confidentiality/ HIPAA Statement Form	41
Release of Information Form	41
Photo/Video/Audio/Interview Comment Release	42
Course and Internship Confidentiality Agreement	43
Employer Contract Release	44
Medical Assisting Program Requirements	45
Student Agreement Form	46-47
Chicken Pox Verification Form	48
Background Check Information Form	49
Ten-Panel Drug Screen	50
Viewpoint Screening	51
Antibody Status Program	52
Background Affidavit Form	53
Handbook Acknowledgment Form	54
Health Record/Physician's Form	55
Health Record/Applicant's Form	56-57
Paperwork Due List	58
Interview Evaluation	59

Complete by Supervisor and Intern-Return Immediately	60-61
Student Evaluation of the Training Assignment	62
Student Evaluation of Student Trainee-Return at 80 hours	63
Supervisor's Evaluation of Student Trainee-Return at 120 hours	64
Complete by Supervisor's and Intern- Return at 192 hours	65
Student's Evaluation of Practicum Site- Return at 192 hours	66-72
Final Report	73
Employer Survey	74

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EDUCATIONAL PROGRAMS IN COLLABORATIONS (EPiC) CONSORTIUM MA PROGRAM

Medical Assistants are highly trained individuals and possess the advanced skills and knowledge necessary for competent practice. The EPiC MA program provides a sound base of skill practice in conjunction with course work and an internship.

The EPiC MA program is designed not only to foster the skills and knowledge necessary for competent practice in medical assisting, but also places emphasis on professional attitudes, values and behaviors that encourage the professional growth of the individual student.

Internship learning experiences are provided by affiliating hospitals, clinics, and other medical provider facilities. Didactic learning experiences occur in supportive college course work delivered through an online environment. Both are equally important to the development of the competent medical assistant.

Under these philosophies, the program assumes the responsibility of a facilitator of learning. Specifically, it will plan, select, administer, and assess learning experiences. These experiences are developed to meet established objectives and eligibility requirements of the American Medical Assistant (AMT) to complete the MA certification exam.

The handbook serves as an informational document listing the policies and processes students are subject to during both didactic and internship education. The handbook is not all-inclusive addressing all situations and circumstances that may present therefore, should there be an occurrence not addressed in this document, an addition may be added in the form of an addendum.

The EPiC MA program prepares students to become eligible to complete the MA certification exam administered by the American Medical Assistant (AMT) to obtain the Registered Medical Assistant (RMA) certification. The program terminates in an award of a Certificate of Completion as determined by the college issuing the award. The program has been developed to be consistent with standards and requirements of the Higher Learning Commission (HLC), the American Medical Assistant (AMT) association, and the Educational Programs in Collaboration (EPiC) Consortium.

Completion Requirements

1. There are 39 total program credits which are required for program completion.
2. A student must maintain the minimum grade requirement as indicated for each course or/and in accordance with the policies of the college issuing the terminal award of a certificate.
3. Application to complete the certification examination administered by the AMT is granted only if the student fulfills all academic clinical and administrative criteria established by the AMT, the EPiC Consortium MA program, and the college issuing the terminal award of certificate.
4. Individuals having been convicted of a felony or misdemeanor must contact the American Medical Technology in order to obtain a ruling on the impact of the conviction on their eligibility to complete the Registered Medical Assistant (RMA) certification examination. The American Medical Assistants email address is mail@americanmedtech.org or their telephone number is: 847 823-5169. It is strongly encouraged that students pursue this process either prior to entering the medical assisting program or as early in the program as

possible to avoid investing time, money, and effort should they be found ineligible to complete the certification exam.

5. A student must complete and pass all internship access requirements as determined by internship education providers. These include health related evaluations, criminal background check(s) and drug screening. Failure to successfully pass any of these requirements will require that the student withdraw from the MA program.
6. All policies regarding certificate completion can be found in the catalog of the college issuing the certificate or degree, or by contacting the EPiC Advisory Board member of the college issuing the certificate or degree (Program Representative).

Certificate in Medical Assisting

Program Overview

Upon completion of this certificate, students will demonstrate competency in the administrative and clinical skills of an entry-level medical assistant.

To Learn More About This Program

Contact Shelley Todd at 269-783-2148 or stodd@swmich.edu.

Certificate Requirements

To earn this certificate, students must have an overall GPA of 2.0 or higher, fulfill the course requirements of the program listed below, and complete a minimum of 39 credit hours. Additionally, each prerequisite course and all MEDA courses must be completed with a minimum grade of C. Talk to an advisor for specific details.

Course Offerings

This program is part of EPiC (Educational Programs in Collaboration). Students pursuing this Certificate in Medical Assisting will complete Biology, Communication and Medical Terminology at their “degree-granting” institution (see * below) and the other nine (9) courses through EPiC Host College, Southwestern Michigan College, the “provider” college. The nine courses offered through the provider college are all online through the Canvas Learning Management System (LMS) platform and are charged at a per credit hour rate established by the Michigan Workforce Training and Education Collaborative (MWTEC) and EPiC Advisory Board. This rate differs from the Southwestern Michigan College tuition rate. The three courses offered through the degree-granting institution are charged at the rate set by that institution and offered in a format available at that institution.

Certificate Courses

Course ID	Course	Credits
***	Human Biology	4 credits
***	Medical Terminology	3-4 credits
***	Communication	3 credits
HEED 137	Disease Overview	3 credits
HEED 175	Introduction to Electronic Health Records	3 credits
MEDA 210	MA Clinical Procedures	5 credits
MEDA 211	MA Pharmacology	3 credits
MEDA 212	MA Diagnostic and Lab Procedures	4 credits
MEDA 220	Medical Office Administration	3 credits
MEDA 221	Insurance Claims Processing	3 credits

Course ID	Course	Credits
MEDA 245	Medical Assistant Internship	4 credits

Total Program Credits: 39

Additional Notes About the Certificate in Medical Assisting Program

- Three courses below are completed at the degree-granting institution. Nine courses are completed online through EPiC/Southwestern Michigan College using the Canvas LMS.
- A prerequisite course may be needed prior to enrollment in some courses within the program. Specific prerequisite requirements are listed in the Course Description section in the Course Catalog.
- All prerequisites must be satisfied with the final grade of C or better.
- This program (i.e., the 9 courses taught online) only begins in the Fall semester.
- This program is subject to change. Students should consult with their advisor for program updates.

Example Course Sequence

- The following is a sample of a semester-by-semester approach to completing this program.

FALL SEMESTER

Courses	Credits	Prerequisites (Minimum Grade of C Required)
Human Biology (<i>at degree-granting institution</i>)	4 credits	Dependent on degree granting college requirements, see College Catalog
Medical Terminology (<i>at degree-granting institution</i>)	3-4 credits	Dependent on degree granting college requirements, see College Catalog
MEDA 210 Medical Assistant Clinical Procedures	5 credits	Acceptance into the EPiC MA program
Communication (<i>at degree-granting institution</i>)	3 credits	Dependent on degree granting college requirements, see College Catalog

SPRING SEMESTER

Courses	Credits	Prerequisites (Minimum Grade of C Required)
HEED 175 Introduction to Electronic Health Records	3 credits	Medical Terminology
MEDA 211 Medical Assistant Pharmacology	3 credits	Medical Terminology; Human Biology
MEDA 212 Diagnostic and Lab Procedures	4 credits	Medical Terminology; Human Biology; MEDA 210
MEDA 220 Medical Office Procedures and Administration	3 credits	Medical Terminology
MEDA 221 Insurance Claims Processing	3 credits	Medical Terminology

SUMMER SEMESTER

Courses	Credits	Prerequisites (Minimum Grade of C Required)
HEED 137 Disease Overview	3 credits	Medical Terminology
MEDA 245 Medical Assistant Internship	4 credits	MEDA 210; MEDA 211; MEDA 212; MEDA 220; MEDA 221
MEDA 251 Medical Assistant Seminar	1 credit	MEDA 210; MEDA 211; MEDA 212; MEDA 220; MEDA 221; MEDA 245 (concurrent enrollment in MEDA 245 allowed)

MEDICAL ASSISTING PROGRAM MISSION STATEMENT

The mission and purpose of the EPiC MA Program is to provide for the personal and professional career development of each MA student.

MEDICAL ASSISTING PROGRAM GOALS

EPiC's Medical Assistant certificate program will prepare students to enter the high-demand field of healthcare as a medical assistant and to work in a variety of settings, including physicians' offices, clinics, and other professional healthcare facilities. Graduates are prepared to meet both the internship and administrative tasks of today's fast paced healthcare environment.

Prepare competent entry-level medical assistant in the cognitive (knowledge), psychomotor (skills), and affective (behavior), learning domains. Student must pass 100% of all competencies in the MA program and in the Master Competency List within 3 attempts to be able to progress in the MA Program.

- Communication: Students will demonstrate competent communication skills throughout their MA program.
- Critical Thinking: Students will use critical thinking skills in class and at the internship site to enhance personal and professional decision making:
- Diversity: Students will consider multiple perspectives when making decisions independently or as part of a team.
- Prepare students who are professional and proficient in administrative and clinical tasks such as medical record keeping and documentation, patient communication, and clinical skills (EKG, venipuncture, vital signs, physical exam, CPR, etc.).
- Instruct students to employ HIPAA, OSHA, Standard Precautions, and other infection control measures in the healthcare setting.
- Educate students regarding the ethical, legal, and professional principles of the healthcare profession and in the MA scope of practice.
- Prepare students to effectively interact with patients, families, and members of the healthcare team in professional manner.

MEDICAL ASSISTING VALUES & PHILOSOPHY

During your educational experience and beyond, you will be expected to role model professional behaviors towards your patients, their families, other collaborating practitioners and your peers.

In order to help you incorporate these behaviors into your way of being, the following values and behaviors are paramount during your time here at EPiC and the student home college.

1. Respect of all others.
2. Accountability, not excuses
3. Trustworthiness in your actions
4. Honesty
5. Open, assertive communication with appropriate body language
6. Listening
7. Being current in your discipline
8. Flowing the chain of command
9. The education of others
10. Allowing others to learn
11. Dependability

Because these attributes are so important in your care of patients and the public perception of your profession, students failing to model these behaviors may receive a professional violation at a minor or major level. Please see additional information below.

PROGRAM LEARNING OUTCOMES

The Graduate will:

1. Apply critical thinking and reasoning skills in patients care as a medical assistant as evidenced by the internship evaluation.
2. Apply the medical assisting standards of practice in the healthcare field as evidenced by the internship evaluations.
3. Apply the learning expectations of an entry-level medical assistant in the domains of Cognitive (Knowledge), Psychomotor, (skills) and Affective (behavior).
4. Demonstrate competency in administrative and clinical skills as an entry-level medical assistant as evidenced by the Internship Evaluation.
5. Demonstrate effective communication and professionalism with patients, family, and the healthcare team as evidenced by the internship evaluations.

COURSE LEARNING OUTCOMES THE STUDENT WILL

Course 1
MEDA 210

1. Prepare and maintain the examination and treatment areas and maintain accurate patient records.
2. Apply principles of aseptic technique and infection control.
 - a. Identify, use, and handle commonly used instruments in medical apply OSHA standards, CLIA laws, mandatory reporting procedures, HIPAA and patient education and documentation.
 - b. Practice Standard Precautions, including hand washing and disposal of biohazardous materials.
 - c. Perform within scope of practice.
3. Perform CLIA waived laboratory testing.
4. Obtain patient history, vital signs, and height/weight.
 - a. Prepare the patient for examinations, procedures, and treatments and accurately document.
 - b. Obtain American Heart CPR certification.
5. Instruct individuals according to their needs, utilize teaching methods which promote health and disease prevention and properly and accurately document teachings.

Course 2
MEDA 211

1. Apply Pharmacology principles to prepare and administer oral and parenteral medication (excluding IV) medications.
2. Identify and demonstrate appropriate medication administration including the seven rights and 3 before.
3. Demonstrate and identify basic mathematics for pharmacology and dosage calculations.
4. Administer an intradermal, a subcutaneous, and intramuscular injections.
5. Demonstrate and describe general aspects of pharmacology.

Course 3
MEDA 212

1. Explain the differences and similarities between quality assurance and quality control.
2. Demonstrate knowledge of and explain rationale for legal and ethical concerns related to performance of clinical medical assisting including OSHA standards, CLIA laws, mandatory reporting procedures, HIPAA, and patient education, and documentation.
3. Apply the list of steps to performing and rationale for clinical medical assistant's procedures including specimen collection, EKG, and medical diagnostic (lab) procedures and phlebotomy.
4. Demonstrate proficiency in performing EKG, medical laboratory testing, and patient teaching in student simulations with team members.
5. Demonstrate knowledge of structure and function of the body systems and appropriate medical terminology as they relate to diagnostic examinations and clinical diagnostic and lab procedures.

Course 4
MEDA 220

1. Describe the administrative responsibilities in a medical office
2. Identify the importance of ethics, laws, and compliance in the medical office.
3. Apply knowledge of telephone procedures, scheduling, and create patient statements based on patient encounter form and the physician's fee schedule in a medical office.
 - a. Differentiate the three main categories of records in a medical office.
 - i. Medical records of the patient's state of health.
 - ii. Correspondence pertaining to the field of healthcare.
 - iii. Documents related to the business and financial management of a medical practice.
4. Utilize technology to complete administrative responsibilities.
5. Apply proper written communication, records management, and recording of transactions through projects and simulations.

Course 5
MEDA 221

1. Apply claims processing through case studies to analyze provider charges and payment methods, health care claim preparation and transmission, claim adjudication, and follow-up and collections.
2. Apply organization skills and function in work teams.
 - a. Anticipate and incorporate the concepts of ethical billing and coding as expressed by AHIMA's code of Ethics and the American Academy of Professional Coders.
3. Apply the coding steps and guidelines to the billing and reimbursement cycle.
 - a. Verify timeliness, completeness, accuracy and appropriateness of data and data sources in patient billing processes.
4. Identify and distinguish between the major types of health care payers.
 - a. Utilize technology in billing and reporting of information.
5. Discuss the reimbursement methodologies among health care delivery systems as well as utilizing and applying new vocabularies and terminologies that are utilized in health care reimbursement.
 - a. Explain HIPAA and how it applies to the legal medical record.

Course 6
MEDA 245

1. Decision Making: Demonstrates good critical thinking skills and judgment which usually results in appropriate decisions. A medical assisting student is expected to be well groomed, wear appropriate attire and present a professional image.
2. Attitude: Demonstrates diligence, interest, and enthusiasm for medical assisting by offering the same level of services for every patient. Dependability/Accountability: The supervisor and other peers are able to depend on the student. Student demonstrates accountability and support to colleagues. Attendance/ Punctuality: Demonstrates attendance and punctuality by being on time and ready to begin the internship at the start of the workday.
3. Maturity/Poise: Demonstrates good self-assurance which includes maturity, poise and confidence. Self-Direction and initiative: Demonstrate an ability to proceed independently, to work as a team player to complete specific assignments.
4. Ability to learn: Apply the skills needed to complete the medical assistant duties and tasks. Quality of output: Produces quality of work output which meets the expected requirements. Quantity of output: Produces quantity of work output which meets the expected requirements.
5. Ability to interact with others: Demonstrate the ability to cooperate satisfactorily with peers, supervisors, and/or administrators while showing a positive work ethic.

Course 7

MEDA 251

1. Apply current topics in medical assisting.
2. Practice key behaviors and actions that demonstrate professionalism in healthcare.
3. Use a plan for studying and taking the RMA exam. Achieve a score of 70% or higher on the Practice RMA Exam.
4. Demonstrate professional behavior in interactions during class and in the field.
5. Demonstrate how patient centered medical homes are being utilized to transform medical practices.

Course 8

HEED 101

1. Dissect terms into word elements (prefixes, suffixes, word roots, and combining forms). Identify a variety of abbreviations for each body system. Identify and describe basic terms of anatomy and physiology for each body system.
2. Relate terms, vocabulary words and abbreviations, drug highlights, and diagnostic and laboratory tests for each body system.
3. Pronounce, define, and spell medical terms and vocabulary words correctly for each body systems.

Course 9

HEED 137

1. Locate and summarize evidence in medical references and research studies.
2. Identify basic principles of common disease causes and treatments.
3. Identify and define the basic disease process.
4. Demonstrate how to use a drug reference book.

Course 10

HEED 175

1. Describe the terminology associated with the EHR. Describe how implementation of the EHR improves patient quality, access, and cost-saving.
2. Identify privacy and security concerns involving the use of the Electronic Health Record (EHR).
3. Analyze characteristics of the Electronic Health Record (EHR).
4. Create electronic health records for patients in an Electronic Health Record software.

5. Summarize the role of Electronic Health Record (EHR) software for improving workflow efficiency in a medical clinic.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and actively participate in their local, state and national professional organizations. The professional journals and activities of these organizations provide a stimulating educational resource for the student. Applications are available on the respective website.

1. American Medical Assistants (AMT)
<https://americanmedtech.org/files/Student%20Society%20Guidelines.pdf>
2. AMT's interactive, free, one-of-a-kind experience gives you the edge to pass your upcoming certification exam and begin your professional career. You can sign-up at any time however, opting into the AMT Edge Student Readiness Program **at least 2-3 months prior to your program completion** is suggested to maximize your success.
<https://americanmedtech.org/edge>

GENERAL PROGRAM POLICIES & REGULATIONS

AAMA MEDICAL ASSISTING CODE OF ETHICS

Below is the link to the AAMA Medical Assisting Code of Ethics
<https://www.aama-ntl.org/about/overview#.WSDywmjytPY>

PROGRAM CODE OF CONDUCT-AMT STANDARDS OF PRACTICE

The American Medical Assistants is dedicated to encouraging, establishing and maintaining the highest standards, traditions, and principles of the disciplines which constitute the allied health professions of the certification agency and the Registry.

Members of the Registry and all individuals certified by AMT recognize their professional and ethical responsibilities, not only to their patients, but also to society, to other health care professionals, and to themselves.

The AMT Board of Directors has adopted the following Standards of Practice which define the essence of competent, honorable and ethical behavior for an AMT-certified allied health care professional. Reported violations of these standards will be referred to the Judiciary Committee and may result in revocation of the individual's certification or other disciplinary sanctions.

1. While engaged in the Arts and Sciences that constitute the practice of their profession, AMT professionals shall be dedicated to the provision of competent and compassionate service and shall always meet or exceed the applicable standard of care.
2. The AMT professional shall place the health and welfare of the patient above all else.
3. When performing clinical duties and procedures, the AMT professional shall act within the lawful limits of any applicable scope of practice, and when so required shall act under and in accordance with appropriate supervision by an attending physician, dentist, or other licensed practitioner.
4. The AMT professional shall always respect the rights of patients and of fellow health care providers, shall comply with all applicable laws and regulations governing the privacy and

confidentiality of protected healthcare information, and shall safeguard patient confidences unless legally authorized or compelled to divulge protected healthcare information to an authorized individual, law enforcement officer, or other legal or governmental entity.

5. AMT professionals shall strive to increase their technical knowledge, shall continue to learn, and shall continue to apply and share scientific advances in their fields of professional specialization.
6. The AMT professional shall respect the law and pledges to avoid dishonest, unethical or illegal practices, breaches of fiduciary duty, or abuses of the position of trust into which the professional has been placed as a certified healthcare professional.
7. AMT professionals understand that they shall not make or offer a diagnosis or dispense medical advice unless they are duly licensed practitioners or unless specifically authorized to do so by an attending licensed practitioner acting in accordance with applicable law.
8. The AMT professional shall observe and value the judgment of the attending physician, dentist, or other attending licensed practitioner, provided that so doing does not clearly constitute a violation of law or pose an immediate threat to the welfare of the patient.
9. AMT professionals recognize that they are responsible for any personal wrongdoing, and that they have an obligation to report to the proper authorities any knowledge of professional abuse or unlawful behavior by any party involved in the patient's diagnosis, care and treatment.
10. The AMT professional pledges to uphold personal honor and integrity and to cooperate in protecting and advancing, by every lawful means, the interests of the American Medical Assistants and its Members.

(Revised by the AMT Board of Directors July 7, 2013)

CONFIDENTIALITY/HIPAA POLICY

The following confidentiality policy is based upon the Health Insurance Portability and Accountability Act (HIPAA). The basis of the policy is to protect an individual's private health information. Detailed HIPAA requirements and policies are available at each internship education provider institution.

Policy: Students have the responsibility for maintaining confidentiality at all times, both within and beyond the internship setting. During the course of internship education participation, students will have knowledge of patient information and it must never be shared with anyone other than those on the healthcare team immediately involved with the patient's care. Breach of patient confidentiality will result in dismissal from the program.

Examples of breach of confidentiality include such things as inappropriate sharing of information about patients, their visitors, family members, or friends with any persons, organizations, or media who have no reason or right to have the information. Breach of confidentiality also includes inappropriate accessing of internship facility computers for information about classmates, instructors, family members, friends of any other individuals for whom the student has no direct responsibility for patient care and therefore, no need or right to know. It is also a breach of confidentiality to have in your possession patient data sheets, care plans, interpersonal process recordings, or other patient information that can be clearly identified with patient names. You may be asked to shred your paperwork when assignments are completed. This list of examples is not all-inclusive. Students must be very cautious not to breach patient confidentiality when sharing case studies within the program for educational purposes.

Students are required to sign the Confidentiality/HIPAA Statement located on page 41 and 43 of the handbook to indicate their understanding of this policy. Internship providers often have a separate confidentiality form for students to sign.

ACCESS TO RECORDS

Pursuant to the Family Education Rights and Privacy Act of 1974, (FERPA) as amended, any person who is or has been in attendance at an EPiC Consortium member college shall have the right to inspect and review any and all educational records directly related to that person after a request for access to such records has been made in accordance with the college procedure for record access.

ACADEMIC INTEGRITY

If it is suspected that you are cheating, fabricating, facilitating academic dishonesty, or plagiarizing, there may be serious consequences. The incident will be documented and may be reported to the academic chair and/or program director for possible disciplinary actions up to and including course, program, or college expulsion.

AMERICANS WITH DISABILITIES ACT AND SECTION 504

Americans with Disabilities Act and Section 504: The EPiC Consortium does not discriminate in the admission or treatment of students on the basis of disability. The EPiC Consortium is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

GENERAL DISCIPLINARY

While enrolled in the Medical Assisting Program, all students must conduct themselves professionally. Students must abide by the AMT/AAMA Code of Ethics and comply with the policies and procedures of EPiC Consortium, Michigan Colleges Online, and degree-granting college and the internship affiliates of the Program.

Any student who does not comply with policies and standards is subject to disciplinary action. The Program Director and the EPiC Advisory Board determine the type and severity of disciplinary action employed. The EPiC Advisory Board program officials are responsible for all decisions regarding student dismissal. Students who have grievances regarding the Medical Assisting program should discuss them first with the faculty member or internship instructor involved. A problem that is not resolved at this level should then be brought to the program director's attention. If a problem is not resolved informally at this level, the student should follow the Student Appeal and Complaint Procedure or the Student Grade Appeal Procedure as outlined in the degree-granting college catalog.

REMEDICATION

Students maintain the primary responsibility of recognizing their own academic or internship deficiencies. The student has many resources available for self-evaluation and recognizing the need for individual help in the Medical Assisting didactic and internship settings. These resources include but are not limited to the student's progress as evidenced by exams, quizzes, and assignment scores, internship competency assessments, professional growth assessments, and attendance. The faculty and administration expect that the responsible and serious student will seek out assistance as needed from his/her Didactic Instructor, Trainer/Preceptor, Internship Coordinator or Program Director.

In the event that a student fails to recognize the potential for academic or internship failure, the student will be notified of the potential for failure by the Didactic instructor or Program Director. The need and process for re- mediation will be determined. While the program is committed to student

success, the student must assume the primary responsibility for their own success.

DISMISSAL FROM THE PROGRAM

A student may be dismissed from the Medical Assisting program for any of the following reasons:

1. Failure to maintain the required course grades or GPA as required by the certificate or degree granting college.
2. Violation of policies set forth by the internship education provider or the EPiC MA program.
3. Violation of the code of conduct set forth by the internship education provider or the EPiC MA program.

DUE PROCESS

The decision to dismiss a student will be made by the EPiC Advisory Board with consideration given to the recommendations of the EPiC Program Director, Internship Coordinator, Internship Instructor and faculty related to the incident. Dismissal may be related to academic performance, policy violation or code of conduct. The student will be informed in writing within five school days of a dismissal decision.

Should a student wish to appeal the dismissal, they must submit their appeal in writing to the EPiC Advisory Board. Members of the Advisory Board shall meet with the student to discuss the circumstances for the dismissal within two weeks of their appeal.

Students always have the right to be heard and to appeal decisions made by the program director and/or faculty.

- If an issue arises in class, you must speak to the course instructor first.
- If an issue arises in internship, contact the internship supervisor.
- If the issue is unresolved, then the program director will meet with the student and their instructor or internship supervisor.
- If the student is still not satisfied and the issue is unresolved, the student may set up an appointment with their degree granting college's Dean representative.
- If the issue remains unresolved, the student may file a grievance according to college policy.

The following offenses represent situations that are intolerable in the internship environment. Violations of the following offenses will result in appropriate action.

Blatant disregard of any of the offenses listed in either group, or of any program and/or hospital policies may be considered as grounds for instant program dismissal.

Group I

ANY OFFENSE IN THIS GROUP RESULTS IN PERMANENT DISCHARGE FROM THE INTERNSHIP SITE AND MOST LIKELY, THE PROGRAM.

1. Obtaining, possessing or using marijuana, narcotics, amphetamines, hallucinogenic substances or alcohol on the hospital premises, or reporting to the internship assignment under the influence of any of these substances.
2. Theft, abuse, misuse or destruction of the property or equipment of any patient,

- visitor, student, clinic employee, or of the clinic itself.
3. Disclosing confidential information about any patient, student, or clinic employee without proper authorization.
 4. Immoral, indecent, illegal, or unethical conduct on internship clinic site.
 5. Possession of weapons, wielding or threatening to use firearms, knives etc. on internship site.
 6. Assault or threat on any patient, visitor, student, or clinic employee.
 7. Misuse of patient, student, or official healthcare records.
 8. Removal of patient, student, or official site records without proper authorization.
 9. Altering one's own time card, another's time card or inducing any student or employee to do so.
 10. Insubordination and refusal to obey directions.

Group II

1ST Offense: A three-day suspension from internship assignment allowing the student time to reflect and re-focus on their commitment to their education. The missed time will be considered as internship absence. The student will be given the opportunity to make-up the three days. An "incomplete" will be documented with the time scheduled as the first three days following the end of the semester. Upon completion, the "incomplete" will be changed to the grade earned.

2nd Offense: Permanent discharge from the internship assignment and most likely, from the program.

1. Failure to adhere to any clinic and/or program policies and procedures
2. Engaging in disorderly conduct.
3. Leaving the clinic premises during assigned internship hours without proper authorization.
4. Sleeping during scheduled internship hours.
5. Restricting or impeding internship procedure output.
6. Internship absence without prior notification.
7. Violation of safety rules, regulations, or policies. Failure to use safety equipment provided.
8. Violation of the personal cell phone and pager policy.
9. Violation of the internet usage policy.
10. Violation of the internship supervision policy.
11. Using equipment and supplies without proper authorization.
12. Smoking in restricted areas.
13. Posting, removing or tampering with bulletin board notices without proper authorization.
14. Soliciting, vending, or distributing without proper authorization.
15. Individual acceptance of gratuities from clients.
16. Inappropriate dress or appearance based upon program and department policy.
17. Inappropriate or offensive comments, conversation, or language.

Disciplinary Reporting Procedure

1. A written disciplinary report stating the alleged offense and disciplinary action shall be issued to the student for each violation of an alleged offense no later than three (3) internship days following the determination of the alleged offense. The student must sign the disciplinary report. This signature does not signify admission of guilt. It merely signifies receipt of the disciplinary report.
2. The student is encouraged to discuss the alleged offense and disciplinary action with the internship coordinator/instructor and program director.

3. Students desiring to contest the alleged offense and disciplinary action must submit to the program director a written statement of intent to contest. This statement must be submitted within three (3) internship days following receipt of the disciplinary report.
4. Within three (3) internship days following receipt of the student's written intent to contest, the program director shall contact college administration to review the matter at the earliest possible time. Both the student and the internship coordinator/instructor shall have the opportunity to provide evidence and witnesses deemed pertinent by the college administrative members, and shall be permitted to question the evidence and witnesses.
5. Based strictly on the evidence of record, the college administration representatives shall render a decision in writing within five (5) working days after review of all the evidence is complete. The student shall be notified of the decision immediately and shall also be mailed a written copy of the decision without delay.

Consideration and final determination regarding any and all policies and procedures of the EPiC MA program is the responsibility of the program administration in accordance with college standards and polices, those of our affiliating clinical sites, and the accreditation standards set forth by the HLC.

PROGRAM RE-ADMISSION

Students who are dismissed or who voluntarily withdraw from the program may qualify for re-admission. Readmission into the Medical Assisting program is contingent upon the following:

1. Didactic standing throughout the program up to the time of dismissal/withdrawal.
2. Internship standing throughout the program up to the time of dismissal/withdrawal.
3. Available space within the program

Students requesting re-admission must submit their request in writing to the Program Director. The decision to be re-admitted will be made by the Medical Assisting Program Director in agreement with the EPiC Advisory Board.

Students re-admitted to the program must meet all program requirements at the time of re-admittance.

DIDACTIC SPECIFIC POLICIES & PROCEDURES

GRADES (DIDACTIC)

The college issuing the terminal award of a degree or certificate determines the acceptable passing grade required to secure the degree or certificate upon program completion.

Students are responsible to be knowledgeable of the certificate/degree requirements of their degree/certificate granting college and strive to meet those requirements in each course so that they qualify for the certificate/degree upon completion of the program. Refer to the college catalog, College Program Representative or Medical Assisting Program Director should you have any questions.

Students are responsible to stay abreast of their progress in courses and consult with the instructor if they find themselves struggling and in need of extra help. The course instructor may consult with the Medical Assisting Program Director to secure remediation if necessary.

A score will be based on total points earned from a combination of exams, quizzes, discussion board responses, and individual assignments. The score will then be converted to a percentage.

CLASS PARTICIPATION

Class participation is mandatory given the delivery method of the course and the amount of information that must be covered for the Medical Assisting program content requirements. The student is expected to participate in all class discussions and provide feedback to their classmates. In order to be successful in the class the student should read the required material prior to answering the discussion questions as well as review all supplemental material provided. Also, students are encouraged to post their questions to the main forum for all students to review. Many times, your question may be the same or similar to one of your classmates. Students are also encouraged to answer their fellow classmate's questions, this will only further the discussion of the material. If there is a question that a student does not feel comfortable asking in the main forum, they are encouraged to contact the instructor via e-mail or phone. All e-mail questions to the instructor will be answered with 24-48 hours.

ATTENDANCE POLICY

Attendance is mandatory. Due to the delivery method of the course, attendance will be based on the student's participation on discussion board questions and/or course assignments.

The initial response to the discussion board question must be a minimum of 150 words. Students will then be expected to respond to two of their classmates throughout the week, providing them with either feedback or additional information related to their response. Points will be deducted for responses that do not meet the minimum word requirement or do not add to the course discussion. Answering with a response of "I agree" or "disagree" will not count towards the student's participation points. See the course calendar for due dates.

DISCUSSION BOARD POSTING SCALE

5 Points	4 Points	3 Points	2 Points	0 Points
Initial posting consists of 150 words or more, provides a substantial response to the question and the student responds to two other classmates during the week.	Initial posting consists of 125 - 149 words, provides a fair response to the question and the student responds to two other classmates during the week.	Late initial posting that meets all other criteria for 4 points, Initial posting of less than 125 words, poor response to the question and the student responds to two other classmates during the week.	Late initial posting that meets all other criteria for 3 points, Initial posting of less than 75 words, poor response to the question, and does not respond to two other classmates during the week.	Late initial posting that meets all other criteria for 2 points, no posting at all, the posting is not related to the question and does not respond to two other classmates during the week.

DISCUSSION RESPONSE SCALE

No deductions	Deduct 1 points	Deduct 2 points	Deduct 3 points	Deduct 5 points
A separate response was made to another student posting, the response added to the course discussion.	A separate response was made to another student posting, the response was not substantial, but was more than 125 words.	A separate response was made to another student posting, the response contained less than 125 and was not substantial.	A separate response was made to another student posting late, regardless of the content.	A separate response was not posted by the due date.

ASSIGNMENT AND EXAM POLICY

Students will be expected to turn in assignments on or before the due date. Failure to turn in assignments or complete exams by the due date will result in a 10% deduction for the first submission, 20% for the second, after which a zero will be given for all future late assignments and exams.

All exams must be completed in order to receive a final grade in the course. If there are extenuating circumstances that may prevent you from completing an assignment or exam on time, please contact the instructor via e-mail.

All discussion postings are expected to show proper etiquette and respect for other student opinions and discussion. Students using improper language, being verbally abusive, and/or not showing respect for other students' opinions will receive 0 points for the discussion posting and other disciplinary action may be taken. Discussion postings are required to contain each student's individual thoughts and work. Do not copy another student's response and use it as your own. This is a violation of the student academic integrity policy.

METHODS OF INSTRUCTION

Discussions are supplemented with visual supports such as PowerPoint Presentations, video demonstrations, and web links. The instructor will also be available for online discussion and questions during their office hours. These times will vary throughout the week in order to accommodate the students' various schedules. See the course calendar for specific times and dates.

INTERNSHIP SPECIFIC POLICIES & PROCEDURES

****Students are accountable to all policies and procedures of the internship education provider to which they are assigned.**

The policies listed in this handbook are program-related policies that encompass issues not addressed by the internship education provider.

Students must adhere to both internship provider policies and program policies.

INTERNSHIP ASSIGNMENT POLICY

Student schedules will be determined by the Program Director and/or Internship Coordinator and Internship Education Provider to align student competency needs with the Medical Assisting procedure/exam schedule.

Students can expect to spend a minimum of 24 hours a week participating in internship education. The schedule is based on the internship site location, patient volume, and internship site hours of operation.

Internship hours are determined by the site and student based on their needs and availability for instruction.

To ensure the safety of students and patients, not more than twelve (12) hours shall be scheduled in any one day. Scheduled didactic and internship hours combined will not exceed forty (40) hours per week. Hours exceeding these limitations must be voluntary by the student. All internship time will be recorded and monitored in Trajecsys.

Students are accountable to all policies and procedures of the internship education provider to which they are assigned.

The policies listed in this handbook are program-related policies that encompass issues not addressed by the internship education provided. Students must adhere to both internship provider policies and program policies.

INTERNSHIP CLOCK HOUR TO CREDIT HOUR POLICY

Students are required to complete a minimum of 24 hours of internship practice per week. The EPiC Consortium Clock hour to credit hour conversion is as followed:

- 4 credit hours = 192 total hours of internship

INTERNSHIP ACCESS REQUIREMENTS POLICY

Students are required to follow the internship access requirements of the program prior to and during internship education participation. These may include but not be limited to the following:

- Physical examination without limitations for full internship education participation
- Evidence of immunity to specified disease via laboratory titers
- Immunizations
- Negative TB test
- Criminal Background Checks
- Drug Screens
- Maintenance of Healthcare Provider level CPR
- Professional liability insurance coverage
- Healthcare Coverage

The EPiC Internship Coordinator or Medical Assisting Program Director will provide direction to students to assure internship access compliance. Cost incurred is the responsibility of the student.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

PURPOSE: To provide a standardized method for obtaining criminal background checks on all students in clinical rotations/internships as required by the Public Health Code and clinical facilities. To verify that the individual has had no felony convictions in the last fifteen years, and that the individual has had no misdemeanor convictions within the last ten years involving abuse, neglect, assault and battery, criminal sexual conduct, fraud, or theft. EPiC MA program utilizes Viewpoint for the background check and Drug Screen.

- As part of the internship process of EPiC, all students will be required to sign the Criminal Background Check Authorization Form. All medical assisting students will complete a Michigan State Police check and ten panel drug screens through Viewpoint.
- After a student has completed the background check, he or she is required to immediately inform EPiC if he or she is subsequently arrested or convicted on any of the criminal offenses covered by the Public Health Code.
- Applicants to the program and students preparing to enter an internship will be required to take a drug screen.
- Individuals who do not pass a criminal background check, are convicted of criminal offenses covered by the Public Health Code, or who do not pass a drug screen (or who refuse a drug screen) will not be placed an internship and will be removed from any internship if already placed. As completion of an internship is a graduation requirement, a certificate will not be granted to those who do not successfully complete all required courses/internship. The student is responsible for the cost of any criminal background check and drug screening.

HEALTH REQUIREMENTS

Health Requirements	To Be Completed
<p><i>TB:</i> A TB skin test, called the Mantoux tuberculin skin test (TST), or a TB blood test, called the Interferon Gamma Release Assay (IGRA), is required annually while in the medical assisting program. Chest X-rays are not accepted unless you have a positive Mantoux or IGRA test.</p>	<p>Up-to-date prior to student internship</p>
<p><i>Rubella:</i> A rubella titer, vaccination, or proof of immunity is required prior to admission into the medical assisting program. If the applicant is pregnant, a titer is completed as part of prenatal care. If the titer is non-immune or equivocal during the pregnancy, the rubella vaccination is waved until the pregnancy ends, at which time the student has 60 days to provide proof of vaccination. The vaccination may be given in the trivalent form (Measles, Mumps, and Rubella [MMR])</p>	
<p><i>Rubeola:</i> A Rubeola titer, vaccination, or proof of immunity is required for individuals born after 1957. The vaccine can be given in the trivalent form (MMR).</p>	
<p><i>Mumps:</i> A Mumps titer, vaccination, or proof of immunity is required prior to admission into the medical assisting program. The vaccine can be given in the trivalent form (MMR).</p>	
<p><i>Tetanus:</i> A tetanus vaccination is required of all students. A ten-year expiration is imposed on this vaccination. If the student needs the vaccination or the booster, the Tdap (tetanus, diphtheria, and pertussis) form is recommended</p>	<p>Every 10 years</p>
<p><i>Hepatitis B:</i> Hepatitis B is a series of three (3) injections that must be started prior to the beginning of the clinical/internship sequence (students must have the first injection in the series of three prior to admission). Students must receive the remaining two injections at one month and six months after the first injection was given. Students that do not convert after three doses of the Hepatitis B vaccine need written verification from their provider.</p>	
<p><i>Influenza:</i> The influenza immunization is required yearly. Students must provide proof to the nursing office by November 1 each fall. Students must also submit a verification form that lists the date of immunization, the Lot # and expiration date of the vaccine, and is signed by a medical provider.</p>	<p>Prior to internship and current years vaccination</p>
<p><i>Varicella Zoster (Chicken Pox):</i> Titer results may indicate immunity to Chicken Pox. Otherwise, the student will need the Varicella Zoster vaccine. If the student is certain they have had chickenpox, a signed waiver in place of the vaccination will be accepted.</p>	<p>A signed waiver is also permissible.</p>
<p><i>Covid 19:</i> Students must provide proof that they are up-to-date on current Covid 19 vaccinations and determined by the CDC. There are Medical and Religious exemptions available depending on clinical site placement.</p>	<p>Proof of completed series or Approved exemption</p>
<p>Current Cardiopulmonary Resuscitation (CPR) certification is required and must remain current through the medical assisting program. The SMC medical assisting program requires the American Heart Association, Healthcare Provider "Basic Life Support" or the American Red Cross "Basic Life Support/CPR for Healthcare Providers." Students must complete the hands-on classes. NO online CPR course is acceptable.</p>	<p>It expires two (2) years after the certification is received.</p>

EQUITABLE LEARNING POLICY

The provision of equitable learning activities promotes a fair and impartial education and reduces institutional and/or program liability. The program will provide equitable learning opportunities for all students regarding learning activities and internship assignments.

Internship site placement will be based on opportunity for all students, if an opportunity exists for students to observe or perform exams then all students must be provided the same opportunity.

PRE-INTERNSHIP REQUIREMENTS

1. Prior to Registration for MEDA 245 Clinical and Administrative Internship, students must meet all the Health and certification requirements as outlined in the Student Handbook.
2. Proof of current American Heart Association BCLS Healthcare Provider CPR: A list of Available courses can be found in the Nursing and Health Services Office. Heartsaver certification is not acceptable.
3. A picture ID badge is ordered at your internship orientation meeting.
4. Passed a physical examination to confirm that he/she is free from contagious disease (within the last year). Physical forms are located in the forms section.
5. Proof of liability insurance: For the MEDA 245 Clinical and Administrative Internship, liability insurance is part of the course fees. Payment is made in combination with the course tuition payment. Detailed information can be found by going to: SMC Wired/SMC Self-Services/Student/Student Account/Account Summary (All Terms).
6. Criminal Records Search: Please follow the Viewpoint instructions to complete the order process for your criminal records search and drug screen package. Any Misdemeanor or Felony may prevent you from completing and working in this field.
7. Completed internship orientation meeting with the internship coordinator.

INTERNSHIP SUPERVISION POLICY

Students are required to be under direct supervision of the MA site trainers/preceptors, physician or designated supervising assistant at all times while engaged in patient care activities until competency is confirmed by the MA site trainer/preceptor or Program Director, at which time, indirect supervision may be imposed. The internship MA site trainer/preceptor must be a Registered Certified Medical Assisting Assistant.

DIRECT SUPERVISION: Must be a CMA (AAMA), RMA, or Certified Medical Assistant present with the student at the operator's console while a student is performing Medical Assisting skills, tasks and procedures and with the student and patient while the student is performing a patient care activity.

INDIRECT SUPERVISION: A Medical Assisting trainer/preceptor is available within hearing distance should a student need assistance while performing a patient care activity but may not necessarily be present with student and patient during patient care activities. The supervising Medical Assisting trainer/preceptor must remain in a location within voice hearing distance of the student should the student need to call out for assistance.

All patient care records that are completed by a student regardless of level of competency must be reviewed and initialed by the MA trainer/preceptor, physician or supervising MA. In other words, an internship site employee must assume the responsibility for all patient care activity and

documentation.

INTERNSHIP DRESS CODE POLICY

The professional status of any health care worker depends in a large part upon the manner in which that person is perceived. Clothing is an important part of our professional image. For this reason, a student is expected to be neat and clean in appearance and appropriately dressed for all internship assignments.

Students will be expected to adhere to the EPiC dress code as follows:

1. Students will adhere to the dress code of the internship site provider to which they are assigned. Students are responsible for the purchase of required uniforms.
2. If no dress code exists, the program requires students will wear scrubs or business casual attire with safe and professional shoes. Gym/athletic shoes are prohibited with business casual dress. If a student has a question on whether something is considered business casual, they should consult with the Internship site or Supervisor/Trainer.
3. Students will adhere to the standards of the internship education provider to which they are assigned with regards to personal appearance, such as hair color/styles, cosmetics, scents, fingernails, body art (piercings and tattoos), jewelry etc.

INTERNSHIP IDENTIFICATION POLICY

Students must always wear a student identification badge according to the policies of the internship education provider during participation in internship education. Students must always represent themselves as students to patients, staff and others. Some sites provide an identification badge, some do not. If your site does not provide a badge, you must wear your College ID badge.

INTERNSHIP ATTENDANCE POLICY

The opportunity to participate in internship education is a privilege and students are expected to practice the same exemplary work ethic with internship education attendance as they would if it were their employment post- graduation. Besides being crucial in developing the necessary knowledge and competence of the successful Medical Assisting assistant, internship education offers the student an opportunity to showcase their knowledge and competence, as well as the practice of a favorable work ethic important to potential employers.

Students are expected to report to internship education on the scheduled days and time and, remain for the duration of the scheduled time. In other words, arriving late and/or leaving early constitutes absenteeism.

Day 1 missed results in no consequences to the final grade.
Day 2 missed: final grade reduced by 1 step in the letter grade
Day 3 missed: final grade reduced by 1 step in the letter grade
Day 4 missed: final grade reduced by 1 step in the letter grade
Day 5 missed: final grade reduced by 1 full letter grade

*1/2 days count the same as full days

*3 late arrivals and/or early departures will be the equivalent to one absence

(A late arrival/early departure is arriving/departing within an hour of scheduled start/end time, beyond that, it counts as an absence) (Any late arrival/early departure beyond the 3 result is a reduction of a step in the letter grade).

While internship attendance is mandatory, it is realized that there are times when it is unsafe, unhealthy, or impossible for a student to report to their internship assignment. It is expected that adult students will use sound judgment when making the decision to miss assigned internship opportunity. It is also expected that students understand and consider the potential consequences to their grade and to their professional reputation when making decisions regarding attendance.

While the list offered here may not be all-inclusive and do still count as an absence, it represents examples that may warrant internship absence:

- illness or injury of the student
- emergent situation of the student
- non-routine or emergent medical/dental appointments of the student
- subpoenaed legal appearances of the student
- unsafe travel conditions for the student due to inclement weather

While the following list is not all-inclusive and do count as an absence, it defines examples that would NOT be considered acceptable reasons for internship absence:

- vacation days
- personal days
- class-related activities outside the Medical Assisting curriculum
- hunting season
- children's school activities
- routine medical/dental appointments

****** AGAIN, SOUND JUDGEMENT OF THE STUDENT IS EXPECTED IN MAKING DECISIONS WITH REGARD TO INTERNSHIP CLINICAL & ADMINISTRATIVE ABSENCE.**

Should a student present for internship education with an illness or injury the Internship Instructor, Internship Coordinator, or Medical Assisting Program Director deems unsafe or unhealthy, the student will be sent home.

Should a student encounter extenuating circumstances, such as those related to a serious and extended illness or injury, for which the student will incur excessive absenteeism that reduces the final grade to failure, the Medical Assisting Program Director may allow days missed beyond the passing grade to be made up so that a passing grade can be realized if the following conditions are met:

1. The internship provider institution and the Internship Instructor are willing to allow assignment of a student beyond the internship semester.
2. The student has maintained good standing in both the didactic and internship aspects of the program.
3. The student provides physician documentation of the extended illness or injury that includes

physician restrictions of internship participation and a release to return to full internship participation.

4. The number of days necessary to be made up to the point of a passing grade can be accomplished prior to the start of the next internship semester.

INTERNSHIP CALL-IN POLICY

If a student must be absent from internship education on short notice, they are required to call their Internship trainers/preceptor at the internship site and EPiC Internship Coordinator or Medical Assisting Program Director prior to the beginning of their assigned start time. Each Internship Instructor will have instructions as to the call-in procedure expected of the specific internship education provider. “No call=no show” is considered highly unacceptable within the health care profession and will reflect poorly on a student’s professional judgment.

INTERNSHIP LUNCH AND BREAK POLICY

Breaks and meal schedules during internship education time will be assigned by the Internship site trainer/preceptor or supervising trainer adhering to the policies and practices of the internship education provider.

INTERNSHIP PHONE USE POLICY

Personal telephone calls are not permitted except for emergencies or reporting time and competencies, if a hospital computer is not available. Cell phone use is limited to lunch and break periods and includes making or receiving calls, texting, checking email, voicemail etc. Department phones may never be used for personal calls except with permission of the Internship Instructor or other supervising professional. The presence of cell phones is prohibited in the Medical Assisting environment.

HEALTH INSURANCE POLICY

It is required that students maintain health insurance coverage while participating in the program . Contact the Program Director for a list of providers, if you currently do not have coverage.

INTERNSHIP ILLNESS/INJURY POLICY

A student must report any injury or possible illness directly obtained during participation of their internship education immediately to their Internship Instructor or supervising assistant. The Internship Instructor or supervising assistant will assist the student in completing the internship provider’s incident report. The EPiC Internship Coordinator or Medical Assisting Program Director must be notified by the Internship Instructor as soon as possible. The student must complete an incident report with the college security department as soon as reasonably possible. Students participating in internship education are not covered by “Workman’s Compensation” policies of either the internship provider or the college. It is the student’s choice to seek medical attention for an injury or illness obtained during the course of educational pursuits and is the student’s financial responsibility.

TB EXPOSURE POLICY

Occasionally a student works with a patient who is later diagnosed with TB. When this occurs, the internship provider notifies the Internship Coordinator or Program Director. The student will be required to obtain a TB test within a specified range of time. The cost of the TB test is incurred by the student and can be obtained through their personal physician or the County Health Department. The test results must be submitted to the EPiC Internship Coordinator or Medical Assisting Program Director by the designated date.

PREGNANCY POLICY

When used properly, Medical Assisting is relatively free of bio hazards allowing for the participation of the pregnant Medical Assisting student.

1. While suggested, declaration of pregnancy status is strictly voluntary and will not be used to adversely to discriminate against the student. Should a student choose to declare pregnancy, it must be done so in writing using the form provided in the appendix of this Student Handbook. The declaration must be submitted to the EPiC Internship Coordinator or Medical Assisting Program Director and will be shared with the Internship Instructor of the internship education provider institution where the student is assigned for the duration of their pregnancy.
2. The student will have the option of withdrawing from the program but must understand that re- admittance will be contingent upon space availability within the program.
3. Should the student elect to remain in the program, they will be expected to fully participate in internship education.
4. If a physician documents physical restriction that does not limit the student's ability to achieve internship competency, every effort to provide accommodations within the ability of the internship education provider and program will be made.
5. The student accepts full responsibility for any complications occurring during her pregnancy or to the fetus during the course of the Medical Assisting program.
6. The student may elect to withdraw the declaration of pregnancy status at any time.

INTERNSHIP GRADING PROCEDURE

The EPiC Internship Coordinator/ Medical Assisting Program Director will work closely with the Internship Instructor to assess student progress in both the internship skill and professional growth components of the program. The following grade system will be followed for internship education. A grade of C or higher is needed.

Reflection Grade Scale

5 Points	4 Points	3 Points	2 Points	0 Points
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Initial posting consists of 250 words or more, provides a substantial response to the question.	Initial posting consists of 150 - 249 words and provides a fair response to the question.	Late initial posting that meets all other criteria for 5 points, Initial posting of less than 150 words and/or poor response to the question.	Late initial posting that meets all other criteria for 4 points, Initial posting of less than 50 words and/or poor response to the question.	No posting at all and/or the posting is not related to the question.
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Discussion Board Grade Scale

5 Points	4 Points	3 Points	2 Points	0 Points
Initial posting consists of 250 words or more, provides a substantial response to the question and the student responds to two other classmates during the week.	Initial posting consists of 150 - 249 words, provides a fair response to the question and the student responds to two other classmates during the week.	Late initial posting that meets all other criteria for 5 points, Initial posting of less than 150 words, poor response to the question and/or the student does not respond to two other classmates during the week.	Late initial posting that meets all other criteria for 4 points, Initial posting of less than 50 words, poor response to the question, and/or does not respond to two other classmates during the week.	No posting at all and/or the posting is not related to the question.

Individual Assignment Grade Scale

Full Credit	10 Points	7.5 Points	5 Points	0 Points
Initial posting consists of 500 words or more, provides a substantial response to the question.	Initial posting consists of 350-499 words, provides a fair response to the question.	Late initial posting that meets all other criteria for full credit, Initial posting of less than 250 words.	Late initial posting that meets all other criteria for 7.5 points, Initial posting of less than 150 words, and/or poor response to the question.	No assignment turned in and/or the posting is not related to the assignment.

Other special assignments graded as listed in the course specific syllabus

INTERNSHIP EDUCATION STAFF

Internship Instructor: The trainer/preceptor is a Medical Assisting assistant employed by the internship education provider and designated as the Internship Instructor. They are on-site at the internship facility and the “go-to” person for students on a daily basis. Trainer/preceptor work with the EPiC Internship Coordinator or Medical Assisting Program Director to assure student learning outcomes and internship competency are achieved. They work within the guidelines and process of the Medical Assisting program with regard to student supervision, instruction and assessment. The Internship Instructor is responsible to assess student progress in both internship skill and in professional growth.

Medical Assisting Staff Assistants: These skilled and knowledgeable assistants will serve the students as supervisors, instructors and mentors as the students engage in internship education. They may participate in assessment of the student as determined by the program policies and

procedures.

Internship Coordinator: This person serves to support both the student and the Internship Instructor to assure student learning outcomes are achieved. The EPiC Internship Coordinator is an employee of the EPiC Consortium of colleges and will make periodic visit to the internship facility to assess student progress and address any questions or concerns. The EPiC Internship Coordinator is available via phone or email in between internship visits. The role is to serve as the liaison between the program and the internship education provider to establish student schedules that assure Medical Assisting internship competency requirements are achieved. The EPiC Internship Coordinator makes certain the Internship Instructor is knowledgeable of the program objectives and processes and provides support as they are carried out.

Program Director: This person serves to support the student, the Internship Instructor and EPiC Internship Coordinator to assure student learning outcomes are achieved. The EPiC Program Director is an employee of the EPiC Consortium of colleges and will make periodic visit to the internship facility to assess student progress and address any questions or concerns. The EPiC Program Director is available via phone or email in between internship visits. Their role is to serve as the liaison between the student, EPiC Internship Coordinator and the internship education provider to assure Medical Assisting program policies are adhered to. The EPiC Program Director makes certain the EPiC Internship Coordinator and students are knowledgeable of the program objectives and processes and provides support as they are carried needed.

COMPETENCY-BASED INTERNSHIP EDUCATION

Internship education is competency based and students will be assessed on defined learning objectives. AMT outlines the internship competencies required for all students. Internship competency requirements are the specific internship procedures you'll have to demonstrate, either in simulated situations or by providing patient care.

At some point during your educational program, you'll have to show that you can perform all mandatory requirements and a percentage of elective requirements. Mandatory competencies are those most vital to all. Elective competencies allow flexibility in demonstrating additional important skills.

GLOSSARY

The following is a list of terms common to internship education:

COMPETENCY: The student's ability to perform within a realm of limited supervision and assume those duties and responsibilities set forth in course and internship objectives. The minimum level of competency is 87%.

CATEGORY: A group of Medical Assisting examinations that exemplify an area of the human body.

PROFESSIONAL GROWTH ASSESSMENT: The procedure in which students are evaluated on the professional values, attitudes and behaviors necessary for success as a Medical Assisting assistant.

DIRECT SUPERVISION: A Medical Assisting trainer/preceptor is present with the student while a student is performing patient care activity and skills. If a student has not achieved internship

competency on a patient care activity or Medical Assisting imaging procedure, he/she must be under direct supervision.

INDIRECT SUPERVISION: A Medical Assisting trainer/preceptor is available within hearing distance should a student need assistance while performing a patient care activity may not necessarily be present in the operator's console during the Medical Assisting procedure or with student and patient during patient care activities. The supervising Medical Assisting assistant must remain in a location within voice hearing distance of the student should the student need to call out for assistance.

REPEAT POLICY: If any part of a Medical Assisting skills and tasks must be repeated, the student must be under direct supervision by a Medical Assisting Assistant.

THE INTERNSHIP COMPETENCY ASSESSMENT PROCEDURE

The student begins his/her internship education participation by first observing the Internship Instructor or designated Medical Assisting Assistant while performing patient care activities and Medical Assisting procedures gradually evolving from observation to a more active assistant role. As the student acquires a stronger knowledge base of various patient care and Medical Assisting procedures, he/she will assume more independence with a somewhat limited level of direct supervision. Before any level of student independence is allowed, the student must first demonstrate competency in the specific patient care. Until competency is confirmed by the Internship Instructor or Internship Coordinator, the student will remain under strict direct supervision.

All student internship competency assessments will be completed according to program requirements and aligned with the standards set forth.

Students will be required to achieve competency of a specified number of procedures each semester. Students will follow the competency requirements set forth. Competency achievement will be monitored by the EPiC Internship Coordinator or Medical Assisting Program Director and shared with the student.

Medical Assisting skills procedure competency will be assessed during the course using an actual procedure while some patient care competencies will be simulated.

While designated Medical Assistants may assess student competency skills, all internship competency validation is confirmed by the trainers/preceptors, EPiC Internship Coordinator or Medical Assisting Program Director and documented only using program designated forms.

Assuring the internship competency requirements is the joint responsibility of the student, Internship Instructor and Internship Coordinator or Program Director. All three parties must remain aware of the number of competencies required each semester and work together to maximize opportunity for the student to achieve the requirements.

It is the student's responsibility to submit completed competency forms to the EPiC Internship Coordinator or Medical Assisting Program Director for grading purposes through Trajecsyst, unless otherwise stated. It is strongly encouraged that students maintain records of all submissions, should a form or submission be missed. Competency scores below 87% are considered failing and must be repeated at a later date, post remediation.

It is suggested that students practice each procedure several times before requesting a competency assessment. The student must notify the Internship Instructor when they are ready for an internship

competency assessment.

COMPETENCY REQUIREMENTS-Medical Assisting PRIMARY PATHWAY

Medical Assisting Procedures Requirements:

Candidates must demonstrate competence in the skills/procedures listed in the following table.

Institution Name:

Student Name:

Date of Graduation:

Master Competency Checklist 2022 MAERB Core Curriculum

Psychomotor Competencies

I. Anatomy, Physiology, and Pharmacology				
I.P.1	Grade	Pass	Date	Int.
Accurately measure and record:				
a. Blood pressure				
b. Temperature				
c. Pulse				
d. Respirations				
e. Height				
f. Weight (adult and infant)				
g. Length (infant)				
h. Head Circumference (infant)				
i. Oxygen Saturation				
I.P.2				
Perform the following procedures:				
a. Electrocardiography				
b. Venipuncture				
c. Capillary Puncture				
d. Pulmonary Function Testing				
I.P.3				
Perform patient screening following established protocols				
I.P.4				
Verify the rules of medication administration:				
a. Right Patient				
b. Right Medication				
c. Right Dose				
d. Right Route				

e. Right Time				
f. Right Documentation				
I.P.5				
Select proper sites for administering parenteral medication				
I.P.6				
Administer Oral Medications				
I.P.7				
Administer Parenteral (excluding IV) medications				
I.P.8				
Instruct and prepare a patient for a procedure or a treatment				
I.P.9				
Assist provider with a patient exam				
I.P.10				
Perform a quality control measure				
I.P.11				
Collect specimens and perform:				
a. CLIA waived hematology test				
b. CLIA waived chemistry test				
c. CLIA waived urinalysis				
d. CLIA waived immunology test				
e. CLIA waived microbiology test				
I.P.12				
Provide up-to -date documentation of provider/professional level CPR				
I.P.13				
Perform first aid procedures:				
a. Bleeding				
b. Diabetic coma or insulin shock				
c. Stroke				
d. Seizures				
e. Environmental emergency				
f. Syncope				
II. Applied Mathematics				
II.P.1				
Calculate proper dosages of medication for administration				
II.P.2				
Record Laboratory test results into the patient's record				
II.P.3				
Document on a growth chart				
II.P.4				

Apply mathematical computations to solve equations				
II.P.5				
Convert among measurement systems				
III. Infection Control				
III.P.1				
Participate in bloodborne pathogen training				
III.P.2				
Select appropriate barrier/personal protective equipment (PPE)				
III.P.3				
Perform hand washing				
III.P.4				
Prepare items for autoclaving				
III.P.5				
Perform sterilization procedures				
III.P.6				
Prepare a sterile field				
III.P.7				
Perform within a sterile field				
III.P.8				
Perform wound care				
III.P.9				
Perform dressing change				
III.P.10				
Demonstrate proper disposal of biohazardous material:				
a. sharps				
b. Regulated waste				
IV. Nutrition				
IV.P.1				
Instruct a patient regarding a dietary change related to a patient's special dietary needs				
V. Concepts of Effective Communication				
V.P.1				
Respond to nonverbal communication				
V.P.2				
Correctly use and pronounce medical terminology in health care interactions				
V.P.3				
Coach patients regarding				
a. Office policies				
b. Medical encounters				
V.P.4				

Demonstrate professional telephone techniques				
V.P.5				
Document telephone messages accurately				
V.P.6				
Using technology, compose clear and correct correspondence				
V.P.7				
Use a list of community resources to facilitate referrals				
V.P.8				
Participate in a telehealth interaction with a patient				
VI. Administrative Functions				
VI.P.1				
Manage appointment schedule, using established priorities				
VI.P.2				
Schedule a patient procedure				
VI.P.3				
Input patient data using an electronic system				
VI.P.4				
Perform an inventory of supplies				
VII. Basic Practice Finance				
VII.P.1				
Perform accounts receivable procedures to patient accounts including posting:				
a. Charges				
b. Payment				
c. Adjustments				
VII.P.2				
Input accurate billing information in an electronic system				
VII.P.3				
Inform a patient of financial obligations for services rendered				
VIII. Third- Party Reimbursement				
VIII.P.1				
Interpret information on an insurance card				
VIII.P.2				
Verify eligibility for services				
VIII.P.3				
Obtain precertification or preauthorization with documentation				
VIII.P.4				
Complete an insurance claim form				

VIII.P.5				
Assist a patient in understanding an Explanation of Benefits (EOB)				
IX. Procedural and Diagnostic Coding				
IX.P.1				
Perform procedural coding				
IX.P.2				
Perform diagnostic coding				
IX.P.3				
Utilize medical necessity guidelines				
X. Legal Implications				
X.P.1				
Locate a state's legal scope of practice for medical assistants				
X.P.2				
Apply HIPPA rules in regard to :				
a. Privacy				
b. Release of information				
X.P.3				
Document patient care accurately in the medical record				
X.P.4				
Complete compliance reporting based on public health statutes				
X.P.5				
Report an illegal activity following the protocol established by the healthcare setting				
X.P.6				
Complete an incident report related to an error in patient care				
XI. Ethical and Professional Considerations				
XI.P.1				
Demonstrate professional response(s) to ethical issues				
XII. Protective Practices				
XII.P.1				
Comply with safety practices				
XII.P.2				
Demonstrate proper use of:				
a. Eyewash equipment				
b. Fire extinguishers				
XII.P.3				
Use proper body mechanics				
XII.P.4				
Evaluate an environment to identify unsafe conditions				

Affective Competencies

		Grade	Pass	Date	Int.	Assignment
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					

STUDENT PROFESSIONAL GROWTH ASSESSMENT FORM

<p>INSTRUCTOR GUIDELINES FOR COMPLETION MID-TERM REVIEW (Informal)</p> <p>Please conduct a mid-term review with your student to assist in their progress during the work term. Using this form as a guideline, the mid-point discussion is an opportunity for the Internship Instructor and student to discuss topics such as :</p> <ul style="list-style-type: none"> • Overall expectations and goals • Student’s work performance • Training or mentoring 	<p>END OF TERM EVALUATION</p> <p>The end-of-semester performance evaluation allows the Internship Instructor and student to fulfill the evaluation process. The return of this completed evaluation form is required for the student to receive a final grade for the semester. Please fill out this form near the end of the semester and:</p> <ul style="list-style-type: none"> • Discuss the evaluation process with your student. • Review: <ul style="list-style-type: none"> – Strengths/areas for development • Provide the student with an opportunity to complete the “Student’s Comments” section. • Make one copy of the completed evaluation for the student, one copy for your records and return the original to the Program Director.
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On a scale from 0-4, with 4 being the highest score possible and zero being the lowest please evaluate the student based on each statement.

Leadership: The student follows policies and procedures and encourages others to do the same.

4 3 2 1 0

Attitude: The student comes in with a positive attitude and maintains that attitude throughout the day.

4 3 2 1 0

Team Work: The student is cooperative and willing to help the entire health care team when needed.

4 3 2 1 0

Dependability: The student is on time and does not have attendance problems.

4 3 2 1 0

Communication: The student communicates very well with patients, co-workers, and support staff. The student is not argumentative when being asked to perform their duties.

4 3 2 1 0

Initiative: The student is willing to step outside of their comfort zone to try new procedures and help out without being asked.

4 3 2 1 0

Problem-solving: The student is willing to ask questions and uses critical thinking to work out problems.

4 3 2 1 0

Work Quality: The student makes minimal mistakes while performing their duties.

4 3 2 1 0

Overall Performance: The students overall performance is of high quality, they are always prepared, willing to help out, and punctual.

4 3 2 1 0

Instructor Comments: (Please provide the student with ways to improve for future evaluations if necessary)

Student Comments:

ADVISEMENT/ IMPROVEMENT PLAN

Student Name _____

The student has demonstrated behavior or performance that places student success at risk and warrants an improvement plan.

Describe behavior/performance and improvement plan: (use additional sheets if necessary)

Internship Instructor

Date

Student

Date

Program Director

Date

**Signature indicates all parties in agreement.

DECLARATION OF PREGNANCY

FORM LETTER FOR DECLARING PREGNANCY

This form is required in declaring pregnancy.

DECLARATION OF PREGNANCY

TO: Program Director

I am declaring that I am pregnant. I believe I became pregnant in _____(only the month and year need be provided)

I choose the following course of action: (please initial)

- _____ 1. Continue educational program without interruption or modification.
- _____ 2. Continue in the Medical Assisting program with modification in internship assignment- document physician restrictions required so that accommodations can be made.
- _____ 3. Withdraw from the program with request to return as soon as availability allows.
- _____ 4. I elect to withdraw my declaration of pregnancy.

(Student Signature)

(Student Name Printed)

(Date)

Confidentiality/HIPAA Statement

I have received, read and understand the Confidentiality/HIPAA Policy defined by the EPiC MA Program officials and the information contained within this 2023-2024 Student Handbook. I understand and agree that any patient information acquired during my participation in internship education must forever and always be held in the strictest confidence. I understand that any violation of the policy could result in immediate dismissal from the program.

Student Signature

Date

Print Name

Release of Information

Educational Programs in Collaboration (EPiC) Consortium

In signing this document, I agree to allow faculty, administrators and support staff of the four member colleges and their affiliating internship education providers participating in the Educational Programs in Collaboration (EPiC) Consortium to exchange information related to my admission to the program, academic and internship access records and documents, and of academic progress. The four member colleges are as follows:

- Bay deNoc Community College
- Gogebic Community College
- Southwestern Michigan Community College
- Westshore Community College

This agreement will remain in effect for the duration of my admission and enrollment in an EPiC Consortium course or program.

Print Name

Signature

Date

PHOTO/VIDEO/AUDIO/INTERVIEW COMMENT RELEASE

Educational Programs in Collaboration (EPiC) Consortium

I hereby grant permission to the Educational Programs in Collaboration (EPiC) Consortium member colleges; Bay deNoc Community College, Southwestern Michigan Community College, Gogebic Community College and Westshore Community College to use my image and/or voice in photograph(s), video or audio recording in any of its publications, on any of its instructional online websites, online websites utilized by the EPiC Consortium member colleges including social media, and in any or all other media without further consideration. I acknowledge that the EPiC Consortium member colleges may choose not to use my photo or video image, comments, or audio recordings at this time, but may do so as its own discretion at a later date. I understand that my images and/or voice in photograph(s), video or audio recordings will be used with the respect and consideration to which I am entitled.

I also grant permission to the EPiC Consortium member colleges to interview me and use my comments in any of its publications, on any of its instructional online sites and in any or all other media without further consideration. I hereby waive any right to inspect or approve the finished photograph, video or audio recordings, or printed text that may be used in conjunction with said photograph, video, audio, or electronic matter.

I understand I will not be compensated for my image, voice, or comments. I will make no monetary or other claim against the EPiC Consortium member colleges for the use of the interview, photos, video, or audio. I agree that the EPiC Consortium member colleges own the images, voice recordings, and all rights related to them. All negatives, positives, digital files, together with the prints shall remain the EPiC Consortium member colleges' property, solely, and completely.

Print Name

Signature

Date

Phone Number

City of Current Residence

COURSE AND INTERNSHIP CONFIDENTIALITY AGREEMENT

- A. I, _____, acknowledge that any and all information related to the treatment of patients at the internship site I am assigned to during the Medical Assisting program shall be kept in **strictest confidence** as required by the patients' Constitutional Right to Privacy. I agree not to disclose, either during my internship, or after my internship has been completed, any information received while involve in patient care and treatment, to others not directly involved in the patient's treatment, unless required by law. Information covered by this agreement includes patient lists, patient files, records and reports, or other related information learned while providing direct patient care.
- B. I further agree that during the period described above, I shall not use, take, retain, or copy any information about the internship sites' patient records, fee schedules, files, provision of health services, business records, financial condition, or other activities. I acknowledge that this information is confidential and is the exclusive property of the internship sites.
- C. I understand that any patient information that is used for homework assignments or class activities must be approved by the internship site prior to use. All patient identifiers must be removed from any images or information used.
- D. I understand that a breach of confidentiality is a serious matter, and could result in both legal action by the patient or internship site, and academic sanctions up to and including dismissal from the Medical Assisting program.
- E. I further agree to maintain confidentiality with regard to all examinations, including lab evaluations, I take during the Medical Assisting program.

Signature

Print Name

Degree-granting Institution

Date

EMPLOYER CONTACT RELEASE

Upon completion of the Medical Assisting program and after obtaining employment in the field of Medical Assisting, the EPiC Consortium has my permission to contact my employer. The purpose of this contract is an effort towards continuing quality improvement by requesting my employer to complete an **“Employer Satisfaction Survey”** of my skills and readiness as an Medical Assisting assistant. This is intended as a reflection of the program, not me as an individual. This information is used to determine if the program is successfully preparing students to work in the health care environment as a Medical assistant. The request to my employer shall be made within one year of my graduation date.

Student

Date

EPiC MEDICAL ASSISTING PROGRAM REQUIREMENTS

Student has:

- Proof of current American Heart Association's BCLS course (CPR)
- Obtained a picture identification card stating you are a Medical Assisting student (obtain this through the Human Services Office)
- Proof of liability insurance
- Release of Liability Form
- Passed a physical examination to confirm that he/she is free from contagious diseases
- Received HBV vaccination, or has been offered HBV vaccination and signed Hepatitis B declination form
- Proof of one Rubella vaccine or a Rubella Titer
- Proof of two Rubeola vaccines or a Rubeola Titer for students born after December, 1956
- Proof of a history of Chicken Pox or a Varicella Zoster Titer or Chicken Pox waiver form
- Proof of TB testing
- Proof of Influenza vaccine for the current season
- Proof of Completed Covid 19 Vaccination Series or Approved Exemption Form
- Uploaded Immunizations and forms to ViewPoint
 - Handbook Acknowledgement form
 - Resume
 - Corewell Signature form <http://www.lakelandhealth.org/Student>
 - Background affidavit form
 - Background Check Information Statement
 - Completed Health/Physical Assessment form
 - Student Internship Agreement form
 - Proof of current American Heart Association's BCLS course (CPR card front and back with signature)
- Proof of a negative drug screen (10-panel) administered within thirty (30) days of placement
- Completed criminal background check
- Received preplacement instruction and/or information on cooperating agency's general rules, regulations, policies, and procedures

Student Signature

Date

EPiC MEDICAL ASSISTING PROGRAM STUDENT AGREEMENT FORM
MEDICAL ASSISTING INTERNSHIP

Your internship is an opportunity to practice your new skills in an actual workplace environment. It is the capstone experience of your training. Maintaining professionalism at all times is very important. You are required to adhere to the following guidelines or termination of training and failure of the course will occur.

The Internship Coordinator will locate a placement for your medical assisting internship. A reasonable effort will be made to place you at a convenient site. However, in some cases, students will be assigned sites that may require a driving distance of up to a 50-mile radius, one way. If you are currently employed, it is your responsibility to arrange for release time. Reliable transportation is absolutely necessary to participate in this program. If you decline a work site or leave a work site, the college is not obligated to offer you an alternative site.

When you have been placed at a site by the Internship Coordinator, you will be under the supervision of that business and/or employees designated to train and supervise your activities. During your time there, you will remain a student at EPiC and not an employee of the business.

Once your training has begun, you may not interrupt the training. You must attend the training on a regular schedule basis. If you are ill or absent, you must call both your site supervisor and the Internship Coordinator each day you miss training.

You are expected to follow any established dress codes at the facility where you train. Inquire about the dress code at the initial interview. It is your responsibility to obtain scrubs and appropriate footwear, if required by your training facility.

At the training/learning site, you are a guest and a representative of your home college and EPiC. Because your presence adds to the workload of the regular staff, view your time there as a privilege. Understand that inappropriate behavior on your part will not only result in termination and failure of the course, it may also jeopardize the site for future students. *In the event of misconduct or inadequate performance, EPiC and/or the work site reserves the right to terminate your training at any time. The home college and EPiC is not obligated to offer you an alternative site for completion of the training. If, for any reason, you have problems or concerns with the training facility or any of the employees, you are to notify the Internship Coordinator immediately.*

As an intern student, you must always maintain ethical, professional behavior, observe confidentiality and strive for a positive interaction with everyone you encounter.

Your home college and EPiC or the clinical site at which you are placed will not provide health and accident insurance coverage for you. Also, your home college and EPiC and the clinical site will be held harmless for any accidental injuries that might happen.

Photograph Release (if applicable)

I consent to the photographing of myself and the use of these photographs singularly or in conjunction with other photographs for advertising, publicity, commercial or other business purposes.

In consideration of my enrollment and acceptance, I, intending to be legally bound, hereby, for myself, my executors, administrators, and heirs, waive the EPiC Consortium member colleges, their agents, representatives, committees, members and affiliating internship education providers of any and all claims or rights to damages from injuries or losses suffered by me directly or indirectly, while attending, completing and fulfilling both my off-campus and on-campus didactic course and internship education requirements and responsibilities.

I agree to abide by the policies and procedures set forth by the EPiC MA Program officials and the affiliating internship education providers governing my conduct throughout my enrollment in the Medical Assisting program.

I authorize the Internship Office to copy and release any information in my internship file.

Student Signature

Date

Internship Coordinator

Date

EPiC MEDICAL ASSISTING PROGRAM
CHICKEN POX VERIFICATION FORM

I, _____ (Print Name) declare that I have had the disease of chicken pox (Varicella Zoster).

Date: _____

Student Signature

EPiC MEDICAL ASSISTING PROGRAM BACKGROUND CHECK INFORMATION

Statement of Understanding for Medical Assisting (MA) Students

EPiC Medical Assistant (MA) students are required to have background checks at the state level prior to entering the internship agencies that will host the internship/practicum component of the program. The background checks are run within 30 days of the start of the MA internship/practicum.

The legal contract (training agreement) between the training agencies and EPiC requires that EPiC provide background check findings for all students who plan to have internship experiences in their facilities. “No records found” for Criminal Records is the only finding of which we would not contact the agency for permission to send a student to their facility. Any other statement would need to be reviewed by the training agency. Background check information includes all history of records, even those from many years past, including the time the student was a minor. Based on this information, the training agency can deny the student access to their facility. It is completely up to the training agency—the home college and EPiC has no recourse in the training agency’s decisions.

Please be advised that if you have **any** history of criminal or civil convictions or pending charges this information will be identified through the background check process and will be provided to the training agency for their review. While there is a list of charges/convictions that would never be accepted, there are also charges/convictions that may be accepted under certain circumstances (e.g. the offense occurred many years ago). This “maybe list” is also subject to change—again, it is up to the training agency to make this decision.

The MA Program Director or designee will work diligently with the training agencies, as well as students, to provide internship experiences for all students. Ultimately, if the internship agencies will not allow the student to attend it is not possible for the student to complete the competencies of the course. If the student cannot complete the competencies of the course, it is not possible for the student to complete the program. **Bottom line—if the training agencies will not accept the student based on the background history, the student must be excused from the MA program, regardless of the student’s academic standing.**

If you have questions regarding this process please contact the MA Program Director.

I have read and understand the Background Check information provided in this document. I understand that a state background check will be required to be run within 30 days of starting the MA internship/practicum. If there is not a training agency that is utilized by EPiC that will accept me based on my background check findings, I understand that I will not be eligible to be in the EPiC MA program.

Student Signature

Print Full Name

Date

EPiC MEDICAL ASSISTING PROGRAM
TEN-PANEL DRUG SCREEN

The home college and EPiC requires that Medical Assistant students pass a ten-panel drug screen at the beginning of their program and prior to the internship/externship placement. This lab test covers; amphetamines, cocaine, opiates, PCP, THC, barbiturates, benzodiazepines, propoxyphene, methadone, and methaqualone.

The home college and EPiC has contracted with VIEWPOINT (www.viewpointscreening.com) to process drug screens as part of your VIEWPOINT account package. The processing fee must be paid before you go to the Drug Testing Center for the drug screen. Once you place your order, you will receive a QR code that must be scanned at the drug center of your choice.

VIEWPOINT SCREENING EPiC

STEP BY STEP Instructions for BACKGROUND CHECK and DRUG TEST

***STEP 1: GO TO the School's Landing Page on Viewpoint Screening's Website:
<https://www.viewpointscreening.com/swmich>***

STEP 2: Click on Start Your Order

STEP 3: Choose Your Department by clicking on it. It will expand and show available packages. Choose your package.

STEP 4: Once you click on a package choice, you will be taken to a package summary screen. Once you review everything, click the disclaimer button and hit NEXT.

STEP 5: Complete the Applicant Information and address sections as prompted.

STEP 6: Complete the payment Section.

STEP 7: Log in to your account. Once your order is complete, you should be taken to a screen to CHANGE PASSWORD and LOG IN. Your username will be the email address you entered when you placed your order. You will complete the screen to the right and it will log you in to the Viewpoint System.

In 24-48 hours, you will receive an email with your Drug Testing Registration information. That info will also be listed here on your dashboard when you log into [viewpointscreening.com](https://www.viewpointscreening.com)

EPiC MEDICAL ASSISTING PROGRAM
ANTIBODY STATUS PROGRAM

A five-titer test, the Antibody Status Profile, is being done in conjunction with Ascension Borgess- Lee Hospital in cooperation with the Michigan Department of Public Health. This lab test covers titer levels for: Measles (Rubeola), Mumps, Rubella, Varicella zoster (chicken pox), and Hepatitis B.

Any nursing or allied health student needing the five-titer test can utilize the following procedure. No appointments are necessary but the individual may wait depending on current situations in the laboratory. Walk-ins are processed on a first come, first serve basis. Please make sure to bring your driver's license with you.

PROCEDURE

1. Please go to the Patient Registration at Ascension Borgess-Lee Hospital at 420 West High Street, Dowagiac, MI.
2. Identify yourself as a SMC nursing or allied health student. Ask for the 5-Titer test or Antibody Status Profile.
3. Pay \$36.00 in cash. Students receiving funding from Michigan Works must first obtain an approved check. If this check is not available, the student must pay. Payment is in cash; correct change is preferred.
4. You will receive a receipt to take to the Laboratory. The sample will then be obtained. The sample and forms will be sent to the Michigan Department of Community Health by Ascension Borgess-Lee Hospital for processing.
5. The lab results will be sent to the student listed on the top of the form. Students are to provide the School of Nursing and Allied Health with a copy of the results.

STUDENTS: Ascension Borgess-Lee Hospital is providing the college with the opportunity to reduce the cost of enter school. Please avoid early morning hours when they are very busy. If they cannot provide services because of patient load, please comply with their request to return at a more appropriate time. Thank you!

LABORATORY HOURS: Monday through Friday 8:00 am to 6:00 pm. Call 269-783-3020 with any questions.

NOTE: Lab hours and prices are subject to change without notice.

For students outside the Van Buren and Cass area, a titer test can be completed by your healthcare provider. Please check with your provider for the cost.

EPIc MEDICAL ASSISTING PROGRAM
BACKGROUND AFFIDAVIT FORM

I, _____ (Print Name), hereby swear or affirm that I have not been convicted of a felony or misdemeanor.

I swear that should anything happen that could change my criminal background status, I will immediately notify the EPIc Director or Medical Assisting Program Director, including any pending accusations.

Printed Name

Date

Signature

EPiC MEDICAL ASSISTING PROGRAM
HANDBOOK ACKNOWLEDGEMENT FORM

I, _____, have read the EPiC Medical Assisting Program Student Handbook. I understand it and will abide by all of the rules and regulations.

Signature _____

Date _____

The MA Handbook can also be found on the EPiC website.

EPiC MEDICAL ASSISTING PROGRAM HEALTH RECORD/PHYSICIAN'S FORM

TO THE PHYSICIAN: The applicant has been asked to complete the history on the attached copy. Please review for accuracy. Using the following form please make the necessary examinations. This information will be used in the best interest of the applicant and patient safety. This applicant is being considered for a health occupation; therefore, we are concerned about physical stamina.

Applicant's Name: _____

Ht _____ Wt _____ BP _____ P _____ R _____ T _____

Check Each Item

	Normal	Abnormal	Nature of Abnormality
Skin			
Head/ Neck/ Thyroid			
Eyes/Vision			
Ears/Hearing			
Nose/Sinuses/Mouth			
Throat/Nodes			
Chest/Breasts			
Lungs			
Heart			
Abdomen			
Extremities/Joints			
Vascular			
Neuro/Reflexes			
Mental Status			

Test, Immunization or Proof of Immunity- Must be up to date with official immunization record or test results included

Vaccine/Test	Requirement	Month/ Day/ Year
TB Test	Negative within 1 year (Mantoux only) Must be done yearly (skin or blood test only): CXR are NOT accepted unless Positive Skin Test	
TDAP (Tetanus)	Within 10 Years	
MMR	Lab Evidence Required if more than 10 years	
Hepatitis B	Lab Evidence Required if more than 10 years	
Chicken Pox(Varicella)	Lab Evidence Required if more than 10 years	
Covid 19	Series Completed	

Is this applicant subject to any physical limitations? No _____ Yes _____

Explain, if yes _____

Additional comments regarding the applicant's physical and /or mental health?

Physician's Signature _____

Date _____

Address _____

EPiC MEDICAL ASSISTING PROGRAM HEALTH RECORD/APPLICANTS FORM

INSTRUCTIONS TO THE APPLICANT: This form must be completed, signed and returned to The MA Program Director. All information is confidential and should be as complete as possible. This information will be used in the best interest of the applicant and patient safety.

Please PRINT IN INK or TYPE. You should complete this form. Your physician should complete the other form. Please make sure that you and your physician sign in the proper places.

PART ONE-TO BE COMPLETED BY THE APPLICANT

Date _____

Name _____ Sex M F DOB _____
 (Last) (First)

Street _____ Student ID # _____

City _____ State _____ ZIP _____

Current Phone Number (hm) _____ (wk) _____

Current Medications _____

Current conditions under MD's Care _____

Sensitives or Allergies _____

Physical Impairments _____

Do you have a lifting weight restriction-if yes, please explain

HISTORY Have you had:(check each item)

	No	Yes	If Yes, Explain
Tuberculosis			
Diabetes			
Epilepsy			
Cancer			
Asthma			
Heart Disease			
High Blood Pressure			
Eye or Ear Problems			
Shortness of Breath			
Kidney Disease			
Fainting or Dizzy Spells			
Color Blindness			
Contact Lenses			
Severe headaches			
Anxiety Reactions			

NEXT PAGE

PRINT name of physician who will perform your examination:

Name _____

Street _____

City _____ State _____ ZIP _____

Phone _____

To the best of my knowledge, the above information is correct. I understand that misinformation may result in dismissal.

Applicant's Signature _____

Date _____

EPiC MEDICAL ASSISTING PROGRAM

Student's Name _____

STEP #1 (Completed by Supervisor and Intern)- Return Immediately

This "Statement of Objectives/Goals" is developed by the student intern and Supervisor to define the training/learning goals that will take place during the internship placement. This criteria is developed by:

1. Describing what the intern will learn.
2. Describing the intern's major duties.

Be sure to use "MEASURABLE" objectives.

GOOD example: The student will compose letters and memoranda.

NOT a good example: The student will understand how the computer works (no one can measure "understand").

Objectives/ Goals	5	4	3	2	1
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

I concur that the above objectives are appropriate and correctly summarize the learning opportunities available.

Supervisor's Signature

Training Site

Date

STEP #2 (Completed by Supervisor Only)

After your intern has COMPLETED his/her internship, please evaluate the student for each objective/goal by checking the appropriate box and number ABOVE using the rating scale below:

5-Superior 4-Above Average 3- Average 2-Below Average 1-Failing

*Please make a copy of these objectives for the student and supervisor and submit this form to the internship coordinator no later than two weeks after the official start day of placement.

EPiC MEDICAL ASSISTING PROGRAM

- Enter **Date**
- Enter actual **TIME** of training, Example: 1:00-5:15 (round to the nearest ¼ hour)
- Enter number of **HOURS** training, Example: 4 ¼
- Enter total weekly hours
- Enter your “Total Hours to Date” from PREVIOUS WEEK
- Enter total hours to date
- Return to Internship Coordinator’s office no later than the **Friday after the week being reported**
- You will lose 2 points if late
- **YOU CAN RETURN THIS FORM IN PERSON, BY FAX, OR EMAIL**

	MON	TUES	WED	THURS	FRI	Sat	Sun
DATE							
TIME							
HOURS							

Total Weekly Hours _____
 “Total Hours to Date” from Previous Week _____
 Total Hours to Date _____

DAILY TASKS:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

 Supervisor’s Signature Date

 Student’s Signature Date

EPiC MEDICAL ASSISTING PROGRAM
STUDENT EVALUATION OF THE TRAINING ASSIGNMENT

Name _____ Placement Site _____

EVALUATION CRITERIA

Educational Value:

Exceptional Opportunity Worthwhile Opportunity Somewhat useful

Comments: _____

Relevance to academic major/career:

Exceptional opportunity Worthwhile Opportunity Somewhat useful

Comments: _____

Technical Skills:

My skills exceeded those needed for this position My skills were adequate for this position
 I need more training and course work

Comments: _____

How would you rate the overall quality of the training you received?

Excellent Above Average Average Below Average

Comments: _____

INCLUDE ANY REMARKS THAT YOU THINK CAN HELP FURTHER IMPROVE THIS INTERNSHIP PROGRAM:

Signed _____ Date _____

EPiC Medical Assisting Program
Supervisor's Evaluation of Student Trainee-Return at 120 Hours

Student's Name _____ Participating Agency _____

INSTRUCTIONS: As supervisor, please evaluate the student objectively, comparing him/her with other extern students of comparable academic levels with other entry-level personnel assigned to the same area of concentration, or with individual standards. This evaluation represents 35% of the student extern's grade for his/her Externship Program.

For multiple supervisors of the same student trainee, please use separate evaluation forms, provided in the original agency packet.

5- Excellent (A) 4-Good (B) 3-Average (C) 2-Poor (D) 1-Failing (F)

- | | |
|--|-------------------|
| Standard | 5 4 3 2 1 |
| 1. Attitude: Student demonstrates diligence, interest and enthusiasm. | |
| 2. Ability To Learn: Student is able to learn the duties well and readily. | |
| 3. Maturity/Poise: Student has maturity, poise and confidence and displays good self-assurance. | |
| 4. Self-Direction and Initiative: Student demonstrates an ability to proceed independently to fulfill specific assignments. Student completes assignments. | |
| 5. Ability to Interact with Others: Student demonstrates the ability to cooperate satisfactorily with peers, supervisors, and/or administrators. | |
| 6. Quality of Output: Student's quantity of output meets the expected requirements. | |
| 7. Quantity of Output: Student's quantity of output meets the expected requirements. | |
| 8. Decision Making: Student demonstrates good judgment and usually makes appropriate decisions. | |
| 9. Dependability/Accountability: The supervisor and other peers are able to depend on the student. Student demonstrates an understanding of the importance of accountability. | |
| 10. Attendance/Punctuality: The student is on time and attendance is good. | |

This report has been discussed with the student? Yes No

Comments _____

Supervisor's Signature

Date

Training Site

Address

EpiC Medical Assisting Program

Student's Name: _____

STEP #1 (Complete by Supervisor and Intern)- Return at 192 Hours

This "Statement of Objectives/Goals" is developed by the student intern and Supervisor to define the training/learning goals that will take place during the internship placement. This criteria is developed by:

1. Describing what the intern will learn.
2. Describing the intern's major duties.

Be sure to use "MEASURABLE" objectives.

GOOD example: The student will compose letters and memoranda.

NOT a good example: The student will understand how the computer works (no one can measure "understand").

Objectives/ Goals	5	4	3	2	1
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

I concur that the above objectives are appropriate and correctly summarize the learning opportunities available.

Supervisor's Signature

Training Site

Date

STEP #2 (Completed by Supervisor Only)

After your intern has COMPLETED his/her internship, please evaluate the student for each objective/goal by checking the appropriate box and number ABOVE using the rating scale below:

5-Superior 4-Above Average 3-Average 2-Below 1- Failing

*Please make a copy of these objectives for the student and supervisor and submit this form to the internship coordinator no later than two weeks after the official start date of placement.

EPiC Medical Assisting Program
Student's Evaluation of Practicum Site- Return at 192 Hours

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

Name of Practicum Site: _____

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

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

At this practicum site, I was:

1. Provided orientation to the office/facility.	5	4	3	2	1	N/A
2. Assigned to a supervisor/preceptor who actively participated in my learning experience.	5	4	3	2	1	N/A
3. Allowed to perform the entry-level skills I had learned in school.	5	4	3	2	1	N/A
4. Given the opportunity to perform administrative skills.	5	4	3	2	1	N/A
5. Given the opportunity to perform internship skills.	5	4	3	2	1	N/A
6. Adequately supervised and informed of whom to ask for help if I needed it.	5	4	3	2	1	N/A
7. Treated respectfully by healthcare providers and other staff.	5	4	3	2	1	N/A
8. Provided with adequate personal protective equipment (e.g. gloves) to protect my health and safety.	5	4	3	2	1	N/A
9. Provided the opportunity to communicate with:						
a. patients/clients/family members	5	4	3	2	1	N/A
b. physicians/health care professionals	5	4	3	2	1	N/A
c. staff and co-workers	5	4	3	2	1	N/A
d. supervisory personnel	5	4	3	2	1	N/A
10. Not used to replace paid employees.	5	4	3	2	1	N/A
11. Provided regular constructive verbal feedback by supervisor.	5	4	3	2	1	N/A
12. Provided a final written performance evaluation.	5	4	3	2	1	N/A

Were you asked to perform any skills for which you were not prepared by your medical assisting program? ____Yes ____No

If yes, please identify: _____

Would you recommend this site for future practicum students? ____Yes ____No Why? _____

What part of the practicum experience did you like best and/or least? _____

Print Student's Name: _____

Signature: _____ Date _____

EpiC Medical Assisting Program

Name of Practicum Student Being Evaluated: _____

This "Checklist" is developed as a tool to evaluate the student's performance on the specific goals and objectives required during the internship.

PLEASE EVALUATE THE STUDENT BY MARKING THE APPROPRIATE BOX AND FILLING OUT THE BOTTOM OF THE FORM.

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

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

N/A= Not available at this site

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

Anatomy & Physiology						
Psychomotor Domain						
1. Obtain vital signs	5	4	3	2	1	N/A
2. Perform venipuncture	5	4	3	2	1	N/A
3. Perform capillary puncture	5	4	3	2	1	N/A
4. Perform pulmonary function testing	5	4	3	2	1	N/A
5. Perform electrocardiography	5	4	3	2	1	N/A
6. Perform patient screening using established protocols	5	4	3	2	1	N/A
7. Select proper sites for administering parenteral medication	5	4	3	2	1	N/A
8. Administer oral medications	5	4	3	2	1	N/A
9. Administer parenteral (excluding IV) medications	5	4	3	2	1	N/A
10. Assist physician with patient care	5	4	3	2	1	N/A
11. Perform quality control measures	5	4	3	2	1	N/A
12. Perform CLIA waived hematology testing	5	4	3	2	1	N/A
13. Perform CLIA waived chemistry testing	5	4	3	2	1	N/A
14. Perform CLIA waived urinalysis	5	4	3	2	1	N/A
15. Perform immunology testing	5	4	3	2	1	N/A
16. Screen test results	5	4	3	2	1	N/A
Affective Domain						
17. Apply critical thinking skills in performing patient assessment and care	5	4	3	2	1	N/A

18.	Use language/verbal skills that enable patients' understanding	5	4	3	2	1	N/A
19.	Demonstrate respect for diversity in approaching patients and families	5	4	3	2	1	N/A
Applied Mathematics							
Psychomotor Domain							
20.	Prepare proper dosages of medication for administration	5	4	3	2	1	N/A
21.	Maintain laboratory test results using flow sheets	5	4	3	2	1	N/A
22.	Maintain growth charts	5	4	3	2	1	N/A
Affective Domain							
23.	Verify ordered doses/dosages prior to administration	5	4	3	2	1	N/A
24.	Distinguish between normal and abnormal test results	5	4	3	2	1	N/A
Applied Microbiology/Infection Control							
Psychomotor Domain							
25.	Participate in training on Standard Precautions	5	4	3	2	1	N/A
26.	Practice Standard Precautions	5	4	3	2	1	N/A
27.	Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations	5	4	3	2	1	N/A
28.	Perform handwashing	5	4	3	2	1	N/A
29.	Prepare items for autoclaving	5	4	3	2	1	N/A
30.	Perform sterilization procedures	5	4	3	2	1	N/A
31.	Obtain specimens for microbiological testing	5	4	3	2	1	N/A
32.	Perform CLIA waived microbiology testing	5	4	3	2	1	N/A
Affective Domain							
33.	Display sensitivity to patient rights and feelings in collecting specimens	5	4	3	2	1	N/A
34.	Explain the rationale for performance of a procedure to the patient	5	4	3	2	1	N/A
35.	Show awareness of patients' concerns regarding their perceptions related to the procedure being performed	5	4	3	2	1	N/A
Applied Communications							
Psychomotor Domain							
36.	Use reflection, restatement and clarification techniques to obtain a patient history	5	4	3	2	1	N/A
37.	Report relevant information to others succinctly and accurately	5	4	3	2	1	N/A
38.	3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations	5	4	3	2	1	N/A
39.	Explain general office policies	5	4	3	2	1	N/A
40.	Instruct patients according to their needs to promote health maintenance and disease prevention	5	4	3	2	1	N/A

41. Prepare a patient for procedures and/or treatments	5	4	3	2	1	N/A
42. Demonstrate telephone techniques	5	4	3	2	1	N/A
43. Document patient care	5	4	3	2	1	N/A
44. Document patient education	5	4	3	2	1	N/A
45. Compose professional/business letters	5	4	3	2	1	N/A
46. Respond to nonverbal communication	5	4	3	2	1	N/A
47. Develop and maintain a current list of community resources related to patients' healthcare needs	5	4	3	2	1	N/A
48. Advocate on behalf of patients	5	4	3	2	1	N/A
Affective Domain						
49. Demonstrate empathy in communicating with patients, family and staff	5	4	3	2	1	N/A
50. Apply active listening skills	5	4	3	2	1	N/A
51. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff	5	4	3	2	1	N/A
52. Demonstrate awareness of the territorial boundaries of the person with whom communicating	5	4	3	2	1	N/A
53. Demonstrate sensitivity appropriate to the message being delivered	5	4	3	2	1	N/A
54. Demonstrate awareness of how an individual's personal appearance affects anticipated responses	5	4	3	2	1	N/A
55. Demonstrate recognition of the patient's level of understanding in communications	5	4	3	2	1	N/A
56. Analyze communications in providing appropriate responses/ feedback	5	4	3	2	1	N/A
57. Recognize and protect personal boundaries in communicating with others	5	4	3	2	1	N/A
58. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status	5	4	3	2	1	N/A
Administrative Functions						
Psychomotor Domain						
59. Manage appointment schedule, using established priorities	5	4	3	2	1	N/A
60. Schedule patient admissions and/or procedures	5	4	3	2	1	N/A
61. Organize a patient's medical record	5	4	3	2	1	N/A
62. File medical records	5	4	3	2	1	N/A
63. Execute data management using electronic healthcare records such as the EMR	5	4	3	2	1	N/A
64. Use office hardware and software to maintain office systems	5	4	3	2	1	N/A
65. Use internet to access information related to the medical office	5	4	3	2	1	N/A
66. Maintain organization by filing	5	4	3	2	1	N/A
67. Perform routine maintenance of office equipment with documentation	5	4	3	2	1	N/A

68.	10. Perform an office inventory	5	4	3	2	1	N/A
Affective Domain							
69.	Consider staff needs and limitations in establishment of a filing system	5	4	3	2	1	N/A
70.	Implement time management principles to maintain effective office function	5	4	3	2	1	N/A
Basic Practice Finance							
Psychomotor Domain							
71.	Prepare a bank deposit	5	4	3	2	1	N/A
72.	Perform accounts receivable procedures, including:						
a.	Post entries on a daysheet						
b.	Perform billing procedures						
c.	Perform collection procedures						
d.	Post adjustments		4	3	2	1	N/A
e.	Process a credit balance						
f.	Process refunds						
g.	Post non-sufficient fund (NSF) checks						
h.	Post collection agency payments						
74.	Utilize computerized office billing systems	5	4	3	2	1	N/A
Affective Domain							
75.	Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients	5	4	3	2	1	N/A
Managed Care/Insurance							
Psychomotor Domain							
76.	Apply both managed care policies and procedures	5	4	3	2	1	N/A
77.	Apply third party guidelines	5	4	3	2	1	N/A
78.	Complete insurance claim form	5	4	3	2	1	N/A
79.	Obtain precertification, including documentation	5	4	3	2	1	N/A
80.	Obtain preauthorization, including documentation	5	4	3	2	1	N/A
81.	Verify eligibility for managed care services	5	4	3	2	1	N/A
Affective Domain							
82.	Demonstrate assertive communication with managed care and/or insurance providers	5	4	3	2	1	N/A
83.	Demonstrate sensitivity in communicating with both providers and patients	5	4	3	2	1	N/A
84.	Communicate in language the patient can understand regarding managed care and insurance plans	5	4	3	2	1	N/A
Procedural and Diagnostic Coding							
Psychomotor Domain							
85.	Perform procedural coding	5	4	3	2	1	N/A
86.	Perform diagnostic coding	5	4	3	2	1	N/A

Affective Domain						
87. Work with physician to achieve the maximum reimbursement	5	4	3	2	1	N/A
Medical Law and Ethics						
Legal Implications						
Psychomotor Domain						
88. Respond to issues of confidentiality	5	4	3	2	1	N/A
89. Perform within scope of practice	5	4	3	2	1	N/A
90. Apply HIPAA rules in regard to privacy/release of information	5	4	3	2	1	N/A
91. Practice within the standard of care for a medical assistant	5	4	3	2	1	N/A
92. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures	5	4	3	2	1	N/A
93. Complete an incident report	5	4	3	2	1	N/A
94. Document accurately in the patient record	5	4	3	2	1	N/A
95. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting	5	4	3	2	1	N/A
Affective Domain						
96. Demonstrate sensitivity to patient rights	5	4	3	2	1	N/A
97. Demonstrate awareness of the consequences of not working within the legal scope of practice	5	4	3	2	1	N/A
98. Recognize the importance of local, state and federal legislation and regulations in the practice setting	5	4	3	2	1	N/A
Ethical Considerations						
Psychomotor Domain						
99. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	5	4	3	2	1	N/A
100. Develop a plan for separation of personal and professional ethics	5	4	3	2	1	N/A
Affective Domain						
101. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	5	4	3	2	1	N/A
102. Examine the impact personal ethics and morals may have on the individual's practice	5	4	3	2	1	N/A
103. Demonstrate awareness of diversity in providing patient care	5	4	3	2	1	N/A
Safety and Emergency Practices						
Protective Practices						
Psychomotor Domain						
104. Comply with safety signs, symbols and labels	5	4	3	2	1	N/A
105. Evaluate the work environment to identify safe vs. unsafe working conditions	5	4	3	2	1	N/A

106. Develop a personal (patient and employee) safety plan	5	4	3	2	1	N/A
107. Develop an environmental safety plan	5	4	3	2	1	N/A
108. Demonstrate proper use of the following equipment: 109. Eyewash 110. Fire extinguishers 111. Sharps disposal containers	5	4	3	2	1	N/A
112. Participate in a mock environmental exposure event with documentation of steps taken	5	4	3	2	1	N/A
113. Explain an evacuation plan for a physician's office	5	4	3	2	1	N/A
114. Demonstrate methods of fire prevention in the healthcare setting	5	4	3	2	1	N/A
115. Maintain provider/professional level CPR certification	5	4	3	2	1	N/A
116. Perform first aid procedures	5	4	3	2	1	N/A
117. Use proper body mechanics	5	4	3	2	1	N/A
118. Maintain a current list of community resources for emergency preparedness	5	4	3	2	1	N/A
Affective Domain						
119. Recognize the effects of stress on all persons involved in emergency situations	5	4	3	2	1	N/A
120. Demonstrate self-awareness in responding to emergency situations	5	4	3	2	1	N/A

Comments:

Signature of individual completing this evaluation _____

Credentials & Title _____ Date _____

EpiC Medical Assisting Program Final Report

- Due one week after completion of 192 internship hours
- Use writing appropriate for college-level paper/APA format (i.e. complete sentences, developed paragraphs, standard punctuation and correct word usage) (10%)
- Minimum of 3 pages, typed and double-spaced (10%), enough to address each of the following topics completely:
 1. The Training Situation, Include the name of the occupation for which you are training, the name and address of the training site, and your trainer's name.
 2. Learning Objectives, List **EACH** learning objective proposed. Under each, describe exactly what you accomplished. If you were unable to complete all of the objectives, please explain why. (15%)
 3. The Related Instruction, because you have acquired substantial knowledge in your field by completing several college-level classes, please describe specific theories, principals or processes you have learned and how you applied these concepts during your training placement. Explain which courses you would recommend for students to prepare for this training. (10%)
 4. The Training Experience. Describe at least one highlight of your experience. Describe in detail your two most challenging tasks or duties during your training, their results, and the reaction of others. (15%)
 5. The Evaluation, Describe both the most and least beneficial aspects of your training. Explain whether or not the training fulfilled your expectations. (15%)
 6. Your Goals, Describe how the training affected your long-term goals. If you intend to pursue this occupation, what are your plans? If you do not intend to continue with this occupation, what affected your decision? (10%)
 7. The Internship Program, Discuss the Internship Program's strengths and weaknesses. Would you recommend an internship to other students? (10%)

All paperwork, including the final report, must be submitted no later than one (1) week following the completion of the required internship hours.

EpiC Medical Assisting Program Employer Survey

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

Name of Graduate (Optional): _____

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

Place of employment: _____

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

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

Cognitive Domain:

The graduate:

Has medical assisting knowledge appropriate to his/her level of training.	5	4	3	2	1
---	---	---	---	---	---

Psychomotor Domain:

The graduate:

Is able to collect pertinent data accurately from charts and patients.	5	4	3	2	1
--	---	---	---	---	---

Is able to perform appropriate diagnostic and medical procedures as directed.	5	4	3	2	1
---	---	---	---	---	---

Affective Domain:

The graduate:

Uses good judgment while functioning in the ambulatory healthcare setting.	5	4	3	2	1
--	---	---	---	---	---

Communicates effectively in the healthcare setting.	5	4	3	2	1
---	---	---	---	---	---

Conducts himself/herself in an ethical and professional manner.	5	4	3	2	1
---	---	---	---	---	---

Functions effectively as a member of the healthcare team.	5	4	3	2	1
---	---	---	---	---	---

Accepts supervision and works effectively with supervisory personnel.	5	4	3	2	1
---	---	---	---	---	---

Is self-directed and responsible for his/her actions.	5	4	3	2	1
---	---	---	---	---	---

Arrives to work prepared and on time.	5	4	3	2	1
---------------------------------------	---	---	---	---	---

Contributes to a positive environment in the department.	5	4	3	2	1
--	---	---	---	---	---

Overall, this graduate is a well prepared employee?	5	4	3	2	1
---	---	---	---	---	---

Comments:

What qualities or skills did you expect of the graduate upon employment that he/she did not possess?

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

What are the strengths of the graduate(s) of this program?

Name, Credentials, and Title of Evaluator:

Print Name: _____

Signature: _____ Date: _____

Thank you in advance.