

**Everett
Community
College
Medical
Assisting**



**Student Handbook
2023-2024**

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Everett Community College Accreditation:

Everett Community College (EvCC) is accredited by the Northwest Commission on Colleges and Universities, the institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. For further information, contact the Northwest Commission on Colleges and Universities, 8060 165th Avenue NE, Suite100, Redmond, WA 98052, phone 425-558-4224. EvCC's accreditation was renewed in Fall 2017 and continues in good standing by means of annual reviews.

EvCC Value and Mission Statements:

The Medical Assisting program supports and pursues these Everett Community College declarations:

Vision Statement

Everett Community College creates a better world one successful student at a time.

Mission Statement

We educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities and thrive in a global society.

Core Themes

1. **Student Success:** guidance, support, achievement of goals and open access to affordable education
2. **Innovation & Leadership:** innovative pedagogy, preparation for future technologies and training for high demand career paths
3. **Community Connections & Partnerships:** responds to community needs, development of strategic networks, K-20 collaborations and effectively communicate with local, regional and global communities
4. **Cultural Pluralism & Global Readiness:** cultural competence in faculty, staff, and students, integrate global/cultural connections into curriculum, prepare global participation and develop a campus culture of respect, advocacy & engagement
5. **Resource Stewardship:** proactive financial planning for stability, employee investment and sustainability practices across the campus

Core Values:

Promise: We value, respect, and act on behalf of each student's educational needs and aspirations

Purpose: We embrace the transforming value of learning for ourselves, our students, and our community

Progress: We strive always to innovate, improve, and advance

People: We nurture a campus community that is culturally competent and inspired to engage, collaborate, and grow

Partners: We connect constructively with the communities we are here to serve

Practice: We model evidence-based decision-making, equity and inclusiveness, stewardship & sustainability

Medical Assisting Program Accreditation:

The Everett Community College Medical Assisting Certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of the Medical Assisting Education Review Board AERB-AAMAE). Commission on Accreditation of Allied Health Education Programs: 9355 113th St. N #7709 Seminole, FL 33775 Phone:(727) 210-2350. Website link: CAAHEP EvCC's Medical Assisting program is accredited through Fall 2031 which requires the submission of annual evaluative reports.

Program Goals: The goals of the Medical Assisting program are:

1. To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. (See appendix A-1, A-2, F and O)
2. To prepare students to integrate and value the needs of the individual patient, within his/her family, culture, society, and health circumstances.
3. To prepare students to display professionalism and cultural sensitivity while interacting and communicating with providers, staff, and patients.
4. To prepare students to participate as team members within various settings of health care delivery.
5. To prepare students to maintain currency within their field through continuing education.
6. To prepare students to integrate and promote the Certified Medical Assistant credential.

Medical Assisting Code of Ethics: The AAMA sets forth principles of ethical and moral conduct as they relate to the medical assisting profession and its practices. Members of the AAMA are dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the public which they serve, do pledge themselves to strive always to:

- Render service with full respect for the dignity of humanity.
- Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.
- Uphold the honor and high principles of the profession and accept its disciplines.
- Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.

Core Values of Learning for the Healthcare Professional

Learning is active, continuous, and evidenced by changes in behavior. It is an interactive process between students and faculty, where both share the responsibility for creating a positive educational climate. Individuals are valued for the unique contribution they bring to the learning situation. Students are capable of self-direction and accountable for their own performance. Critical thinking is essential as a tool of inquiry and is a valuable resource in life.

Human beings are unique and dynamic, functioning in an integrated way to meet perceived needs. People interact within the framework of family, community, and culture, growing and developing as individuals within ever-changing social systems that influence their values and patterns of behavior. Health is a state of being that people define in relation to their own values. Health is based on internal and external variables: genetic, developmental, environmental, social, cultural, economic, psychological, intellectual, and spiritual.

An integral component of providing service to another person is the acceptance and integration of fundamental concepts as they relate to health care delivery. This relationship is seen in every venue and format of health care, whether the patient is receiving acute, long term or ambulatory care.

Core Values of Healthcare:

- **Human diversity**: an awareness and sensitivity to any human's unique cultural and/or societal beliefs and practices. Concern for diversity is expressed in caring for clients in a way that matches the clients' perceptions of health.
- **Health**: a condition of the life cycle that is dynamic, adaptive, and responsive to both internal and external stimuli, and influenced by the behaviors of a person.
- **Wellness**: a personal philosophy reflected by a lifestyle dedicated to progression toward a higher level of functioning and living to a fuller potential. Wellness is more than the absence of illness. It is an appreciation of and commitment to health.
- **Holism**: a view of each person as a unique and complex human being comprised of psychological, physiological, sociocultural, and spiritual components.
- **Caring**: a necessary and basic condition of life. Professional caring is an interaction between a giver and a recipient directed toward maximizing positive health outcomes. The expression of caring includes:
 - a feeling and attitude of compassion and concern
 - advocacy on behalf of another
 - an ethical disposition in the situation
 - acts of doing for another
 - nurturance of growth and adaptation
 - the courage of entering the experience of another and being fully present
 - assisting individuals to attain the highest level of wellness they desire
- **Professionalism**: the internalization of beliefs, values, and learning, which results in an obligation to continual self-evaluation and strengthening of knowledge, values, and skills. At the core of professionalism is self-concept that involves the consideration of the effects of the health care provider's psychological, intellectual, physical, and cultural self upon others. Important qualities of a medical assistant are commitment, accountability, and integrity.
- **Critical thinking**: the disciplined, purposeful thinking in which one systematically and habitually imposes criteria such as relevance, accuracy, clarity, depth, and breadth upon thinking. The learner develops traits such as integrity, humility, and open-mindedness, routinely asking himself or herself questions about the thinking process. Critical thinking will yield a well-reasoned answer that acknowledges social and moral implications and will seek and identify strengths and limitations to one's own position.
- **Communication**: the interchange of ideas, feelings, thoughts, and knowledge between individuals. Communication includes such methods as talking and listening; writing and reading; or expressive forms such as touch and other body movement. Thus, communication includes all the modalities by which one individual affects another. Communication shapes relationships between the patient and their health care provider. Communication between the Medical Assistant and client is considered therapeutic communication when interactions are directed toward the greater well-being of the client.
- **Health alterations**: the deviations from a health state that distort normal life processes and disrupt homeostasis. Alterations in human functioning, in an individual, may be affected by the environment, genetic constitution, age, sex, ethnic background, socioeconomic status, and/or lifestyle. The study of health alterations include the elements of pathophysiology or psychopathology such as etiology, pathogenesis, clinical manifestations, and implications for treatment.

Program Design:

Everett Community College operates within the academic quarter system. Students earn letter grades, based on completion of required coursework. Medical Assisting classes are offered throughout the academic year and in various formats: daytime, evening, online, hybrid and during the summer sessions. Length of the academic quarter is usually ten or eleven weeks, while summer quarter is limited to eight weeks. Academic credits are based on the number of content hours per week, either in lecture and/or laboratory sessions. Thus, academic credit loads do not change based on the number of weeks in a quarter. The Medical Assisting program is designed to allow students a certain degree of flexibility in determining their class scheduling. Students may attend full or part-time and may start their program at the beginning of any quarter.

Students are advised that courses are available at various times throughout the academic year, but most classes are not available every quarter. Therefore, the need for faculty advising is paramount for all program requirements to be satisfied prior to externship placement and eventual program graduation.

Program Content:

The Medical Assisting program must comply with multiple governing agencies, policies, and guidelines to maintain its accreditation. The American Association of Medical Assistants' Education Review Board (MAERB), in conjunction with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), determines the content and psychomotor/skill requirements for the MA program.

These requirements serve as the foundation for the courses and skills that each medical assisting student must satisfactorily complete to graduate. The AAMA accreditation standards require cognitive areas (known as content areas) plus psychomotor and affective skills ("competencies"). The core curriculum notification document is located in **Appendix A1 and A2**. Program content also complies with the Washington State Medical Assistants' Scope of Practice regarding educational expectations. [RCW 18.360](#)

Academic/Program Options:

The Medical Assisting program is a nationally accredited certificate program that prepares the graduate to become a multi-skilled professional, working under the supervision of a physician or other licensed health care provider. The certificate program consists of classes and laboratory sessions that meet the Medical Assistant Educational Review Board's (MAERB) standards, in association with the American Association of Medical Assistants (AAMA). For more details, see Curriculum Guides ([Program Map for Medical Assisting](#)) Everett Community College offers three academic options:

- | | |
|---|--|
| 1) Certificate in Medical Assisting | 52 credits (accredited by MAERB/CAAHEP) |
| 2) Associates in Technical Arts (ATA) | 90 credits (approved by WA Higher Education Board) |
| 3) Associates in Applied Sciences – Transfer | 110 credits (approved by WA Higher Education Board) |

The primary difference between the MA certificate and the Associates (ATA) degree is the individual student's academic goals. The accredited certificate program meets the eligibility criteria to permit graduates to sit for the AAMA national certification exam.

- To earn the ATA, students must fulfill the certificate prerequisites and coursework requirements plus 18 credits of any elective course numbered 100 or higher until a total of 90 credits have been earned. Students are encouraged to take Nutrition, World Language, sociology, or psychology course work.
- The AAS-T degree requires an additional 25 credits, within specified disciplines based on the Bachelorette program. Faculty advising is available to assist in selecting courses.

Program Entry:

Students are permitted to enroll at the beginning of any quarter, and classes are available throughout the academic year including summer quarter. Students are required to complete the following:

- Students must meet the eligibility requirements for entry into the college. Refer to the EvCC catalog, EvCC Website and/or Student Handbook for entry requirements and processes.
- Signed Medical Assisting Demographics form must be on file in order to enroll in any Clinical Skills course. This form provides:
 - Current contact information (address, phone numbers, etc.),
 - EvCC student identification number (SID), and date of birth,
 - Declaration of high school graduation or satisfactory GED completion.
 - Declares knowledge that a criminal background check is needed prior to clinical externship
 - Declares knowledge that immunizations must be completed **prior** to the needle invasive courses (HLTH 241 and 242)
 - Declares knowledge and compliance with the policies and procedures as described in this handbook.
- Submit a copy of Accuplacer test scores (completed within the previous 2 years). The full description of testing criteria is available at [EvCC Testing Center](#)
- Attend a Medical Assisting Information Session, held at various times each quarter. Refer to the Medical Assisting Landing Page for dates and locations. [MA Advising](#)
- Documents are to be submitted through the Complio DataBank software system. Instructions for Complio accounts are in Appendix B.

Students requesting coursework from another accredited institution be applied towards any of Everett Community College's Medical Assisting program requirements must complete the following:

- Request an **official** transcript from the previous institution(s).
- Submit an official transcript evaluation request, with the official transcript(s), to Enrollment Services.
- Submit a copy of completed official evaluation to a Medical Assisting faculty advisor who will discuss applicable courses and program requirements.
- The credit transfer option requires a minimum of credits that must be earned at EvCC (30 or more) to be awarded the certificate or degree from Everett Community College.

Students requesting credit for experiential learning, EvCC has the following information:

EvCC has three forms of Prior Learning Assessment (PLA): Course Challenge, Professional Certificate Review, and Portfolio Evaluation.

1. **Course Challenge:** (\$215) Students who have significant learning from training programs or life experience may find it more expedient to consider course challenge. For more information, contact our Credit Evaluators in Enrollment Services.
2. **Approved Certificates and Training Programs:** (\$35) EvCC has reviewed certain professional programs which are recognized regionally/nationally. The Medical Assisting program does not meet this criterion.
3. **Portfolio Review** (\$100 base fee + \$25 for each credit you wish to pursue, whether awarded or not. Example: 5 credits=\$225). Through a Portfolio review, you may be able to receive college credit for knowledge you have gained outside an accredited higher education institution.
4. To start the PLA process, contact Wendy Wong, Credential Evaluator, in Enrollment Services at wwong@everettcc.edu or 425-388-9219. Fees are charged for this program
5. **Note,** in some cases students who have significant learning from training programs or life experience may find it more expedient to consider course challenges. Please ask about what the best option is for you.

Military credits: EvCC follows recommendations made by the American Council on Education when evaluating military training and education records.

- The Enrollment Services Office has a list of the locations where you may write for a copy of your record.
- Active Duty and Reserve Sailors and Marines, and Sailors and Marines who separated or retired after October 1, 1999, may request their SMART record by going to [Navy College Program](#)
- A maximum of 60 credits for military training and education may be applied toward our certificates, Associate in Technical Arts, Associate in Fine Arts and Associate in Arts and Science – Option I as meeting requirements.

Until an official transcript evaluation has been completed, the Health Sciences faculty members are able to provide unofficial determination of equivalency. For the course equivalency request to be completed, students must provide the syllabus for each course to be reviewed.

Program Re-entry: Students seeking re-entry following any break in enrollment, the following will apply:

- Faculty advising
- Students must take the Pre-Clinical Practicum (PCP) classes the quarter prior to practicum, regardless of successful completion of these courses in previous quarters. These courses are HLTH 241, 242 & 243.

Following any break in enrollment lasting longer than twelve (12) consecutive months, the following conditions apply to each student:

- Submit written request to re-enter the Medical Assisting program which will re-activate the student's file.
- Student must complete a skills assessment for courses taken prior to the break in enrollment.
- Student must meet with a faculty advisor regarding courses that may need to be repeated or audited to bring the student's clinical or administrative skills to acceptable industry and/or AAMA/CAAHEP competency standards.
- Student must comply with any new College, MA program or MAERB/CAAHEP requirements in place at the time of re-entry.
- Student must comply with all immunization requirements in place at the time of re-entry.
- Students must take the PCP courses the quarter prior to practicum (regardless of successful completion of these courses prior to the enrollment break).

Following completion of the faculty assessments and advising, the student will receive written notification of the course sequencing necessary to meet current graduation requirements.

Grades and Academic Standing: Students are required to pass each Health Sciences course with a minimum grade of "C" (73%) or better. Please refer to the Everett Community College Student Handbook, the Course Catalog, or the quarterly schedule for college grading policies. Additionally, students are expected to refer to each course syllabus for specific assignment and testing requirements that determine the grade outcome.

Course grades are available through Canvas, the online learning management system used by EvCC. Students may contact their Health Sciences instructors to request an academic evaluation of their class standing or performance. Instructors may choose to discuss grade status concerns with a student at any point during the quarter. The Health Sciences Grade policy:

High Degree of Excellence	Better than Average Achievement	Average Achievements	Low standard of or fails to meet course requirements
A 96-100% (4.0)	B+ 88-90% (3.3)	C+ 77-79% (2.3)	C- 70-72% (1.7)
A- 91-95 % (3.7)	B 84-87% (3.0)	C 73-75% (2.0)	D+ 68-69% (1.3)
	B- 80-83% (2.7)		D 63-67% (1.0)
			F 0-62% (0)

Faculty Advising: Due to the flexible nature of the MA program, students are required to meet with a faculty advisor each quarter, during Health Sciences' Advising Weeks, which are typically weeks four through seven of the quarter. Faculty advising meets College requirements and helps to determine appropriate course sequencing to complete program requirements. Please note that certain courses have prerequisites or require instructor permission. Additionally, as schedules change from quarter to quarter, and some courses have limited availability, advising is paramount for proper course sequencing.

To schedule an advising appointment during Health Sciences' Advising Weeks, go to [StarFish](#).

Medical Assisting Profession

Job Description and Skill Sets: Medical Assistants (MAs) are multi-skilled health care professionals. Medical Assistants are trained to perform a large variety of administrative and clinical skills and may work in a variety of settings, where some or all of their skills are utilized.

United States Department of Labor: "Medical Assistants perform administrative and clinical tasks to keep offices of physician, podiatrists, chiropractors, and other health practitioners running smoothly. The duties of Medical Assistants vary from office to office, depending on office location, size, and specialty. In small practices, Medical Assistants usually do many different tasks, handling both administrative and clinical duties and reporting directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of department administrators."

The Occupational Information Network - Online Information Center (O*Net) lists the following skills, characteristics and attributes as components for the Medical Assistant (31-9092.00). Please refer to [O'Net](#) for the full description.

Knowledge

Medicine
 Administrative/Clerical
 Science/Biology
 English Language
 Therapy & Counseling
 Chemistry
 Psychology
 Customer & Personal Service
 Public Safety & Security
 Mathematics

Skills

Service Orientation
 Writing
 Active Listening
 Speaking
 Social Perceptiveness
 Coordination
 Operation & Control
 Reading Comprehension
 Time Management

Abilities

Near vision
 Oral Comprehension
 Information Ordering
 Arm-Hand Steadiness
 Written Comprehension
 Control Precision
 Oral Expression
 Written Expression
 Number Facility
 Problem Sensitivity

Work Values:

- **Relationships:** Work values allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.
- **Support:** Work value offer supportive management that stands behind employees.
- **Achievement:** Work value results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment.

Work Activities

- Documenting/Recording Information
- Assisting and caring for others
- Communicating with Supervisors, Peers and Subordinates
- Getting Information
- Performing for or Working Directly with the Public
- Identifying Objects, Actions and Events
- Establishing and Maintaining Interpersonal Relationships
- Updating and Using Relevant Knowledge
- Organizing, Planning and Prioritizing Work
- Evaluating Information to Comply with Standards

Work Styles:

- **Attention to Detail:** Careful attention to detail and thorough completion of work tasks
- **Dependability:** Reliability, responsibility, and dependability, and the fulfillment of obligations
- **Self-Control:** Maintaining composure, keeping emotions in check, and avoiding emotional outbursts during difficult situations
- **Stress Tolerance:** Accepting criticism and dealing calmly and effectively with high stress situations •
- **Integrity:** Being honest and ethical
- **Concern for others:** Being sensitive to others' needs and feelings and being understanding as well as being helpful on the job
- **Cooperation:** Being pleasant with others on the job and displaying a good-natured cooperative attitude
- **Adaptability:** Being open to change and considerable variety within the workplace
- **Independence:** Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done
- **Initiative:** A willingness to take on responsibilities and challenges

Work Context:

- Indoors, environmentally controlled
- Importance of being exact or accurate
- Deal with customers
- Consequence of errors
- Contact with others
- Wear/use of safety and protective equipment
- Exposed to disease or infections
- Frequent decision making
- Spend time standing
- Responsible for others' health and safety

Demands of the Medical Assisting

Cognitive Demands: Medical Assistants must have sufficient cognitive skills to be able to analyze, calculate, reason, evaluate, effectively communicate, and engage in critical thinking processing within the complex and demanding realm of patient care. Medical Assistants, as part of the health care team, must be able to gather and process information rapidly in an ever-changing environment, with multiple demands made of them.

Behavioral and Emotional Demands: Medical Assistants must be able to maintain mature, professional, sensitive, and effective relationships with others while effectively communicating and providing service to their patients. Health care can be an emotionally demanding occupation, and graduate medical assistants must be able to perform their duties under a great deal of stress, while responding to ever changing demands.

Communication Skills: As an essential component of providing patient care, the Medical Assistant will do a great deal of talking, interpreting, and responding to verbal and nonverbal communications, gathering and processing pertinent data, interviewing patients, using the telephone as well as performing a variety of written and electronic communication, receiving, and responding to verbal orders from providers, and must be able to prioritize and perform many concurrent tasks.

English Language Competency: United States health care members primarily communicate in English; thus, Medical Assistants must be able to proficiently communicate in written, oral and electronic means. The ability to communicate in English is directly related to patient safety, cohesive care amongst various providers and the legal documentation requirements in health care. Most employers value multilingual Medical Assistants.

Physical Demands: Medical Assistants may spend a great deal of their professional day walking, standing, moving, and manipulating equipment, as well as lifting and moving objects, equipment and supplies. It is reasonable to anticipate lifting 20-25 pounds in any given day. The ability to lift up to 40-50 pounds may occasionally be required, depending on the specific type of care provided.

In the performance of certain patient care tasks; the Medical Assistant may be expected to have sufficient manual dexterity to safely perform various skills and techniques. Tasks and expectations may vary by clinical site and medical practice.

Medical Assistants may also be expected to have a level of visual and auditory acuity sufficient to meet the needs of their job tasks. Corrective equipment and devices may enhance the person's ability to achieve the appropriate level of acuity. (Please see accommodations for disabilities.)

Training and Education

(U.S. Department of Labor Occupational Outlook Handbook [September 2023](#))

“Medical assistants typically complete a postsecondary program, such as for a medical assistant certificate or an associate’s degree. Programs are available in community colleges, vocational schools, technical schools and universities and take about 1 to 2 years to complete. Job growth is expected to increase 14% between 2022 and 2023”

Employers prefer to hire experienced workers or those who are certified. Although not required, certification indicates that a medical assistant meets certain standards of competence. The American Association of Medical

Assistants awards the Certified Medical Assistant (CMA) credential while the American Medical Technologists awards the Registered Medical Assistant (RMA) credential.” See “Why More Employers are hiring CMA’s.” (Page 14) See Appendix F for Occupational Analysis

<u>Recruiting Trends Newsletter</u> Most agree the following characteristics and skills are valued and recruited at all levels:		<u>10 Must-Have Traits Of A Medical Assistant</u> <u>Career Realism</u> Retrieved 8.16.15
<ul style="list-style-type: none"> • Positive attitude • Willingness to learn • Creative Thinking • Career Related experience • Organizational effectiveness • Team player characteristics • Ability to adapt to change • Multi-cultural skills • Time management skills 	<ul style="list-style-type: none"> • Communication skills • Problem solving ability • Interpersonal skills • Confidence • Initiative • Personal accountability • Critical Thinking skills • Marketing skills • Computer literacy 	<ul style="list-style-type: none"> • Communication Skills • Outgoing Nature • Good Listener • Compassionate • Nonjudgmental • Self-Controlled • Organized • Adaptable • Follows Directions • Problem solving

Certification in Washington State

The practice of Medical Assisting has undergone significant changes in the State of Washington. The state now recognizes Medical Assistants as a profession (RCW 18.360) and has set forth statutes that define scope of practice, education, and other key requirements. The full description is available at [MA Scope of Practice \(WA\)](#)

General requirements for all Medical Assistants categories:

- Must have knowledge and understanding of the laws and rules which regulate MAs.
- Must function within their scope of practice.
- Must obtain their instruction from the appropriate delegating health care practitioner and demonstrate competency before performing new or unfamiliar duties which are in their scope of practice.
- Must demonstrate a basic understanding of patients’ rights and responsibilities.
- Must respect patients’ privacy by protecting their confidential information, and not using confidential information for any purpose other than legitimate patient care, or otherwise permitted by law.
- Must comply with all federal and state laws and regulations regarding patient rights and privacy.
- Must have a valid WA issued credential to legally practice as a Medical Assistant

Washington State has established the following categories:

1. Medical Assistant –Interim
2. Medical Assistant – Certified
3. Medical Assistant - Registered
4. Medical Assistant - Phlebotomist
5. Medical Assistant – Hemodialysis Technician

Graduates from the EvCC MA program should take the national certification exam prior to graduation (up to 30 days) or as soon as possible after graduation and apply for their Medical Assistant – Certified credential. Additionally, most employers are requiring applicants to obtain this prior to granting interviews.

National Certification Examinations

The medical community, served by Everett Community College, recognizes, and values the CMA credential, as its awardees have achieved distinguished educational standards. Students in the Medical Assisting Program will receive instruction that meets the education standards to prepare for the CMA (AAMA) certification examination. The CMA examination may be taken up to 30 days prior to graduation. Once the application has been reviewed and accepted, candidates must complete the computer-based exam within the 90-day testing period. The CMA (AAMA) examinations are held at the Prometric Testing Centers ([Prometric Testing Centers](#))

- EvCC Program Code for AAMA (CMA) Exam: **5680**
- Link: [AAMA Webpage - CMA Exam application](#) (latest update April 2022)
- Link: [CMA Candidate Application Booklet \(pdf\)](#)

In general, individuals who have been found guilty of a felony, pleaded guilty to a felony, or had a professional license, registration, or certification denied, revoked, suspended, or subjected to probationary conditions by a regulatory authority or certification board are not eligible for the CMA (AAMA) Exam. However, the Certifying Board may grant a waiver based upon mitigating circumstances. If you wish to request that the Certifying Board permit you to take the test, you must submit a [Request for Waiver form](#).

Washington State Department of Health accepts the following organizations for certification.

American Association of Medical Assistants Education: requires graduation from an accredited MA program First exam offered: 1963 Maintaining credential: 60 Continuing Education Units in 5 years or recertify by exam	Certified Medical Assistant (CMA®-AAMA) Web link: AAMA CMA
American Medical Technologists Education: no formal training required First exam offered: 1972 Maintaining credential: 30 Continuing Education Units in 3 years	Registered Medical Assistant (RMA-AMT) Web link: AMT RMA
National Health Career Association Certified Clinical Medical Assistant (CCMA) Education: no formal training required Web link: CCMA NHA First exam offered: 1989 Maintaining credential: 10 Continuing Education Units in 2 years	
National Center for Competency Testing National Certified Medical Assistant (NCMA) Education: no formal training required Web link: NCMA NCCT First exam offered: 1989 Maintaining credential: 14 Continuing Education Units every year	
American Medical Certification Association Education: graduate from a “training program” First exam offered: 2015 Maintaining credential: 10 Continuing Education Units in 2 years	Clinical Medical Assistant Certified (CMAC) Web link: CMAC AMCA

Why more employers are hiring CMAs (AAMA)

By Donald A. Balasa, JD, MBA (Reprinted with permission from the AAMA) *The following is an updated version of the original piece first published in the January/February 2007 issue of CMA Today and was revised in 2009 and 2018*

Even before the American Association of Medical Assistants (AAMA) adjusted the eligibility requirements for the CMA (AAMA) Certification/Recertification Examination to better meet the human resource needs of the health care environment, more employers of allied health personnel were preferring or even insisting that their medical assistants have the CMA (AAMA) credential. The CMA (AAMA) represents a medical assistant who has been credentialed by the Certifying Board of the American Association of Medical Assistants and has recertified at least every 60 months and thus has kept the CMA (AAMA) current. Understanding why employers are aggressively recruiting CMAs (AAMA) is of the utmost importance for a medical assistant's entry into and advancement within the allied health work force.

First of all, the United States continues to be one of the most litigious nations in the world. Disputes that used to be settled by discussion and mediation are now being referred to attorneys and are ending up in courts of law. Lawsuit mania is particularly acute in the world of health care. Patients have come to view health care providers as guarantors of a positive outcome, and any less-than-optimal result often leads to litigation.

Because of this unfortunate state of affairs, health care providers have had to fortify themselves against malpractice suits and other legal perils. Employers of allied health professionals have correctly concluded that having credentialed personnel on staff will lessen the likelihood of a successful legal challenge to the quality of work of the employee. Thus, in the realm of medical assisting, the CMA (AAMA) credential has become a means of protecting against potential plaintiffs who might seize upon the fact that the employer (whether a physician, a nurse practitioner, a corporation, a group practice, or a clinic) is utilizing unlicensed allied health personnel. (Medical assistants currently are not licensed in most states, although some states require education and/or credentialing as a legal prerequisite for the performance of certain tasks.)

Another major influence dominating the American health care scene is managed care. The cost limitations imposed by managed care organizations (MCOs) are causing mergers and buyouts throughout the nation. Small physician practices are being consolidated or merged into larger providers of health care, and the resulting economies of scale are—supposedly—making the delivery of health care more cost-effective. Human resource directors of MCOs place great faith in professional credentials for their employees (including physicians), and therefore are more likely to establish certification as a mandatory professional designation for medical assistants. All indications are that the managed care revolution has not yet run its course; consequently, the requiring of the CMA (AAMA) credential by employers is likely to accelerate.

In addition to these factors, state and federal laws are making mandatory credentialing for medical assistants a logical next step in the hiring process. As of January 1, 2017, only credentialed medical assistants (in addition to licensed health care professionals) continue to be permitted to enter medication, laboratory, and diagnostic imaging orders into the computerized provider order entry (CPOE) system and have such entry count toward meeting the meaningful use thresholds under the Medicaid EHR Incentive Program. This requirement is codified in the regulations of the Centers for Medicare & Medicaid Services (CMS). This CMS requirement scored a victory for the medical assisting profession, because it allows for enhanced patient care through better communication among the health care team and increased attention to patient needs. The fact that credentialed medical assistants are now recognized in such a high-profile federal initiative implies that they are just as able as licensed health care professionals to undertake such significant responsibilities. Furthermore, by differentiating credentialed medical assistants from those who are uncredentialed, the CMS places importance on such credentials as the CMA (AAMA).

All in all, the CMA (AAMA) credential is assuming increasing importance in the eyes of all types of employers of medical assistants. By offering the CMA (AAMA) designation to worthy medical assisting candidates, the

American Association of Medical Assistants is providing a valuable service to the medical assisting profession, employers of medical assistants, and the American public. Indeed, the CMA (AAMA) is becoming the allied health professional of choice for ambulatory health care delivery settings.

Questions? Contact Donald A. Balasa, JD, MBA, at dbalasa@aama-ntl.org or 800/228-2262.

Employment Information

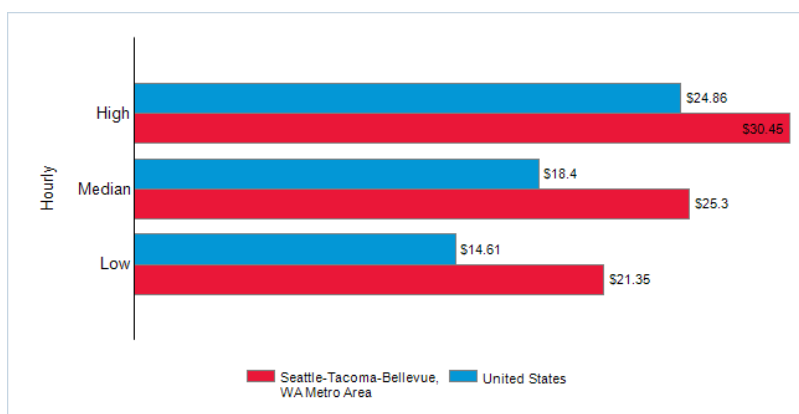
According to the U.S. Bureau of Labor Statistics (September 6, 2023):

- “Approximately 57% of Medical Assistants are employed in physician's offices, 15% work in private or public hospitals and 28% in offices of other health practitioners, such as chiropractors, optometrists and podiatrists.
- Employment of medical assistants is projected to grow much faster than the average, ranking medical assistants among the fastest growing occupations over the 2014-2024 decade. Job opportunities should be excellent, particularly for those with formal training or experience, and certification.
- Employment is expected to grow 14% from 2022-2032. As the health care industry expands due to technological advances in medicine, and growth and aging of the population, there will be increased need for all health care workers. Increasing utilization of medical assistants in the rapidly growing health care industry will further stimulate job growth.
- Factors that are helping to drive job growth in the increasing number of group practices, clinics, and other health care facilities that need a high proportion of support personnel, particularly medical assistants who can handle both administrative and clinical duties. In addition, medical assistants work primarily in outpatient settings, a rapidly growing sector of the health care industry. Those with formal training or experience – particularly those with certification – should have the best job opportunities.”

Earnings

Earnings for Medical Assistants will vary by region and state. According to the Washington State Labor Market (2022), the average starting wage is \$23 - \$39 an hour.

Retrieved from [Career One Stop - Medical Assistants](#) on 04.26.24 09/10/2023



Pay ranges may be higher for those Medical Assistants with more shift flexibility, certification, experience and those willing to commute longer distances. Regionally, pay ranges are higher in the Northwest and West, less so in the East and Southeast.

Working Conditions

(U.S. Department of Labor - Occupational Outlook Handbook, updated September 2023)

“Medical assistants work in well-lighted, clean environments. They constantly interact with other people and may have to handle several responsibilities at once. Most full-time medical assistants work a regular forty-hour week. However, many medical assistants work part-time, evenings or weekends.

Medical Assistants deal with the public; therefore, they must be neat and well-groomed and have a courteous, pleasant manner. Medical assistants must be able to put patients at ease and explain provider’s instructions. They must respect the confidential nature of medical information. Clinical duties require a reasonable amount of manual dexterity and visual acuity.”

Health Sciences Department Policies, Procedures & Notifications

The Health Sciences Department supports and adheres to all Everett Community College policies and procedures regarding student rights and responsibilities. Information regarding the Washington Administrative Codes is available in the EvCC Student Handbook and through the College’s website at [EvCC Student Handbook](#)

- **Anti-Discrimination:** Everett Community College does not discriminate on the basis of race, color, religious belief, sex, marital status, sexual orientation, gender identity or expression, national or ethnic origin, disability, genetic information, veteran status or age or status in its program and activities, or employment. The Executive Vice President of Instruction and Student Services has been designated to handle inquiries regarding student-related non-discrimination policies and can be reached at 2000 Tower Street, Everett, WA 98201, or by phone at (425) 388-9216.

The Executive Vice President of Administrative Services/Human Resources has been designated to handle employment-related inquiries regarding the non-discrimination policies and can be reached at 2000 Tower Street, Everett, WA 98201, or by phone at (425) 388-9232.

- **Valuing Diversity:** Diversity, in its many forms, is a highly valued component of student learning, success and fulfillment. Medical Assistants serve diverse patient populations; interact with diverse co-workers and providers, and the community at large. The Medical Assisting program strives to support our students, our campus, and our community by acknowledging, incorporating, and valuing the diversity of all persons. The Medical Assisting program fully supports and adheres to Everett Community Colleges mission statements and Affirmative Action Policies, in compliance with state and federal guidelines.
- **EvCC First Week Attendance and Withdrawal:** During the first week of the quarter, it is important that students attend all classes in which they are registered. When a student remains on a wait list, they **MUST** attend the first-class meeting. A student who does not attend by the beginning of the second-class meeting in the quarter and who has not made prior arrangements with the course instructor may be dropped from the class at the discretion of the instructor. A student who does not attend by the beginning of the second-class meeting in the quarter and who has not made prior arrangements with the course instructor **may** be dropped from the class at the discretion of the instructor.

The College **does not** always, however, withdraw the student for nonattendance. A student who is not officially withdrawn by the College or does not officially withdraw themselves may be issued a failing grade by the course instructor based on nonattendance. Students withdrawn by the College during the first week under this policy will receive a refund of tuition and fees, if due. It is the student’s responsibility to determine if they have been withdrawn by the College.

- **Course Repeat:** Students may repeat medical assistant courses on a space-available basis. Students who have failed or withdrawn from a course(s) must repeat the entire course (lab and/or lecture components) and complete all required assignments in the course. Any previous course work or competencies will not be considered as meeting the requirements for the second attempt. Additionally, if there are more students who must repeat the same course during the same quarter than space available, students will be enrolled based on the EvCC waitlist policies.
- **Student Files:** The Health Professions Service Center shall have the responsibility of maintaining confidentiality of all student files. The Medical Assisting program complies with all Family Educational Rights and Privacy Act (FERPA) requirements. This federal mandate dictates which, if any, student information may be used and disclosed to anyone, other than for the usual and customary functions of Everett Community College.

The Health Professions Service Center shall have the responsibility of maintaining records for each Medical Assisting student. Such files will contain, but not limited to:

- Medical Assisting [Demographics and Criminal History Disclosure forms](#) (**MUST** be on file prior to enrollment in HLTH 231 or 232)
- Student Attestations regarding conduct, expectations and so forth (**Appendices C1 through C8**)
- Correspondences, as needed
- Master Skills Check List from each competency-based class
- Other items as directed by administrative personnel, faculty, or changes by the AAMA

A “Release of Information” form must be signed by a student in order to release to any of the following:

- Vocational counselors seeking academic performance reports or course sequencing changes
 - References for job applications
 - References for graduates
 - Any information to be released to anyone other than an Everett Community College employee
- **Social Media:** It is the expectation of professionalism that students will not use their personal social media websites to post any comments, images or other items that would compromise, break confidentiality, accuse, slander, falsely accuse or in any method or means negatively impact classmates, EvCC faculty, staff, or administrators. This policy extends further to include any information about the clinical practicum sites, staff, patients, or facilities. In all EvCC sponsored activities, students are expected to appropriately represent the college and its programs. Whether implied or explicit, no breach of this policy is permitted.
 - **Tobacco Use:** The College has adopted and complies with WAC 132E-120-410 regarding the use of tobacco while on campus property. “The use of tobacco, in any form, shall not be permitted in college buildings, enclosures or state-owned vehicles and will not be sold or distributed on campus grounds. Students who willfully violate this policy will be subject to disciplinary procedures.”
 - **Drug and Alcohol:** Everett Community College is an alcohol and drug free campus. Students are not permitted to participate in any EvCC designated activity while under the influence of any substance. If any student appears to be under the influence of any such substance, they will be asked to leave for the remainder of the day, whether it is from the classroom, lab, clinical site or other College function. Additionally, the Vice President for Student Affairs will be notified. Repeated infractions of EvCC policies, and applicable Washington State Administrative Codes, may result in expulsion from the class, program and/or college

- **Health Science (HS) Student Attestations:** Students enrolled in any of the Clinical Skills courses will be expected to comply with multiple attestations that describe appropriate conduct and behavior, competency completion and partnering processes. The following attestations, after review and signature, will be maintained in each student’s file in the Health Professions Service Center.

- | | |
|------------------------------------|--|
| a. HS Confidentiality Statement | g. Liberty Hall Lab Safety Policy |
| b. HS Student Conduct Statement | h. Needle Invasive Policy |
| c. HS Dress Code for Laboratory | i. Human Subjects Assumption of Risk & Consent to Procedures |
| d. HS Competency Process Statement | j. Technical Standards |
| e. Safety & Incident Reporting | k. Acknowledgement of Risk |
| f. Clinical Lab Expectations | |

- **HS Incident Reporting System:** Behaviors appropriate to the health care setting require introduction, review, and time to implement. Students will be given reminders in the first few weeks of a quarter. When students are unable to implement these behaviors, it becomes necessary to provide written notification. EvCC Health Sciences Department has developed a “Yellow,” “Orange” and “Red” system. The following are examples:

Any Health Science Courses (Orange)	Needle-Invasive Courses (Yellow and/or Red)
<ul style="list-style-type: none"> • HIPAA Violations • Rushing through competencies just to get them completed, disregarding pt comfort, placing pt at risk of injury • Noncompliance with OSHA/WISHA protocols • Inability to identify errors when prompted • Non-compliance with instructor directives • Lacking appropriate situational awareness • Unable or unwilling to adhere to class protocols • Inability to synthesize verbal or written instructions • Lack of team effort/monopolizing partner time • Other 	<ul style="list-style-type: none"> • HIPAA Violations • Walking around classroom with uncapped needles • Incorrect needles for the type of injection to be given or phlebotomy to be performed • Not clearing air from syringes prior to an injection • Using non-sterile equipment for live procedures • Improper use of safety devices • Improper isolation of contaminated needles • Improper disposal of contaminated needles • Injury to patient, faculty, staff, self or classmates • Other
Yellow or Orange Warning Card	Red Lab Dismissal Card
<p>Process:</p> <ol style="list-style-type: none"> 1. Instructor determines level of written warning 2. Student is advised of issuance with behavior 3. Student is to provide written review of behavior and remediation plan 4. Discussion of the situation must occur between student and instructor before student may resume class or lab activities 	<p>Process:</p> <ol style="list-style-type: none"> 1. Instructor determines level of written warning 2. Student is advised of issuance with behavior 3. Student may not continue with current lab <u>nor</u> is student permitted to attend any HS lab until formal review process has been completed 4. Student is to provide written review of behavior and remediation plan to instructor, MA Program Director and HSPS Dean

- **HS Laboratory Orientation:** All users of the Health Sciences labs must attend the first day orientation prior to initiating any learning activities. This will occur with each course that utilizes any of the lab settings. Learners must be knowledgeable in the care, handling and proper use of laboratory equipment, safety protocols and learner responsibilities

- **HS Laboratory Attendance:** Medical Assisting students enrolled in any of the Clinical or Needle-Invasive courses are expected to attend all laboratory sessions. Any student that is absent three (3) or more sessions, or six (6) or more lab hours will fail the course regardless of academic standing. It is further noted that three (3) late arrivals/early departures shall equal one absence.

- **HS Dress Code:** While choices in appearance may reflect individuality, during all laboratory and clinical sessions, students are expected to dress and present themselves in a professional manner consistent with health care industry standards. A complete copy of the Dress Code is located in **Appendix C2**.

Students are also expected to comply with the following during all laboratory and clinical sessions:

- Student must wear medical scrubs.
 - Scrub pants are to be full length, covering the entire leg and ankle.
 - Scrub tops may be solid or patterned and must be complimentary to pants.
 - Laboratory coats may be white or patterned.
 - Scrubs must be laundered, wrinkle and stain free and professional in appearance.
 - Wear athletic or medical style shoes that are clean and in good condition.
 - Eliminate odors (for example: body odor, perfume/cologne, cigarette, or other types of smoke).
 - Limit jewelry to a watch, one ring per hand, plain wedding band and small earrings.
 - Hair is to be worn back, away from the face, and not allowed to interfere with any procedure.
 - Facial hair should be neat and trimmed.
 - Nails should be reasonably short and well maintained.
 - Body piercing (such as tongues, eyebrows, lips, etc.) is considered inappropriate for the medical environment, and may not be worn during laboratory or clinical sessions.
 - Tattoos may need to be covered. Clinical site and instructor policies may vary.
- **Masking in Labs:**
 - Health Sciences students, faculty and staff during clinical lab sessions, will adhere to the same protocols as our clinical sites would expect of their staff.
 - If 50% or more of our sites require masks, we will wear masks during lab sessions.
 - You are simulating patient care during each sessions, which elevates our PPE and Infection Control measures above what the rest of the campus may do. This is also true for all healthcare providers compared to other occupations.
 - EvCC is in constant contact with local and state Health Departments which in turn are monitored by the Centers for Disease Control and Prevention (CDC). The College will post updates to the webpage when appropriate.
 - Given past epidemiological trends during fall and Winter, we expect to see fluctuation in the numbers of cases and subsequent masking protocol changes.
- **Required Equipment and Attire:** Students are required to obtain the following equipment and attire for the Clinical Skills courses, whichever course the student enrolls in first. All associated equipment and supply costs are the student's sole responsibility.
 - Watch with a second hand
 - ID Badge (HPSC Liberty Hall Room 255)
 - Medical Scrubs
 - Medical/Athletic Shoes

- **Everett Community College Civility Statement:** As members of the EvCC community, we acknowledge our collective intention to create and maintain an environment in which everyone can flourish. This statement on civility and community serves as a reflection on shared values that inform our daily interactions as a college. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degrees and kinds of experiences they bring to EvCC, and in the functions which they have agreed to perform. The Statement is relevant to all EvCC community members, regardless of their professional functions or the setting in which they work, teach, or learn.

We honor the rights of expression as a hallmark of learning, and we treasure intellectual freedom even when individual or group points of view are controversial or out of favor with prevailing perspectives. Individuals should not feel intimidated, nor be subject to reprisal for, voicing their concerns or for participating in governance or policy making

Values:




- A **Respect, Civility, Integrity, and Honesty:** Respect, civility, integrity, and honesty are not just words; they are intentions that must be present in our interactions with one another. Each member of the EvCC community must feel free and safe to exercise the rights accorded them to voice their opinions in a civil way, as well as to respectfully challenge the uncivil acts of others.
- B **Accountability:** We value our accountability to one another within our civic, communal, and environmental context. Each member of the community shall respect the fundamental rights of others, the rights and obligations of Everett Community College as an institution established by the State of Washington, and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.
- C **Inclusion:** We value diversity in all its forms by engaging in inclusive assessment of, and action in, our workforce selection, in our policies and practices, in our curricular offerings, and in the scope of our services and programs. We actively seek and serve a diverse population of students. As a community, we are made richer by the variety of experiences and influences that individuals and groups contribute to our institution.
- D **Collaboration:** We value the struggle to find and create meaningful human connection in our communication by embracing collaboration, respectful disagreement, free and open exchange of diverse ideas, perspectives, opinions and attitudes, and the resolving of differences through due process and a shared commitment to collaboration.

Professional and Core Attributes Policy: As adult learners, students are expected to display a certain level of professional conduct and to act in a civil manner. Appropriate classroom behavior directly contributes to a positive learning environment, in which each member is given an opportunity to succeed. Students are advised to obtain a copy of the Everett Community College Student Handbook, which provides the Washington State Administrative Codes that govern students’ rights and responsibilities, link: [EvCC Policies](#)

Further, students will be assessed (self-reflective and instructor) on the core attributes as delineated on the “Medical Assisting Core Attributes Competency Form.” A copy is in **Appendix F** of this handbook.

Conduct expectations	Professionalism components		
Attend all class and laboratory sessions	Personal accountability Time management ability Organization effectiveness	Critical Thinking Positive attitude Willingness to learn	Initiative Problem solving
Arrive on time and prepared for class	Personal accountability Time management ability Organization effectiveness	Critical Thinking Initiative Problem solving	Positive attitude Willingness to learn

Demonstrate respect for others' learning processes	Team player characteristics Ability to adapt to change Career related experience	Multi-cultural skills Willingness to learn Personal accountability	Interpersonal skills Initiative
Participate as team players in the learning environment.	Team player characteristics Personal accountability	Multi-cultural skills Career related experience	Willingness to learn Interpersonal skills
Participate in classroom sessions as a professional	Team player characteristics Personal accountability	Multi-cultural skills Interpersonal skills	Willingness to learn Career Experience
Participate in classroom sessions with respect for confidentiality	Personal accountability Career related experience	Critical thinking skills Problem solving ability	Initiative
Self-motivate to maximize learning experiences	Personal accountability Problem solving ability Ability to adapt to change	Critical thinking skills Willingness to learn Time management skills	Initiative Confidence
Communicate in a timely and forthright manner with instructors and classmates	Team player characteristics Personal accountability Career related experience	Multi-cultural skills Initiative Ability to adapt to change	Willingness to learn Interpersonal skills
Avoid making appointments during class times	Personal accountability Time management ability	Problem solving Positive attitude	Critical Thinking Willingness to learn
Abide by all Everett Community College policies	Team player characteristics Personal accountability Career related experience	Multi-cultural skills Willingness to learn Ability to adapt to change	Interpersonal skills Initiative
Non-judgmental conduct is expected in all academic events/settings	Team player characteristics Personal accountability Career related experience	Multi-cultural skills Willingness to learn Ability to adapt to change	Interpersonal skills Initiative

- **EvCC Title IX – Gender Equity:** Title IX is federal law governing gender equity in educational programs. Originally written to ensure equity in athletics, Title IX also encompasses sexual harassment and sexual assault. EvCC supports and adheres to mandates under Title IX, which sets forth: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”
- **EvCC Sexual Harassment Policy:** Everett Community College prohibits sexual harassment. Sexual harassment robs people of their dignity. It can make the campus environment intolerable for students, employees, and visitors. Sexual harassment is morally, ethically, and legally wrong. The College encourages you to immediately report any act of sexual harassment, sexual assault, or other violent act. For more information: 1. Contact Title IX Coordinator at 425-388-9271 or TitleIXCoordinator@everettcc.edu 2. Complete wording of the Everett Community College Policy on Equal Opportunity / Title IX 
 - a) [EvCC Resources](#)
 - b) [Brochure](#)
 -  c) [Grievance Procedures](#) 
- **Attendance during Pregnancy:** EvCC supports and adheres to the Title IX pregnant student federal mandates. This federal mandate states, in part “Under Title IX, it is illegal for schools to exclude a pregnant

student from participating in any part of an educational program. This prohibition applies to specific classes such as advanced placement or honors classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities.

Schools may implement special instructional programs or classes for a pregnant student, but participation must be completely voluntary on the part of the student, and the programs and classes must be comparable to those offered to other students. In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. When a student returns to school, they must be allowed to return to the same academic and extracurricular status as before their medical leave began." For further information, please visit [DOE: Supporting Pregnant & Parenting Students](#)

- **Use as Human Subjects:** As part of the accreditation mandated skill competency evaluation, Medical Assisting programs must have students practice clinical care skills on mannequins as well as live subjects in the clinical lab setting. Human participants will be asked to sign written authorizations for use as human subjects for educational purposes only.

All EvCC students performing these skills will be well practiced before working with volunteer participants and under direct supervision of an instructor during the procedure. These participants shall not be exposed to unreasonable risks to their health, general well-being, or privacy. In no way will faculty or students interpret results of tests, diagnose, or treat medical conditions. Such skill practice is for educational purposes only.

- **Disruptive Behaviors:** Disruptive behavior is any behavior that interferes with the learning and teaching environment and/or the administrative or student services functions of the College. Students are expected to obtain a copy of the Everett Community College Student Handbook and familiarize themselves with the Instruction/Student Services policies. Furthermore, it is expected that students will become familiar with the Washington State Administrative Codes that govern college student conduct while on EvCC property or participating in any EvCC sanctioned function. It is expected that students will familiarize themselves with the procedures for disciplinary action for conduct violations. Also see **Appendix E** for Code of Conduct.

Student conduct violations may include, but are not limited to:

- Academic cheating or plagiarism - "Plagiarism is the accidental or willful use of someone else's words, ideas, or evidence without attribution." (Merriam-Webster Dictionary) It can result in a failing grade on the assignment with no make-up possibility with a warning letter, a failing grade in the class, and/or referral to the Chief Student Affairs Officer, if a second or repeat infraction for further possible disciplinary actions.(EvCC 2013-2014).
- Verbally intimidating, threatening, bullying, or abusing any person or persons.
- Disorderly or abusive behavior that interferes with the rights of others or obstructs or distracts the learning environment and/or teaching environment.
- Making inappropriate time and attention demands of faculty, staff, administrators, or other students
- Physical abuse, assault, reckless endangerment, intimidation, or interference of another person in the college community, either on college owned property or at any College designated function. (WAC 132E-120-030, 132E-120-380, 132E-120-390)
- Furnishing, possession of or consumption of alcoholic beverages on college owned property or at any college designated function. (WAC 132E-120-400)
- Illegal possession, selling, consumption of or being demonstrably under the influence of any narcotic or controlled substance on college owned property or at any college designated function. (WAC 132E-120-400)
- Disorderly, abusive, or bothersome conduct, including conduct resulting from drunkenness or drug influence. Disorderly or abusive behavior also includes interfering with the rights of others or obstructing or disrupting teaching, research, or administrative functions. (WAC 132E-120-400)
- Students or guests of the college carrying, displaying, exhibiting, or drawing any weapon that is capable of

inflicting bodily harm is strictly prohibited on college owned property or at any college designated function. This policy does not apply to law enforcement officers. (WAC 132E-120-030).

- **Removal of a Disruptive Student from Class:** The Health Sciences Department shall adhere to the same procedural processes as established by EvCC. Students have the right to grieve an academic action. The full description of the Washington Administrative Code is located in **Appendix I**.

Removal of a Disruptive Student from the Classroom or College facilities - Possible Disciplinary Action: An instructor may remove a disruptive student from the classroom on a daily basis by saying to the student that a specified behavior is inappropriate and then requesting the student to leave (the instructor may call Security). Prior to returning to class, the student must meet with the instructor and/or dean of the division. The student is free to return to class the next day, however, if the disruptive behavior continues, the student may be removed from class. Legally, unless there is imminent physical danger to the student or others, the student cannot be dropped from the class without due process. Due process occurs through the Office of the Chief Student Affairs Officer. Contact number: (425) 388-9588.

- **Clinical & Classroom Probation:** Each medical assistant course identifies the grading method used to evaluate progression through the course. Grading methods may vary with each course and will be outlined in the course syllabus. To objectively and clearly identify student behavior that may hinder maximum professional growth and competency, documentation of the unsatisfactory behavior will occur. Documentation will be reviewed by instructor and student; and a copy will be placed in the student file. Faculty believes students benefit from feedback related to performance and/or behavior. The Medical Assistant program may place a student on probation if certain violations occur in the clinical environment (Class/Lab setting and/or off campus).

Health Sciences student behaviors deemed unsatisfactory include but are not limited to:

- Failure to provide for patient's physical or psychological safety
- Failure to be responsible for all assigned patient care activities
- Failure to maintain medical and surgical asepsis
- Failure to obtain supervision from instructor when necessary
- Failure to maintain therapeutic communication techniques
- Pattern of using language and/or mannerisms that are abusive, threatening or demeaning to others
- Failure to notify instructors in case of illness or anticipated tardiness
- Breach of confidentiality (HIPAA)
- Disrespectful behavior to staff, faculty, patient(s), or students
- Pattern of tardiness and/or lack of preparation for clinical and/or administrative courses
- Demonstration of lack of integrity
- Failure to self-assess and adjust behavior or professional presentation based on their own mental, physical, or emotional ability in the clinical and classroom area such as fatigue or illness

All violations will be documented and will be managed on an individual basis. If a student incurs a violation, the student will meet with faculty and/or administration to discuss the situation. Following the discussion, it will be determined if a corrective action plan or dismissal from the program is warranted. Students have a right to appeal disciplinary action regarding student conduct violations. [EvCC Policies](#) for grievance procedures.

- **Academic Grievance:** The Health Sciences Department abides by the Everett Community College Academic Grievance Policies, as outlined by WAC 132E-120-360. Refer to **Appendix H** for full document.
- **Programmatic Dismissal:** It is the college's responsibility to;
 - graduate safe and competent entry level medical assistant practitioners;
 - provide evidence when students are failing;
 - use resources wisely; and
 - monitor student progress towards program completion or dismissal

The following policy has been developed based on the above responsibilities. Situations which require review and which may cause the student to fail the course or be dismissed from the program include, but are not limited to:

- When two or more unsatisfactory performance or academic incidents occur in the same academic quarter
- When the same type of unsatisfactory behavior is documented in two or more quarters
- When clinical partner staff have expressed grave concerns regarding the clinical or ethical performance
- When the affiliated agency refuses to allow a student to be present in their facility
- When an unusual incident occurs or when a single unsatisfactory behavior is of such magnitude that dismissal from the program is considered
- Repeated failure to succeed in any of the administrative, clinical or needle invasive courses. One attempt past initial enrollment will be granted, on a space available basis. If a student fails the same course for a second time, they will no longer be eligible to continue in the Medical Assisting program.
- Earned unsatisfactory grades for a total of two or more Medical Assistant courses (HLTH courses only) The Health Sciences grading scale is published in each course syllabi, along with course requirements. Unsatisfactory grades are defined as C- or lower, and a "W" (course withdrawal).

Pre-Clinical Practicum (PCP) Requirements

CPR Cards: Students must obtain an American Heart Association "Basic Life Support" for Providers card in HLTH 109. Certifications are valid for two years. This card cannot expire during the clinical externship, therefore must be renewed prior to entering the quarter.

Students will earn the American Heart Association "Basic Life Support for the Healthcare Provider" which has the following requirements:

- 1) Adult CPR
- 2) Child CPR
- 3) Infant CPR
- 4) Obstructed airway management
- 5) Operation of the Automated External Defibrillator (AED)

Emergency Preparedness Training: CAAHEP and the AAMA require emergency preparedness training as part of the core curriculum for Medical Assistants. Students will receive this training as part of the HLTH 109 course. The instructor will be able to provide information should students choose to move onto more comprehensive training and certification.

OSHA/WISHA Training: Students will receive training throughout the Medical Assisting program regarding the occupational risk of blood-borne pathogens and other healthcare related pathogens. Topics may include, but are not limited to: transmission of pathogens, exposure control plans, work practice controls, engineering controls, hazard communications, personal protective equipment, record keeping, methods of compliance and regulated waste handling and management.

Students planning to enter Medical Assisting program are advised that as a health care professional, they are at risk for exposure to blood-borne pathogens. Tasks and procedures performed by Medical Assistants involve risks classified by the Centers for Disease Control and Prevention as Category I exposure.

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|--------------|---|
| Category I | Direct contact with blood and other bodily fluids to which universal precautions apply. |
| Category II | Activity performed without blood exposure, but exposure may occur in emergency. |
| Category III | Task/activity does not entail predictable or unpredictable exposure. |

Immunization requirements: Students complete each of the following immunizations **prior** to enrollment in HLTH 231 (Surgical Skills) or HLTH 232 (Clinical Microbiology).

1. The only exception to this policy is the completion of the Hepatitis B requirement. You must have at least two vaccines in the Hepatitis B series.
2. Completion of the Hepatitis B series and a Surface Antibody titer are required prior to enrolling in the Pre-Clinical Group courses (HLTH 214, 242, 243)

These requirements are based on contractual agreement between Everett Community College and our clinical externship sites. All Medical Assisting students are required to provide acceptable documentation of their immunizations. If a student does not have each requirement fulfilled, they will not receive “entry codes” to enroll in these classes. No exceptions will be permitted.

It is recommended that students begin completing immunization requirements upon program entry. Failure to complete these immunization requirements will delay the student’s practicum. It is the student's responsibility to obtain annual updates of required immunizations and/or screening tests, and to provide such documentation to Everett Community College. All costs associated with obtaining the immunizations and the records necessary for documentation will be at the student’s expense.

Immunization	Documentation Requirements
COVID-19	Proof of two Pfizer or Moderna vaccines or one J & J vaccine are required for all students.
Hepatitis B	Series of 3 injections, followed by a titer demonstrating immunity Series takes 9 months to complete--start at program entry
Measles, Mumps & Rubella (MMR)	Vaccination record (2 doses in appropriate timing) or Titer that demonstrates immunity to <u>each</u> disease
Tetanus/diphtheria & Pertussis (TDaP)	Record of TDaP vaccination required. Td booster every 10 years thereafter
Varicella (Chickenpox)	Vaccination record (2 doses in appropriate timing) or Titer that demonstrates immunity
Influenza	Vaccination record, must comply with requirement each year .
Tuberculin Skin Test (TST)	Students must complete an initial 2-step TST process. Thereafter, provide annual testing documentation of TST results.
Blood Screen (IGRA)	If a student has a positive TST- student must obtain a chest x-ray and provide EvCC with a written statement regarding the x-ray results. If the CXR is negative a student is required to have a TB Clearance Letter every year thereafter. Another option is to have an IGRA blood test completed, which can be expensive.



Student/Faculty Clinical Passport

This is a digital PDF and should not be handwritten.
For best results, we recommend the free version of Adobe that can be downloaded by [clicking here](#)
For more information on this Clinical Passport [click here](#)

By contract with your academic institution, all students and faculty participating in learning experiences at this healthcare site must meet the following health and safety requirements. The academic institution is responsible for ensuring that requirements have been met prior to participation in the clinical experience. Records will be kept at the academic institution and random review by the clinical affiliates will occur on a regular basis. Documentation must meet requirements at all times. Required immunizations must include mm/dd/yyyy if available.

Student/Faculty Name: _____ DOB: _____
College: _____
Program: _____
Student Employment Facility: _____

Form Verified By: Name: _____ Date _____
Name: _____ Date _____
Name: _____ Date _____

SUBMITTED ONCE

TUBERCULIN STATUS The Tuberculin requirement can be met through completion of one of the following:

A. Two-step TST#1

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

If first TST is positive or new positive with no history of disease then an IGRA and provider examination with Chest XRay is recommended to confirm.

Two-step TST#2

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos **OR**

B. TB IGRA Date: _____ Result: _____

C. New positive, date of exam/chest xray: _____

D. History of positive results Date: _____ ([Self Screening](#))

HEPATITIS B The Hepatitis B requirement can be met through completion of one of the following:

A. 3-series (Recombinex HB or Energix-B or Recombivax HB) Series shots at 0, 1, 6 months plus titer confirmations 6-8 weeks later.

Vaccination Dates:

1. _____ Titer: _____
2. _____ Date drawn: _____
3. _____ Result: Neg Pos

If negative titer after initial series of 3 vaccines, then vaccine #4 and re-titer OR #5 and #6 vaccines and re-titer

4. _____ Titer: _____
5. _____ Date drawn: _____
6. _____ Result: Neg Pos **OR**

B. 2-series (HepLisav)

Vaccination Dates:

1. _____ Titer: _____
2. _____ Date drawn: _____
3. _____ Result: Neg Pos

If negative titer after initial series of 2 vaccines, then vaccine #3 and re-titer and #4 vaccines and re-titer

4. _____ Titer: _____
5. _____ Date drawn: _____
6. _____ Result: Neg Pos

C. Immunity by titer (anti-HBs or HepB SAb)

Date: _____

D. Non-converter: Must provide series information above.

Yes

E. Signed Series in Process Form Date: _____

MMR (Measles, Mumps, Rubella) **OR** **MMRV** (Measles, Mumps, Rubella, Varicella). MMRV if received prior to the age of 12.

A. Vaccination Dates

1. _____ 2. _____ **OR**

B. Immunity by titers: Measles titer Date: _____

Mumps titer Date: _____

Rubella titer Date: _____

VARICELLA

A. Vaccination Dates

1. _____ 2. _____ **OR**

Immunity by titer Date: _____

TETANUS/DIPHTHERIA/PERTUSSIS 1 dose of Tdap required followed by a dose of Td or Tdap every 10 years.

A. Initial Tdap Date: _____ **B. Td/Tdap** Date: _____

SUBMITTED YEARLY

TUBERCULIN STATUS Annual Tuberculin Status must be given less than one year from the administration date. Annual TST requirement may be met through completion of one of the following:

A. 2-step TST

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

B. 1-step TST

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

Place Date: _____ Read Date: _____

Result _____ mm Neg Pos

C. Annual TB IGRA

Date: _____ Result: _____

Date: _____ Result: _____

Date: _____ Result: _____

D. If New Positive TST or IGRA Exam/Chest X-ray

Date of exam/chest xray: _____

Complete annual symptom check form. Date: _____

E. For Known History of Positive/Possible Treatment:

Complete Annual Symptom Check form: ([Self Screening](#))

Date of exam/chest xray: _____

INFLUENZA Include name of provider or location where the vaccination was received (CVS, Walmart, health dept., etc.) (location address is NOT required)

A. Healthcare administered seasonal vaccination

Provider/Agency _____ Date: _____

Provider/Agency _____ Date: _____

Provider/Agency _____ Date: _____

BACKGROUND CHECK

A. National Criminal Background Check Including the Exclusion Provider Search on OIG and GSA upon admission.

Date: _____

B. Washington State Patrol Check (WATCH) upon admission and then annually.

Date: _____ Date: _____

Date: _____ Date: _____

C. Criminal History Disclosure (School keeps this on file) This is to be completed at the same time as WATCH, annually.

Date: _____ Date: _____

Date: _____ Date: _____

Need a Disclosure form? [Click Here](#)

D. Provider Search: OIG/GSA—Automatically (run bi-monthly on 1st and 15th of every month per CPNW) Student on-boarded before cycle: manually run on

Date: _____

AHA/BLS COURSE (Course must be American Heart Association (AHA) BLS provider.)

A. Expiration Date: _____ **Expiration Date:** _____

INSURANCE

A. Professional Liability Policy

Expiration Date: _____; _____;



Student/Faculty Clinical Passport

This is a digital PDF and should not be handwritten.
For best results, we recommend the free version of Adobe that can be downloaded by [clicking here](#)
For more information on this Clinical Passport [click here](#)

By contract with your academic institution, all students and faculty participating in learning experiences at this healthcare site must meet the following health and safety requirements. The academic institution is responsible for ensuring that requirements have been met prior to participation in the clinical experience. Records will be kept at the academic institution and random review by the clinical affiliates will occur on a regular basis. Documentation must meet requirements at all times. Required immunizations must include mm/dd/yyyy if available.

SUBMITTED ONCE

COVID-19 VACCINATION Confirm with the Site Requirements on the CPNW website to determine specific COVID-19 vaccination requirements.

A. Vaccine Information

Manufacturer: _____ 1 or 2 dose series: _____

Date of first dose: _____ Date of second dose: _____

RESPIRATOR DOCUMENTATION *Verify with Academic/Program Coordinator for more information regarding this standard. If directed by Program Coordinator complete the following:

A. Biennial Respiratory Medical Questionnaire complete?

Yes, date completed: _____ No

B. Annual Respiratory Fit Test Record complete?

Yes, date completed: _____ No

*Individual forms from different organizations are acceptable alternatives if the content is the same. Please ensure forms are uploaded to user's CPNW account.

- [Respiratory Medical Questionnaire](#)
- [Respiratory Fit Test Record](#)

AUTHORIZATION FOR RELEASE OF RECORD

(School keeps this on file)

MILITARY IMMUNIZATION Exempt Status for certain vaccines according to military code are acceptable. Upload military exempt status paperwork to account users CPNW folder.

- Exempt status for certain vaccines according to military code:

Hepatitis B MMR Varicella

[Click Here](#)

ADDITIONAL REQUIREMENTS (If Applicable) The healthcare organization may have additional requirements that must be completed.
Other

_____ Date: _____
 _____ Date: _____
 _____ Date: _____
 _____ Date: _____

SUBMITTED YEARLY

COVID-19 BOOSTER and/or VACCINATION Not all Healthcare facilities require annual boosters, confirm with the Site Requirements on the CPNW website. It is requested to include Booster information if available, even if not required.

A. Vaccine Information

Manufacturer: _____ Date: _____

Manufacturer: _____ Date: _____

Manufacturer: _____ Date: _____

RESPIRATOR DOCUMENTATION *Verify with Academic/Program Coordinator for more information regarding this standard. If directed by Program Coordinator complete the following:

A. Annual Respiratory Fit Test Record complete?

Yes, date completed: _____ No

*Individual forms from different organizations are acceptable alternatives if the content is the same. Please ensure forms are uploaded to user's CPNW account.

- Respiratory Fit Test Record

REQUIRED EDUCATION

All students and faculty must complete ALL student learning modules on the CPNW website. Any questions, please consult your program.

LICENSE (Any healthcare license, registration)

A. State: _____ License# _____

Expiration date: _____; _____;

_____; _____;

State: _____ License# _____

Expiration date: _____; _____;

_____; _____; **OR**

B. Not Applicable

***Office Use Only Pursued Exemptions:**

Users must meet the health and safety requirements of the hosting facility. Inquiry for an exemption must be initiated through the educational institution.

Approved exemptions are to be uploaded to the individual's CPNW account.

Facility Name: _____ Date: _____

Exemption Type: _____

Facility Name: _____ Date: _____

Exemption Type: _____

Clinical Practicum Requirements

Practicum - Academic Eligibility: Students must complete all didactic course work prior to the clinical externship. Concurrent enrollments with other Certificate course requirements are not permitted. No exceptions will be granted.

Practicum Earnings: Students will not receive any monetary compensation during the clinical experience as academic credits are being earned to fulfill graduation requirements set forth by AAMA Curriculum Standards.

Practicum Placement:

The Health Sciences Department assigns all practicum rotation sites. Further, students may not act as independent agents.

- Each student will receive a clinical placement during the practicum quarter. Clinical seats are limited and while every effort is made to procure a requested/desired site, no guarantee can or is made.
- Students are advised that they may need to drive up to 35 miles (from EvCC) to a clinical site.
- The clinical practicum sites retain the right to remove from, and deny access to, its facilities in the event of professional clinical performance or conduct is disreputable, disruptive, or otherwise deleterious to the established practices and policies of the clinical practicum site or its standing in the community.
- Students may not refuse externship site placement unless it is based on moral or ethical consideration. If this occurs, it must be made in writing to the program director and department chair, with a copy to the Externship Coordinator, within **two days** of site placement. The appeal will be reviewed by the department and individual needs assessed.

If for any reason a student will not be attending the scheduled practicum (medical condition, death in family, etc.), it is the student's responsibility to notify the Program Director and Department Chair in writing no later than two weeks before the start of the quarter. Further, students would then wait until the next available quarter and may require retaking all PEG courses, at the student's expense. The externship opportunity is offered Winter, Spring and Summer quarters.

Medical Insurance: Each student is required to have comprehensive medical care insurance during the clinical externship portion of the program. Students are encouraged to maintain adequate medical coverage during the needle invasive courses (HLTH 241, 242 & 243) and throughout their entire academic program.

The costs of medical care for any injury that occurs while at Everett Community College, or at any clinical site, are the sole responsibility of the student. Everett Community College does not have any health care facilities on campus and therefore does not provide health care to students, faculty, or staff. Students must submit proof of medical insurance before any externship practicum placement will be made.

Criminal Background Check: The background check is part of the contractual agreement between Everett Community College and its clinical externship sites and will be shared with the clinical sites. See **Appendix K**. Students will be notified by their instructor when to complete this.

It is the student's responsibility to obtain and submit the necessary documents, and to incur all related costs and fees. Failure to comply with this requirement will result in the student being declared ineligible to continue enrollment in the Medical Assisting program. If a felony or misdemeanor conviction is found, the implications will be discussed with the student. The implications of such a record could include:

1. The possibility that results are prohibitive in locating clinical externship placements and therefore students would be ineligible to graduate.
2. The possibility that results will prevent the student from being eligible for certification as a Health Care Assistant in Washington State (Revised Code of Washington, Chapter 18-135). See **Appendix L**
3. Applications for any of the certification exams require an application/affidavit that declares criminal history.
4. If a student has a misdemeanor or felonious record, they are strongly encouraged to consider the feasibility of a career in health care. Faculty consultation is available.

Notification of Additional Items and Services

EvCC Student Support Services: Everett Community College offers a diverse and extensive number of support services to its student body. Academic, career and personal services are available to assist students in their educational needs. Please refer to the College's catalog, Website or Student Handbook for a complete description of these services.

Disability Accommodations: The Medical Assisting program will make reasonable attempts to accommodate students with disabilities. Any student that chooses to disclose a disability and requests accommodations must contact the Disabilities Services Office (Parks Student Union, Room 268 located across from the Bookstore). The CDS office phone number is 425-388-9272. The student will be expected to provide documentation to the Disability Services Office, which will then provide written guidelines to each instructor.

The Medical Assisting program will provide reasonable accommodations but is not required to make modifications that would alter the nature or requirements of the program. Nor will the disability accommodation be made to provide auxiliary aids that would place an undue burden on Everett Community College or its clinical sites. To continue in the program, the student must be able to perform all essential functions and competencies with or without accommodations.

EvCC Pride Center: The Pride Center is located in the parks Student Union Building, Room 209. The Pride Center is a place where students can ask questions, seek support and resources, and feel safe to be who they are. The Pride Center offers a safe space for LGBTQIA+ students, staff, and faculty. For questions about the Pride Center, please contact pridecenter@everettcc.edu or safezone@everettcc.edu.

Medical Assisting Program Estimate of Costs: To assist students with the planning of their educational program, an estimate of costs has been compiled. This estimate of costs is based on current and projected data that was available at the time this handbook was published. As many outside entities influence the actual costs of the academic requirements, the Medical Assisting program and Everett Community College do not, in any fashion, consider the estimate of costs to be contractual nor obligatory. The current year's Estimate of Costs is in **Appendix K**.

Snohomish County Association of Medical Assistants: Students are encouraged to join and participate in their local chapter of the American Association of Medical Assistants. The Snohomish County Association of Medical Assistants (SCMA) provides excellent opportunities for student members to become involved in their professional organization. SCMA meetings are announced via <http://wssma.org/chapters/snohomish-county-chapter/> or follow Snohomish County Chapter of Medical Assistants on Facebook for upcoming meetings, education and events. Each meeting includes an educational topic, a general membership agenda and employment announcements. For current CMA's, the educational topics are an easy way in which to fulfill continuing education unit (CEU) requirements for recertifying the CMA credential.

Learning Styles Inventory: Adults acquire and store information in various ways which differ greatly than the processes of childhood learning. It is crucial that adult students recognize their own learning style in order to maximize their academic opportunities. A learning style inventory has been included in **Appendix N** of this handbook. The inventory is designed as a self-assessment tool and includes suggested methods to enhance your learning and study

techniques. Once students have completed the self-assessment, they may schedule an appointment with a faculty advisor or their instructor for further study suggestions or test taking strategies.

Health Sciences Projected Course Availability: Please refer to the Medical Assisting Landing Page on the EvCC web site for the long-term availability planning sheets.

Course Sequencing Notations:

Course Number	Course Name	Sequencing Note
HLTH 160 5 credits	Medical Spanish Interpreter	Must have native-like fluency in both English and Spanish Completion of or concurrent enrollment in Medical Terminology
HLTH 220 5 credits	Phlebotomy Technician	Instructor permission required Prerequisites: H100 (Medical Term) and H102 (Applied A & P) English 98 or placement into English & 101 (Accuplacer test)
HLTH 221 4 credits	Phlebotomy Technician Clinical Practicum	Instructor Permission required Completion of HLTH 220 required <ul style="list-style-type: none"> • 100 unpaid hours clinical rotation • 100 successful venipunctures minimum • On campus weekly seminars

MA Certificate & Degree Checklists and Pathways:



Medical Assistant Certificate (MLAMAC45) Active: F 2023

MEDICAL ASSISTANT CERTIFICATE

The Medical Assistant Certificate requires completion of 72 or 73 units.

The Medical Assistant Associate in Technical Arts (ATA) requires additional electives to total 90 units.

The Medical Assistant Associate of Applied Science - Transfer (AAS-T) requires additional courses to total 110 units.

Note: Successful completion of Everett Community College's accredited program, along with passage of one of the five national certification exams, meets Washington State requirements to legally work as a medical assistant

PHASE ONE: BREAKING GROUND ON YOUR PATHWAY

- Explore the [EvCC Medical Assistant Homepage](#).
- Meet with a faculty advisor.
- Complete [EvCC Self-Directed English Placement](#)
- Grade minimum 2.0 (C or better grade) in each course used to fulfil graduation requirements.
- All courses must be taken prior to Clinical Practicum (HLTH 251).
- Immunizations – start as soon as possible. They take 8-9 months to complete.
- BLS pre-req – take HLTH 109: First Aid and Basic Life Support (AHA CPR) or obtain certificate from community resources (information available at HPSC).
- Submit [Medical Assisting “Demographic, Criminal History & Technical Standards” e-form](#).
- Criminal history issues – Discuss with faculty advisor.
- Advising topics may include number of courses to be taken per quarter, if student will not be taking courses during certain quarters, plans to work towards the University Transfer degree, official Transfer Credit Evaluation process (student initiated) or if a Course Waiver and Substitution process is needed (advisor initiated), and a Diploma Application should be submitted during the pre-Clinicals quarter (student initiated).

PHASE TWO: FOUNDATIONS FOR YOUR PATHWAY - 21 UNITS

Course Number	Course Title	Units	Term Completed	Comments
ENGL&101 <i>or</i> ENGL98	English Composition I <i>or</i> Intro to College Writing	5		
BUS130 <i>or</i> MATH/TS 76 <i>or</i> higher	Quantitative Skills	5		

HLTH100 <i>and</i> HLTH102 <i>or</i> BIOL&231 <i>and</i> BIOL&232	Medical Terminology <i>and</i> Applied A & P <i>or</i> Human Anatomy <i>and</i> Human Physiology	10		
Course Number	Course Title	Units	Term Completed	Comments
HLTH109	First Aid and Basic Life Supp.	1		HLTH 109 or certification through community resources is required.

PHASE THREE: FRAMING YOUR PATHWAY – 33 UNITS

Prerequisite and Concurrency Information

- HTLH 130 requires completion of HLTH 102.
- HLTH 135, HLTH 136, and HLTH 150 require completion of ENGL& 101.
- HLTH 135, HLTH 136, HLTH 150, and HLTH 205 can all be taken concurrently with either HLTH 100 or HLTH 102.
- HLTH 210 requires completion of HLTH 130.
- HLTH 231 and HLTH 232 require immunizations before Instructor Permission will be granted.

Course Number	Course Title	Units	Term Completed	Comments
HLTH130 <i>or</i> BIOL135 <i>or</i> ANTH&206 <i>and</i> BIOL&231 <i>and</i> BIOL&232	Disease & Pathology <i>or</i> Introductory Anat & Phys <i>or</i> Cultural Anthropology (D) <i>and</i> Human Anatomy <i>and</i> Human Physiology	4 or 5		HLTH 102 is a prerequisite to HLTH 130
HLTH135	Admin Skills: Office Management	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH136	Admin Skills: Practice Finance	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH150	Intercultural Comm in Healthcare (D)	5		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH205	Medical Law & Ethics	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH210	Principles of Pharmacology	4		HLTH 130 is a prerequisite
HLTH231	Clinical Skills – Surgical	4		Immunizations are required before instructor permission will be granted.
HLTH232	Clinical Laboratory Skills	4		Immunizations are required before instructor permission will be granted.

PHASE FOUR: FINISHING YOUR PATHWAY - 19 UNITS

After completion of Phase Four, you will have earned the Medical Assistant Certificate.

- *All vaccines are needed prior to Phase Four classes.*

Course Number	Course Title	Units	Term Completed	Comments
HLTH241	Medical Administration	4		
HLTH242	Principles of Phlebotomy	4		
Course Number	Course Title	Units	Term Completed	Comments
HLTH243	Clinical Skills – Ambulatory	5		
HLTH251	Clinical Externship	6		

Total Units Required: 72 Minimum

EvCC RESIDENCY UNITS REQUIREMENT

In order to be eligible to earn a diploma from EvCC for any certificate, at least 1/3 of the units must be earned at Everett Community College and apply towards the certificate being awarded. These units must be traditionally graded and calculated in the EvCC GPA.

Required Residency Units: 24 Minimum

NON-DISCRIMINATION STATEMENT

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment. Contact the following people with inquiries or complaints regarding discrimination, Title IX compliance, or Americans with Disabilities Act compliance: Equal Opportunity Director: EqualOpportunity@everettcc.edu, 425-388-9271; ADA Coordinator: ADAcoordinator@everettcc.edu, 425-388-9232; Title IX Coordinator: TitleIXCoordinator@everettcc.edu, 425-388-9271. All offices are located in Olympus Hall 111, 2000 Tower St. Everett, WA 98201. For more information, visit the [Equal Opportunity and Title IX website](#): EverettCC.edu/EqualOpportunity.

Medical Assistant ATA (MLMAAPT) Active: F 2023

MEDICAL ASSISTANT CERTIFICATE AND ATA DEGREE

The Medical Assistant Certificate requires completion of 72 or 73 units.

The Medical Assistant Associate in Technical Arts (ATA) requires additional electives to total 90 units.

Note: Successful completion of Everett Community College's accredited program, along with passage of one of the five national certification exams, meets Washington State requirements to legally work as a medical assistant.

PHASE ONE: BREAKING GROUND ON YOUR PATHWAY

- Explore the [EvCC Medical Assistant Homepage](#).
- Meet with a faculty advisor.
- Complete [EvCC Self-Directed English Placement](#)
- Grade minimum 2.0 (C or better grade) in each course used to fulfil graduation requirements.
- All courses must be taken prior to Clinical Practicum (HLTH 251).
- Immunizations – start as soon as possible. They take 8-9 months to complete.
- BLS pre-req – take HLTH 109: First Aid and Basic Life Support (AHA CPR) or obtain certificate from community resources (information available at HPSC).
- Submit [Medical Assisting “Demographic, Criminal History & Technical Standards” e-form](#).
- Criminal history issues – Discuss with faculty advisor.
- Advising topics may include number of courses to be taken per quarter, if student will not be taking courses during certain quarters, plans to work towards the University Transfer degree, official Transfer Credit Evaluation process (student initiated) or if a Course Waiver and Substitution process is needed (advisor initiated), and a Diploma Application should be submitted during the pre-Clinicals quarter (student initiated).

PHASE TWO: FOUNDATIONS FOR YOUR PATHWAY – 21 UNITS

Course Number	Course Title	Units	Term Completed	Comments
ENGL&101 <i>or</i> ENGL98	English Composition I <i>or</i> Intro to College Writing	5		
BUS130 <i>or</i> MATH/TS 76 <i>or</i> higher	Quantitative Skills	5		
HLTH100 <i>and</i> HLTH102 <i>or</i> BIOL&231 <i>and</i> BIOL&232	Medical Terminology <i>and</i> Applied A & P <i>or</i> Human Anatomy <i>and</i> Human Physiology	10		
HLTH109	First Aid and Basic Life Supp.	1		HLTH 109 or certification through community resources is required.

PHASE THREE: FRAMING YOUR PATHWAY - 33 UNITS

Prerequisite and Concurrency Information

- HTLH 130 requires completion of HLTH 102.
- HLTH 135, HLTH 136, and HLTH 150 require completion of ENGL& 101.
- HLTH 135, HLTH 136, HLTH 150, and HLTH 205 can all be taken concurrently with either HLTH 100 or HLTH 102.
- HLTH 210 requires completion of HLTH 130.
- HLTH 231 and HLTH 232 require immunizations before Instructor Permission will be granted.

Course Number	Course Title	Units	Term Completed	Comments
HLTH130 <i>or</i> BIOL135 <i>or</i> ANTH&206 <i>and</i> BIOL&231 <i>and</i> BIOL&232	Disease & Pathology <i>or</i> Introductory Anat & Phys <i>or</i> Cultural Anthropology (D) <i>and</i> Human Anatomy <i>and</i> Human Physiology	4 or 5		HLTH 102 is a prerequisite to HLTH 130
HLTH135	Admin Skills: Office Management	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH136	Admin Skills: Practice Finance	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH150	Intercultural Comm in Healthcare (D)	5		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH205	Medical Law & Ethics	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH210	Principles of Pharmacology	4		HLTH 130 is a prerequisite
HLTH231	Clinical Skills – Surgical	4		Immunizations are required before instructor permission will be granted.
HLTH232	Clinical Laboratory Skills	4		Immunizations are required before instructor permission will be granted.

PHASE FOUR: FINISHING YOUR PATHWAY - 19 UNITS

- All vaccines are needed prior to Phase Four classes.

Course Number	Course Title	Units	Term Completed	Comments
HLTH241	Medical Administration	4		
HLTH242	Principles of Phlebotomy	4		
HLTH243	Clinical Skills – Ambulatory	5		
HLTH251	Clinical Externship	6		

GENERAL ELECTIVES REQUIRED TO EARN THE MEDICAL ASSISTANT ATA

General Electives can be taken at any time.

Course Number	Course Title	Units	Term Completed	Comments
	Electives – Select 17 units	17		If HLTH 109 - First Aid and Basic Life Support (AHA CPR) - 1 unit - is not taken because of certification through community resources, 18 units will be required.

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Total Units Required: 90

DIVERSITY COURSE REQUIREMENT

Complete one diversity class with a grade of D or better. This is an EvCC institutional requirement and must be completed in order to receive any degree from Everett Community College. No units will appear in this section as completed. The course and units earned will appear below and be counted towards the appropriate distribution area (Humanities, Social Science, etc.).

EvCC RESIDENCY UNITS REQUIREMENT

In order to be eligible to earn a diploma from EvCC for any associate degree, at least 30 units must be earned at Everett Community College and apply towards the degree being awarded. These units must be traditionally graded and calculated in the EvCC GPA. Where applicable, a maximum of 3 physical education activity units (A-List electives only) may be included in the 30 residency units.

Required Residency Units: 30 minimum

NON-DISCRIMINATION STATEMENT

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment. Contact the following people with inquiries or complaints regarding discrimination, Title IX compliance, or Americans with Disabilities Act compliance: Equal Opportunity Director: EqualOpportunity@everettcc.edu, 425-388-9271; ADA Coordinator: ADAcoordinator@everettcc.edu, 425-388-9232; Title IX Coordinator: TitleIXCoordinator@everettcc.edu, 425-388-9271. All offices are located in Olympus Hall 111, 2000 Tower St. Everett, WA 98201. For more information, visit the [Equal Opportunity and Title IX website](http://EverettCC.edu/EqualOpportunity): EverettCC.edu/EqualOpportunity.

Medical Assistant AAS-T (MLAMAAAS) Active: F 2023

MEDICAL ASSISTANT AAS-T DEGREE

The Medical Assistant Certificate requires completion of 72 or 73 units.

The Medical Assistant Associate in Applied Science - Transfer (AAS-T) requires 25 additional units for a total of 97 or 98 units.

This checklist provides a guide to students who wish to transfer to Center Washington University's Information Technology and Administrative Management (ITAM) program, leading to a Bachelor of Applied Science, or City University of Seattle's Bachelor of Health Administration (BSHA). Students should meet with an advisor and maintain this checklist while at Everett Community College. Instructor permission and/or prerequisites are required for many courses.

Note: A 2.3 minimum GPA is required for consideration for admission to the ITAM program and a 2.0 minimum GPA is required for admission to City University. CWU and City U accept 105 community college units. The "Additional Requirements" satisfy general education and ITAM/BSHA program requirements.

Note: Successful completion of Everett Community College's accredited program, along with passage of one of the five national certification exams, meets Washington State requirements to legally work as a medical assistant.

PHASE ONE: BREAKING GROUND ON YOUR PATHWAY

- Explore the [EvCC Medical Assistant Homepage](#).
- Meet with a faculty advisor.
- Complete [EvCC Self-Directed English Placement](#)
- Grade minimum 2.0 (C or better grade) in each course used to fulfil graduation requirements.
- All courses must be taken prior to Clinical Practicum (HLTH 251).
- Immunizations – start as soon as possible. They take 8-9 months to complete.
- BLS pre-req – take HLTH 109: First Aid and Basic Life Support (AHA CPR) or obtain certificate from community resources (information available at HPSC).
- Submit [Medical Assisting "Demographic, Criminal History & Technical Standards" e-form](#).
- Criminal history issues – Discuss with faculty advisor.
- Advising topics may include number of courses to be taken per quarter, if student will not be taking courses during certain quarters, plans to work towards the University Transfer degree, official Transfer Credit Evaluation process (student initiated) or if a Course Waiver and Substitution process is needed (advisor initiated), and a Diploma Application should be submitted during the pre-Clinicals quarter (student initiated).

PHASE TWO: FOUNDATIONS FOR YOUR PATHWAY - 21 UNITS

Course Number	Course Title	Units	Term Completed	Comments
ENGL&101 <i>or</i> ENGL98	English Composition I <i>or</i> Intro to College Writing	5		
BUS130 <i>or</i> MATH/TS 76 <i>or</i> higher	Quantitative Skills	5		

HLTH100 <i>and</i> HLTH102 <i>or</i> BIOL&231 <i>and</i>	Medical Terminology <i>and</i> Applied A & P <i>or</i> Human Anatomy <i>and</i>	10		
Course Number	Course Title	Units	Term Completed	Comments
BIOL&232	Human Physiology			
HLTH109	First Aid and Basic Life Supp.	1		HLTH 109 or certification through community resources is required.

PHASE THREE: FRAMING YOUR PATHWAY - 33 UNITS

Prerequisite and Concurrency Information

- HTLH 130 requires completion of HLTH 102.
- HLTH 135, HLTH 136, and HLTH 150 require completion of ENGL& 101.
- HLTH 135, HLTH 136, HLTH 150, and HLTH 205 can all be taken concurrently with either HLTH 100 or HLTH 102.
- HLTH 210 requires completion of HLTH 130.
- HLTH 231 and HLTH 232 require immunizations before Instructor Permission will be granted.

Course Number	Course Title	Units	Term Completed	Comments
HLTH130 <i>or</i> BIOL135 <i>or</i> ANTH&206 <i>and</i> BIOL&231 <i>and</i> BIOL&232	Disease & Pathology <i>or</i> Introductory Anat & Phys <i>or</i> Cultural Anthropology (D) <i>and</i> Human Anatomy <i>and</i> Human Physiology	4 or 5		HLTH 102 is a prerequisite to HLTH 130
HLTH135	Admin Skills: Office Management	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH136	Admin Skills: Practice Finance	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH150	Intercultural Comm in Healthcare (D)	5		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH205	Medical Law & Ethics	4		Can be taken concurrently with HLTH 100 and/or HLTH 102
HLTH210	Principles of Pharmacology	4		HLTH 130 is a prerequisite
HLTH231	Clinical Skills – Surgical	4		Immunizations are required before instructor permission will be granted.
HLTH232	Clinical Laboratory Skills	4		Immunizations are required before instructor permission will be granted.

PHASE FOUR: FINISHING YOUR PATHWAY - 19 UNITS

- **All vaccines are needed prior to Phase Four classes.**

Course Number	Course Title	Units	Term Completed	Comments
HLTH241	Medical Administration	4		

HLTH242	Principles of Phlebotomy	4		
HLTH243	Clinical Skills – Ambulatory	5		
HLTH251	Clinical Externship	6		

ADDITIONAL REQUIREMENTS TO EARN THE MEDICAL ASSISTANT AAS-T

- Additional requirements may be taken at any time.
- For ITAM or BSHA transfer.
- BE SURE TO CONSULT WITH YOUR PROGRAM ADVISOR TO VERIFY UNIT AND COURSE REQUIREMENTS.

Course Number	Course Title	Units	Term Completed	Comments
ENGL&102 <i>or</i> ENGL103	Composition II <i>or</i> The Critical Paper	5		
MATH&107 <i>or</i> MATH&141 <i>or</i> MATH&142 <i>or</i> MATH&144 <i>or</i> MATH&151	Math in Society <i>or</i> Precalc I: Coll Algebra <i>or</i> Precalculus II: Trig <i>or</i> Pre-Calc I & II: Review <i>or</i> Calculus I	5		
CS&131 <i>or</i> PHIL&120	Computer Science I C++ <i>or</i> Symbolic Logic	5		
	Natural Sciences – select 1	5		From BIOL&100, CHEM&121, CHEM&161, GEOL102, NATS107, PHYS&114, PHYS&231, PHYS&241
	Additional Elective Requirement – select 1	5		From ART&100, BUS&101, DRMA&101, ENGL&111, FILM100, HUM&101, MUSC&105, MUSC110, MUSC115, MUSC116, or any course that meets CWU General Education requirements and is approved by an advisor.

Total Units Required: 97 or 98

DIVERSITY COURSE REQUIREMENT

Complete one diversity class with a grade of D or better. This is an EvCC institutional requirement and must be completed in order to receive any degree from Everett Community College. Though units will appear in this section as completed, they are not counted in the overall earned units for the degree. The course and units earned will appear above and be counted towards the appropriate distribution area (Humanities, Social Science, etc.).

EvCC RESIDENCY UNITS REQUIREMENT

In order to be eligible to earn a diploma from EvCC for any associate degree, at least 30 units must be earned at Everett Community College and apply towards the degree being awarded. These units must be traditionally graded and calculated in the EvCC GPA. Where applicable, a maximum of 3 physical education activity units (A-List electives only) may be included in the 30 residency units.

Required Residency Units: 30 Minimum

NON-DISCRIMINATION STATEMENT

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment. Contact the following people with inquiries or complaints regarding discrimination, Title IX compliance, or Americans with Disabilities Act compliance: Equal Opportunity Director: EqualOpportunity@everettcc.edu, 425-388-9271; ADA Coordinator: ADAcoordinator@everettcc.edu, 425-388-9232; Title IX Coordinator: TitleIXCoordinator@everettcc.edu, 425-388-9271. All offices are located in Olympus Hall 111, 2000 Tower St. Everett, WA 98201. For more information, visit the [Equal Opportunity and Title IX website](http://EverettCC.edu/EqualOpportunity): EverettCC.edu/EqualOpportunity.

Appendix A-1

Program Content & Entry-Level Competencies

Notification to Entering Students

Students who successfully complete the Certificate in Medical Assisting will be provided instruction in the following content and competency/skill areas (complies with AAMA-MAERB 2015 Standards). The following is a representative listing.

I. Anatomy and Physiology	II. Applied Mathematics
Anatomy and physiology Pharmacology Medical terminology Disease & Pathology Life span issues in health & well being	Apply computations to solve equations Dosage calculations Analyze data for healthcare results
III. Infection Control	IV. Nutrition
Asepsis and infection control Specimen collection & processing Explore OSHA CLIA regulations	Describe dietary nutrients Define functions of dietary supplements Identify the special dietary needs for various chronic health conditions
V. Concepts of Effective Communications	VI. Administrative Functions
Styles and types of communication Adapt to individual communication needs Professional writing skills Identify professional roles & boundaries	Appointment Management Systems Medical Records Management Electronic Medical Records Office Management Issues
VII. Basic Practice Finances	VIII. Third Party Reimbursement
Basic bookkeeping computations Accounting procedures Billing and payment procedures Legislation affecting practice finances	Types and models of insurance Referral processes Describe periodic financial reports Discuss physician fee schedules
IX. Procedural & Diagnostic Coding	X. Legal Implications
Use current procedure coding systems Discuss coding procedures to be avoided Use current diagnostic coding systems Use the most current HCPCS coding	Discuss legal scope of practice Explore issues of confidentiality Describe HIPAA implications Describe legal aspects of patient care
XI. Ethical Considerations	XII. Protective Practices
Describe legal, ethical, and moral concepts Compare personal and professional ethics Discuss cultural & social influences on ethics	Identify preventative safety techniques Explore elements of emergency planning Describe CPR & Basic First Aid principles

Appendix A-2

2022 MAERB Core Curriculum - Competencies

During the MA program, each student will be expected to demonstrate competency in the following skills. These represent the AAMA/MAERB accreditation standards for graduates seeking entry-level Medical Assisting employment.

	Psychomotor Competencies
	I. Anatomy & Physiology
I.P.1.	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) and i. oxygen saturation
I.P.2.	Perform the following procedures: a. electrocardiography, b. venipuncture, c. capillary puncture and d. pulmonary function testing
I.P.3.	Perform patient screening using established protocols
I.P.4.	Verify the rules of medication administration: a. right patient b. right medication c. right dose, d. right route, e. right time and f. right documentation
I.P.5.	Select proper sites for administering parenteral medication
I.P.6.	Administer oral medications
I.P.7.	Administer parenteral (excluding IV) medications
I.P.8.	Instruct and prepare a patient for a procedure or a treatment
I.P.9.	Assist provider with a patient exam
I.P.10.	Perform a quality control measure
I.P.11.	Obtain specimens and perform: a. CLIA waived hematology test, b. CLIA waived chemistry test, c. CLIA waived urinalysis, d. CLIA waived immunology test and 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 for: a. bleeding, b. diabetic coma or insulin shock, c. stroke, d. seizures, e. environmental emergency and 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 handwashing
III.P.4.	Prepare items for autoclaving
III.P.5.	Perform sterilization procedures
III.P.6.	Prepare a sterile field
III.P.7.	Perform within a sterile field
III.P.8.	Perform wound care
III.P.9.	Perform dressing change
III.P.10.	Demonstrate proper disposal of biohazardous material a. sharps, b. regulated wastes
	IV. Nutrition
IV.P.1.	Instruct a patient according to 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 and 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. Psychomotor 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 Finances
VII.P.1.	Perform accounts receivable procedures to patient accounts including posting: a. charges, b. payments and 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 including documentation
VIII.P.3.	Obtain precertification or preauthorization
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
X.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 HIPAA rules in regard to: a. privacy and 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 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 and b. fire extinguishers
XII.P.3.	Use proper body mechanics
XII.P.4.	Participate in a mock exposure event with documentation of specific steps
XII.P.5.	Evaluate an environment to identify unsafe conditions
	Affective Competencies
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

Appendix B

Everett Community College Instructions for Ordering A Background Check

1. Please visit the website www.everettccpassport.com
2. To order your background check, you must first create an AMS account.

Click on: 



Save your login information! You can always log back into your account to see the status and results of your background check.

3. Once you have created your account, you will be taken to a page where you can read the instructions but **DO NOT** order a background check until your instructor directs you to do so



4. Agree to the terms, select your correct Program and Package.
Price is \$56.00 (Additional fees may apply)
1. Your information will then be automatically input based on what you provided to create your account. Review and change any information if required.
6. Input any past addresses you have lived in the last 7 years.
7. Electronically sign the Disclosure & Release Form, with your mouse, consenting to the background check.
8. Input your residential history for the last Seven (7) years.
9. Review your information and provide payment by credit card or money order.

Be sure your information is correct. It is not possible to make changes to your order after it has been submitted. If your order is submitted with incorrect information you will need to submit another background check with additional fees.

Database Provider:

American DataBank 1-800-200-0853

support@americandatabank.com

Instructions for Establishing a Complio Account

Instructions: Complio is an immunization and compliance tracking software; you will be creating an account and registering for a subscription based on the specific clinical requirements of your institution.

Create your Account (One Time Only)

- Step 1:** Create an account by going to www.everettccpassport.com. Navigate to the Complio homepage by following the prompts on the page. Click **Create an Account** to get started. Create your account by entering in your personal information, being extra careful about your Email Address.
- Step 2:** Check your Email. You will have been sent a URL via email. You can either click the link or copy-paste it into your browser to visit the site. Your account will be ready to use.

Subscribe

- Step 3:** Now you need to subscribe, click **Complete Pending Order** to get started. Your school should tell you which package to order. There may be more than one option, so be sure to check before placing your order.
- Step 4:** Complete the order process. You will see a disclaimer, which you should read thoroughly. You will enter your personal information to help identify your documentation later, so be sure to enter everything carefully.
- Step 5:** You can pay by Credit/Debit Card, Money Order

Update your Account

- Step 6:** Now you can login and update your Complio account. You want to start by clicking Enter Data on your Dashboard Screen (check the left-hand side by default).
- Step 7:** Click **Upload Documents** to upload. See the User Guides for more information on uploading documentation.
- Step 8:** Now you need to enter Compliance Item information and associate the documents you submitted. Click **Enter Requirement** to get started. You will not complete all options, as some are alternatives to others. Be sure to complete items as explained by your school. Feel free to contact us if you have questions, and we will do our best to help out!
- Step 9:** You will **Select a Requirement**, then enter data and say which Document(s) prove the item. Once you are ready you can click **Submit**. Feel free to **Update** anything for any mistakes you make, you will be able to do so until an Admin has approved the item(s).
- Step 10:** Now you need to wait for the turnaround time. American DataBank verifies items within 1-3 Business days (excluding Weekends and Federal Holidays).
- Step 11:** You will receive an email whenever your account is updated, or whenever there is something additional/new/expired that you need to take note of.

Check your account periodically. You are not compliant until your **“Overall Compliance Status = Compliant”** and is indicated by a **Green Checkmark**. You will receive notices when items are nearing expiration, and if there are any needed steps; you can also see this information on your Dashboard in Complio at any time. Remember, this may not be the ONLY requirement for completion for your program. Be sure to pay attention to emails and notices from your school, as you will likely have other things to complete.

Feel free to contact us here at American DataBank if you have ANY questions about your account, requirements, or using Complio. We are here to help Monday-Friday 6am-5pm PT, via email at complio@americandatabank.com or via the Communication Center located in your Complio account.

Appendix C-1

Health Sciences Department Confidentiality Statement

I, _____ (student name), understand that in the course of completing the Medical Assisting program; I will encounter information that is of a sensitive and personal nature. I acknowledge that information shared in the classroom environment, in and around the EvCC campus(es) and in the observation and/or participation of clinical activities, must be kept confidential and private.

In the classroom, students are encouraged to participate openly, and as such, may choose to share personal information. I understand the shared information is to be treated respectfully and with regard to its sensitive nature. I understand that I may not discuss any information about any student with anyone in or outside of the classroom, in any format or fashion. This includes discussions in hallways, bathrooms, simulation lab or other locales. Further, no discussions should take place in electronic form either privately or through social media.

During the clinical externship portion of my program, I will be involved in various aspects of patient care. I acknowledge that I may be privileged to information that must not be shared or discussed with anyone other than the patient's medical providers. I further agree to comply with any additional confidentiality procedures and/or stipulations that my clinical site may require of me.

In accordance with HIPAA, and other federal and state, mandates designed to "develop security standards to prevent unauthorized use or disclosure of any health information that is electronically maintained or used in electronic transmission", I also acknowledge that any access I have to written or electronic medical charting is strictly confidential.

I further acknowledge that should I have access to such electronic record maintenance systems, I will not attempt to review confidential material in any regard other than by direct order from a supervisor, physician, or other health care provider. Additionally, I acknowledge that I must comply with any confidentiality and regulatory compliance standards that may be required of me during any of my clinical activities.

I acknowledge that should I break this statement of confidentiality, I may face consequences that will prevent me from completing this program, or other negative outcomes may arise from the breach of professional conduct.

Signature

Printed name

Date: _____

Faculty signature _____

Appendix C-2

Health Sciences Department Statement of Student Conduct

The Health Sciences Department supports Everett Community College's policies and guidelines regarding student conduct, responsibilities, and rights as directed by the Washington Administrative Codes (WAC's). Students should refer to the Everett Community College Student Handbook and website.

Health Sciences cites the following student misconduct as unacceptable. A breach of conduct will result in sanctions, including but not limited to, the failure of an assignment, test or the enrolled course and may result in expulsion from the Medical Assistant program.

Misconducts, including but not limited to:

1. Academic cheating or plagiarism (American Heritage Dictionary defines plagiarism as "to steal and use the ideas or writings of another as your own" in order to earn a grade)
2. Behavior that places self, another students, faculty, or staff in physical danger.
3. Abusive or intimidating language, badgering, harassment or other verbal assaults to students, faculty, or staff.
4. Misuse, inappropriate use or abuse of college's or another's property, including but not limited to: Buildings and classrooms, Equipment and Supplies, and materials belong to another.
5. Forgery, alteration or misuse of college documents, records or identification information
6. Performing competencies in a laboratory session while under the influence of alcohol or other substances, which may impair a students' consciousness, dexterity, or judgment.
7. Displaying any behavior that may interfere, inhibit, coerce, harass, intimidate, or degrade another's ability to function as a participant in a learning environment.

Students participating in Health Sciences' classes are expected to adhere to the following: Place initials after each statement to indicate understanding.

_____ I acknowledge that I am required to read the course syllabus and assignments criteria. I understand that meeting course requirements is my responsibility. I understand these documents are also posted to Canvas. The instructor is available to answer my questions about what is required in order to succeed in this course

_____ It is my responsibility to bring all questions, comments, and reactions to this course, which affect my ability to succeed, to the attention of the instructor. I will bring my questions, comments, and concerns to the instructor in a manner that displays professionalism and civility. My communication style is my responsibility and I recognize the need to conduct myself professionally. I understand that appropriate classroom behavior is crucial to create a positive learning environment. Interrupting, talking during lecture times, disrespect and insensitivity to fellow students, the instructor, or staff, and/or angry outbursts are unacceptable.

_____ I will inform the instructor in advance if I am going to miss a class. I understand that missing more than three (3) laboratory sessions (as described in the course syllabus) will result in failing the course.

Student Name: _____

____ I understand that I am expected to arrive on time for labs, to be prepared for the day, and to utilize the lab time to complete course competencies.

____ I am responsible for adhering to course schedules. I understand that I must request special arrangements with the instructor, in advance, should the need arise.

____ I understand that my instructor is available during office hours (as posted) and by special arrangement, if made in advance. Should I need special provisions, it is my responsibility to make those arrangements. I understand that instructor availability is limited beyond office hours. I understand Canvas and email are also communication tools with my instructor.

– ____ I understand that there are services (tutoring, counseling, etc.) available to help me succeed. My instructor may have recommendations and it is my responsibility to access these services to ensure my success.

____ I understand that if I am found to be in possession of another's work (in any format), I may fail the course in which I am currently enrolled and may also be subject to expulsion from my program of study. If I have been found allowing other students to use or copy my work, I may also be subject to a reduction in grade and/or other disciplinary actions to be determined.

____ It is my responsibility to complete all of the required competencies in each course. I understand that students learn through a collaborative process. I will not expect others to do my work, set up my equipment, clean up after me, or sacrifice their success for my benefit. I further acknowledge that I will not enable fellow students, by giving them my work, so that they can earn their own success.

I have had time and opportunity to thoroughly read this Conduct Statement. Further, I have had an opportunity to have all of my questions answered by my instructor.

I agree to adhere to the components as stated in this Student Code of Conduct Statement.

Printed name _____
Date

Signature

Faculty signature _____
Date

Appendix C-3

Health Sciences Department Dress Code

Compliant with Health Sciences Policy, each student is expected to present themselves in a professional manner during laboratory sessions. Additionally, a minimum standard of attire and professional conduct will be mandatory in laboratory and clinical settings.

Each student is expected to comply with the following:

1. Clothing is to be clean, laundered, and neat (wrinkle free), and professional in appearance. Students who fail to comply may be asked to leave the lab or clinical setting for the day, or until such time that the attire has been brought up to acceptable standards.
Scrubs:
 - a. Pant – must be full length, covering the entire leg
 - b. Tops – complimentary to pant, patterned tops are acceptable
 - c. Optional Lab Coat – White or patterned styles are acceptable
2. Shoes must be athletic or medical style and must be clean and in good condition. Shoes must fully enclose the foot and may not have open toes or heels. Shoes must be predominantly white. “Crocs” and “Slingback” styles of shoes are not permitted. Students who fail to comply will be asked to leave the lab.
3. Eliminate offensive odors, including but not limited to:
 - a. body odor
 - b. perfume or cologne
 - c. cigarette or pipe smoke
 - d. strong food odors
4. Limit jewelry during laboratory sessions. This means that students may wear one ring per hand. Wedding rings should be limited to a plain band. Earrings should be post-style or no larger than size of a quarter (25¢). Students who fail to comply may be asked to remove excess jewelry or to leave the lab.
5. Hair is to be worn back, away from the face, and restrained in such a way that prevents interference with any laboratory procedure. Students who fail to comply will be expected to leave the lab until such time as hair is properly restrained.
6. Body piercings may be worn or displayed during clinical lab sessions if they are very small. Unacceptable piercing(s) may include, but are not limited to, eyebrow, lip, embedded studs, or other visible locations. Failure to comply will result in the student being asked to remove the piercing(s) or to leave the lab. Students may re-enter the laboratory session when compliance is reached.
7. Nails should be short and well maintained. Clear nail polish is the only acceptable color. Acrylic nails are not acceptable. Nail length must be maintained at a “sport” length, not to exceed 1/8 inch.
8. Facial hair should be neat and trimmed.
9. Tattoos should be covered. Clinical partner and/or instructor policies may differ.
10. Students should bathe, shower or in some fashion, perform hygiene practices that allow them to present themselves as professionals. Body odors should not be offensive to fellow students or instructors or in any way detract from the learning environment.

I have had an opportunity to have my questions answered regarding this policy. I agree to comply with the Dress Code, as stated. I understand that failure to comply will result in consequences outlined above. I understand that the Dress Code complies with the Health Sciences' Department Policies.

Student printed name:

Student Signature and Date

Appendix C-4

Health Sciences Department Competency Skills Labs Competency Process

Student Practice
<p>Students practice with partners, following the procedure as outlined on the competency form, and as demonstrated by instructors. Student partners may prompt each other as to procedural steps. Communication between partners is to be technique specific. It is the responsibility of both partners to ensure appropriate and professional communication.</p> <p>It is expected that the prompting will include:</p> <ol style="list-style-type: none"> 1. The specific behavior or technique that needs to be completed or corrected 2. Suggestions for improving procedural steps <p>It is expected that the prompting does NOT include grabbing equipment out of partner hands. It is expected that the prompting does NOT include any statements about the person practicing the technique (degrading comments, non-verbal cueing that is unprofessional, and so forth) * Reusing appropriate equipment is permitted during practices. Attention to detail is essential for success.</p>
Student/Peer Competency Check Off
<p>When a student is ready for a student/peer competency check off, new equipment must be used. The student evaluator <u>MAY NOT</u> direct their partner to the next procedural step. The expectation is that if the student performing the competency can identify any errors, they MUST be given the opportunity to self-correct the procedure (as they would in the clinical environment). Acceptable prompts by the evaluator student include:</p> <p style="text-align: center;"><i>“What is missing?”</i> <i>“Do you need to check anything else?”</i> <i>“What else do you need to do?”</i></p> <p>It is the student evaluator’s responsibility to follow procedural processes. Student evaluators MUST ask each of the diamond theory questions. IF the student being evaluated cannot self-identify the error and has been prompted with the acceptable questions (as outlined above) the competency MUST be listed as unsuccessful/needs improvement. It is the student evaluator’s responsibility to sign the competency form AFTER the charting has been completed. If the signature is on the page without charting, the entire student check-off must be redone.</p>
Instructor Check Off
<p>Instructor expectation is that one competency at a time is to be evaluated. Students are expected to have all equipment ready to begin the procedure. Students are expected to have all forms ready (student evaluator signature). Charting, as indicated, is required.</p> <p>“Competency” is required by the AAMA for accreditation purposes “Muscle memory” requires repetition to perfect the technique. Charting accurately and concisely requires practice. Instructors will ask each theory question, as identified by the diamond symbols on competency forms. Instructors will ask at least one Critical Thinking prompt during each.</p>

Appendix C-5

Health Sciences Department Needle Invasive Course Policies Safety Contract

Rationale:

In the first few weeks of any quarter, it is reasonable and expected that students will need repeated instructions on safety techniques to minimize accidental injuries. In large part, this is the reason for the Laboratory Safety information at the beginning of each needle invasive course.

The following are examples of safety infractions seen in previous quarters, which place undue risk on individual students, their classmates, and the instructors:

- Walking around the classroom with uncapped needles
- Incorrect needles for the type of injection to be given
- Not clearing air from syringes or hubs prior to an injection
- Using non-sterile solutions for live injections
- Improper use of safety devices
- Improper techniques for isolating contaminated needles
- Improper disposal of contaminated needles
- Rushing through competencies just to get them completed
- Noncompliance with OSHA/WISHA protocols
- Inability to identify errors when prompted
- Non-compliance with instructor directives

Outcome: In parallel with common industry practices, the Health Sciences Department has approved the process of issuing "Incident Reports" when a safety violation has occurred. These will be referred to as a "Yellow" or "Red" incident report, based on the severity of risk. Any student observed violating safety regulations or performing a needle invasive procedure that does not follow proper protocol/technique:

1. The student will complete a yellow "Safety Violation" incident report. The student will be required to complete the incident report prior to continuing to participate in the lab session. _____ (initials)
2. If a second safety violation occurs during the same lab session, a red "Safety Violation" incident report will be given and the student will be required to leave the lab session/classroom for the remainder of the day. The completed incident reports will be required before the student may return to any future lab sessions. _____ (initials)
3. If the safety violation is significant enough to place self, classmates, or instructors in imminent danger the student will be asked to leave the lab immediately. At this level of risk, there will be no "Yellow" report issued; the student will proceed directly to a red "Safety Violation" incident report. The Dean of Health Sciences and the MA Program Director will be notified immediately. _____ (initials)
4. The student may not return for remainder of the day, and the report must be completed before the student may return to any needle invasive lab session. _____ (initials)
5. Repeated or continuous safety violations will be cause for termination from the needle invasive courses and may face termination from the Medical Assisting or Phlebotomy Technician Program. _____ (initials)

This safety contract has been approved by the Dean of Health Sciences & Public Safety. Any student who

wishes to discuss these safety concerns may do so by arranging a meeting with their instructor, either during office hours as posted or by special arrangement.

Safety Violation Incident Report (Yellow)

Student Name: _____	Date: _____
Class: _____	
Nature of the safety violation:	
<input type="checkbox"/> Sharps container violation <input type="checkbox"/> Incorrect needle for procedure <input type="checkbox"/> Improper use of safety devices <input type="checkbox"/> Gloving issues <input type="checkbox"/> Rushing through competency <input type="checkbox"/> Improper syringe/needle prep <input type="checkbox"/> Inability to identify errors <input type="checkbox"/> Not following directions <input type="checkbox"/> Other: _____	
Student -describe safety violation: _____	
Student Remediation Plan to Address Safety Issue: _____	
Student Signature: _____	
Instructor Signature: _____	

Safety Violation Incident Report (RED)

Student Name: _____	Date: _____
Name of Student Patient: _____	Class: _____
Nature of the safety violation:	
<input type="checkbox"/> Walking around the classroom with uncapped needles <input type="checkbox"/> Incorrect needles for the type of injection to be given <input type="checkbox"/> Not clearing air from syringes or hubs prior to an injection <input type="checkbox"/> Using non-sterile solutions for live injections <input type="checkbox"/> Improper use of safety devices <input type="checkbox"/> Improper techniques for isolating contaminated needles <input type="checkbox"/> Improper disposal of contaminated needles <input type="checkbox"/> Rushing through competencies, disregarding pt comfort, placing pt at risk of injury <input type="checkbox"/> Noncompliance with OSHA/WISHA protocols <input type="checkbox"/> Inability to identify errors when prompted <input type="checkbox"/> Non-compliance with instructor directives	
Describe the injury or outcome for the patient: _____	
Remediation Plan to Address Safety Issue: _____	
Discussion with Instructor and demonstration of corrected technique: _____	
Student Signature: _____	
Instructor Signature: _____	
Dean Signature: _____	
Date student may return to Lab: _____	Violation # _____

By signing below, students attest to having read and asked any questions that they needed. Further, students acknowledge the acceptance of this safety contract, as outlined above, in order to participate in the course.

Student Name: (Printed)

Signature:

Date:

Appendix C-6

Health Sciences Department - Clinical Lab Expectations

Lab Set-Up:

Come to lab prepared:

- Wash hands
- Hair pulled back if needed
- Equipment ready (stethoscope, tourniquet, etc.)
- Name tag on
- Competency folder ready
- Preview of the lab demonstration

Productivity:

- Stay on task at all times and contribute to your group while striving to complete your task.
- If you don't understand the task at hand or aren't sure how to use the equipment, ask your instructors for help immediately.

Safety:

- No chewing gum, eating or drinking is allowed in the lab.
- Know the location and use of all safety equipment (gloves, PPE and first aid kit).
- Tell your instructor about any accident or injury that occurs during the lab session, even if no one is hurt. (The instructors will guide you as to the proper cleanup and lab protocol).
- Use care when handling sharps or other potentially dangerous objects.

Behavior and Professionalism in the Lab:

- You are to conduct yourself as if you were working at a "real job." Do not display behaviors that would cause disciplinary action(s).
- No cell phones will be allowed in the lab (if you need to use the phone please step out of the lab).
- Treat each other and equipment with respect at all times
- No horseplay (including but not limited to: playing around, getting off task, unsafe acts or boisterous play) will be tolerated in the lab.
- Report any broken or damaged equipment and all other unsafe conditions to the instructors.
- All persons will come to lab wearing scrubs and closed toed shoes
- Be attentive and pay close attention to instructions.

Clean Up:

- The lab will be cleaned and restocked at the end of each lab session (this is done as a team; no one will leave until cleanup is complete).
- Wash your hands thoroughly before leaving the lab.

What I expect of myself and of Lab Technicians: We will:

- Provide you with professional guidance that furthers your progress toward your professional goals.
- Treat all equally.
- Be professional at all times and always err on the side of discretion in how we handle all situations and information.
- Be mentors to the extent you choose to engage us in that role.
- Give feedback in a way that promotes learning and future success
- Adhere to the same above lab rules.

Students, please initial the following statements:

_____ I have reviewed and gone over the expectations on this document. I have asked questions about anything that was unclear.

_____ I understand that if I do not follow the safety expectations within this document, I will be removed from lab until the violation/s have been discussed with my instructor and/or the dean.

Printed name _____ Date _____

Signature _____ Course Number _____

Appendix C-7

Liberty Hall Lab Safety Rules

1. **Never** eat, drink, or smoke in the laboratory area.
2. Wear gloves and appropriate protective equipment when needed.
3. Label all specimen containers with biohazard labels.
4. Store all chemicals according to manufacturer's instructions.
5. Wash hands frequently for infection control.
 - Wash hands before gloving, and after removing gloves.
 - Wash hands before leaving work area.
6. Never touch your face, mouth, or eyes with your gloves or with items (ex. Pens) that have been used in the laboratory area.
7. Avoid inhaling fumes of any chemicals.
8. Know the location and operation of all safety equipment, such as fire extinguishers, eye wash stations and safety showers.
9. Use safe practices when operating laboratory equipment. Read the manual and know how to operate the equipment.
10. Disinfect all laboratory surfaces at the start of each class session **and** at the completion of the session.
 - Tables will not be dismissed without disinfection being completed.
11. Dispose of sharps into appropriate sharps containers.
 - Use biohazard container for any other contaminated articles.
12. **Never** mouth pipette, use mechanical pipettes
13. Avoid spills by:
 - Do not pick up any solution container by the cap
 - Pouring solutions carefully. (palm the label)
 - Pouring at eye level if practical, never pour close to your face
 - Tightly capping all containers immediately after use.
14. Use the proper techniques for removing chemical or biological spills.
 - Put on gloves
 - Cover the area with disposable material such as paper towels (discard into biohazard container)
 - Flood the area with disinfecting solution, allowing solution to sit for 10-15 minutes
 - Wipe up the spill
 - Dispose of all waste in biohazard container
 - Thoroughly wash hands
15. Use splatter guards or splash shield in any instance of possible aerosolization.
16. Spills, splatter or aerosolization commonly occur when:
 - Transferring blood from a collection syringe to a specimen receptacle
 - Conducting centrifugation
 - Preparing smears
 - Flaming the inoculation loop
17. When removing stoppers, hold the opening away, use gauze around the cap and twist gently. Avoid glove contact with specimen.
18. Report all work-related injuries or biohazard exposure to a supervisor.
19. Follow all Standard Precautions and the requirements of the various types of transmission-based precautions.

Appendix C-8

Health Sciences Department

Human Subjects Document

Assumption Of Risk And Consent To Procedures

General Information:

During this course you will be participating in laboratory activities in which learning by students requires the use of human subjects as part of the training. As a part of these learning activities, you will be asked to perform specific skills as well as be the subject of specific skills practiced by students. These learning activities will be conducted under the supervision of the course instructor.

Benefits:

The activities listed have been selected because they are skills essential to the learning process and the faculty believe that realistic practice is essential for optimum learning.

Bloodborne Pathogen Exposure:

It is important that you be aware that blood and other body fluids have been implicated in the transmission of certain pathogens, particularly Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV), the virus responsible for Acquired Immune Deficiency Syndrome (AIDS). In order to minimize risk of exposure to bloodborne pathogens, the student must agree to follow Standard Precautions guidelines as well as comply with regulations outlined in the OSHA Bloodborne Pathogen Standard.

Risks/Discomforts:

Participation may create some anxiety or embarrassment for you. Some procedures may create minor physical or psychological discomfort. Specific risks are listed below.

Your Rights:

You have the right to withhold consent and to withdraw consent after it has been given. You may ask questions and expect explanation of any point that is unclear.

Learning Activity	Specific Benefit	Risks/Discomfort
Venipuncture using both evacuated tube system (ETS) and syringe system	Student gains experience needed prior to performing procedures on actual patients	Possibility of hematoma or bruising; slight, temporary pain with procedure; slight risk of temporary nerve inflammation
Finger puncture	Same as above	Slight, temporary pain upon puncture; minimal possibility of infection (provided area is kept clean)

I have read the above Human Subjects Document. I acknowledge my understanding of the risks and benefits described. My questions have been answered. I agree to participate as a subject in the learning activities listed above.

Signature of student
(or parent or guardian if student is under 18 years of age)

Date

Appendix C-9

Everett Community College Health Sciences Medical Assisting Technical & Essential Standards

In order to ensure safe and successful advancement through the Medical Assisting Program, students must possess the following Technical & Essential Standards necessary to complete the entire curriculum, either with or without reasonable accommodations. These Technical & Essential Standards should be considered conditions for continuation in the Medical Assisting Program, as they reflect the characteristics necessary to succeed as a student and become a Credentialed Medical Assistant.

These Technical & Essential Standards are based on CAAHEP Standards and Guidelines, the demands of the profession, and the standards established by this academic program's faculty and staff. Students must continually meet these Technical & Essential Standards throughout their course of study. Failure to maintain these Technical & Essential Standards may result in unsuccessful completion of the program or removal from the program. It is the policy of Everett Community College to make reasonable accommodations, which will provide otherwise qualified applicants, employees, and students with disabilities equal access to participate in opportunities, programs, and services offered by Everett Community College.

If you would like to request such accommodations, please contact The Center for Disability Services at 425-388-9272 students may contact the Disability Services Coordinator by stopping by Parks Student Union, PSU 268, or by calling 425- 388-9272 Please visit the Disability Services website to learn more: [Center for Disability Services](#). Americans with Disabilities Act (ADA), The Americans with Disabilities Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973 Policy 3-41 can be accessed at the following website: [Section 504 of the Rehabilitation Act of 1973](#).

The Technical & Essential Standards for the Medical Assisting Program are categorized into the following categories: (1) Sensory Function Essential Standards; (2) Physical Function Essential Standards; (3) Interpersonal Communication Function Essential Standards (4) Cognitive & Professionalism Functions for Healthcare. Students are advised that the following specific standards are subject to being updated or revised per industry standard

Everett Community College - Health Sciences Department Notification to Students of Technical & Essential Standards
Criteria:
1. Sensory Function Essential Standards
a. Visual
<input type="checkbox"/> Color acuity <input type="checkbox"/> Read computer screens, data, and imagery
<input type="checkbox"/> Read fine print <input type="checkbox"/> Detect non-verbal communication
<input type="checkbox"/> Hand-Eye Coordination
b. Auditory
<input type="checkbox"/> Distinguish sounds with a stethoscope <input type="checkbox"/> Distinguish between high & low pitched sounds
<input type="checkbox"/> Effectively hear to communicate with others
c. Tactile & Olfactory
<input type="checkbox"/> Discern tremors, vibrations (etc.) <input type="checkbox"/> Detect body odors and odors in the environment
<input type="checkbox"/> Ability to wear gloves, masks and other PPE items for extended periods of time
2. Physical Function Essential Standards
<input type="checkbox"/> Handle small objects with dexterity and without contamination, etc.
<input type="checkbox"/> Move, position, and assist with lifting & ambulation without injury
<input type="checkbox"/> Maintain balance/coordination
<input type="checkbox"/> Coordinate hand/eye movements
<input type="checkbox"/> Lift and/or carry objects 50 lbs. with assistance without injury to self/others
<input type="checkbox"/> Stand, bend, sit, and walk for prolonged times without the risk of injury to self/others
3. Interpersonal/Communication Function Essential Standards
<input type="checkbox"/> Work effectively in groups and teams
<input type="checkbox"/> Proficient in reading, writing, and comprehending the English language. Must place into or pass English 98 with a C or higher"
<input type="checkbox"/> Interact effectively with others -including varieties of social, emotional, cultural & intellectual backgrounds
<input type="checkbox"/> Situational and environmental awareness of self and others
<input type="checkbox"/> Express ideas and feelings in a clear manner with professionalism and maturity (no angry outbursts, etc.)
<input type="checkbox"/> Demonstrate behaviors that are age-appropriate with patients
<input type="checkbox"/> Convey caring, compassion, tact, respect, diplomacy, etc.
5. Cognitive & Professionalism Functions for Healthcare
<input type="checkbox"/> Operate a computer/basic computer proficiency
<input type="checkbox"/> Accomplish multiple tasks accurately with safety
<input type="checkbox"/> Maintain Professional boundaries maintained
<input type="checkbox"/> Confidentiality, Honesty & Trustworthiness
<input type="checkbox"/> Flexibility in attitude, manage time, adapt to change
<input type="checkbox"/> Consistently/deliberately engage in critical thinking/prioritization
<input type="checkbox"/> Function effectively in situations of uncertainty or stress
<input type="checkbox"/> Think critically under pressure while in potentially difficult and/or stressful situations

Declaration Statement:

By signing below, I acknowledge and attest that I am capable of meeting these expectations. Signature: Date:

NOTE: Most employers have policies regarding drug testing and screening candidates for smoking, drug, or alcohol use.

Appendix C-10

Everett Community College Health Sciences Medical Assisting Technical & Essential Standards

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These Technical & Essential Standards are based on CAAHEP Standards and Guidelines, the demands of the profession, and the standards established by this academic program's faculty and staff. Students must continually meet these Technical & Essential Standards throughout their course of study. Failure to maintain these Technical & Essential Standards may result in unsuccessful completion of the program or removal from the program. It is the policy of Everett Community College to make reasonable accommodations, which will provide otherwise qualified applicants, employees, and students with disabilities equal access to participate in opportunities, programs, and services offered by Everett Community College.

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Appendix D

Everett Community College Medical Assisting Program Occupational Risks

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

Medical Assistants work directly with providers and patients to provide healthcare and ensure patient safety. It is a position with a great deal of responsibility.

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

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

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), which are fundamental within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards they face on the job and the protocols that can be implemented to ensure a workplace culture that prioritizes safety.

Appendix E

Everett Community College Medical Assisting Program Emergency Preparedness Plan

Institution Emergency Preparedness Plan

In the event of an unanticipated impact on instruction, Everett Community College administration will support each Department Chair and/or Program Director in developing an appropriate plan for all impacted areas of study. These plans will consider all modalities of instruction, including but not limited to converting lecture-based content to an online format, following all state and federal health/safety regulations to continue offering in-person skill instruction and assessment, and teaching in-person instruction in a comparable space (with necessary equipment). Final plans will require approval by the VP of Instruction/Dean of STEM & Health Professions. Students will be made aware of these changes to classroom formatting verbally and in writing, with frequent updates provided. In the event of requiring a change to a course modality, college staff will reach out to all students impacted to ensure continuity of educational services and meet each individual need.

Emergency Preparedness and Campus Closures

In the event of an emergency situation adversely affecting college operations, public health, or the well-being and safety of students or employees, the college president may declare a temporary closure of any or all units of the institution. In the event of a closure, information will be posted on the opening screen of the EvCC Website, emailed to students and employees at their college email address, and will also be available as a message on the college's main phone line at 425-388-9100. Students may sign up to receive an emergency alert as a text message or by personal email through the Rave System. Faculty will communicate with students about adjustments in course content or requirements, including assignment deadlines that may be impacted by a closure.

In the event of unanticipated interruptions, which may include, but are not limited to, unexpected departure of key personnel, natural disaster, public health crisis, fire, flood, power failure, inclement weather, failure of information technology services, or other events that may lead to inaccessibility of educational services, the Medical Assisting program will utilize the following preparedness plan to assure continuity of education services. Continuity of education is the main focus for each adaptation to the plan.

- Unexpected departures of key personnel that cannot be immediately replaced will warrant schedule changes for students and current faculty. As necessary, with instructor departures, the Program Director/Practicum Coordinator and/or other Medical Assisting instructors will substitute until a qualified replacement is onboarded and appropriately trained.

In the event of an unexpected departure of the Program Director/Practicum Coordinator:

- The Dean of STEM & Health Professions of Instruction and the program instructors have continuous access to all curriculum content and resources available via the college LMS (Canvas) to ensure continued curriculum delivery.
- If access to the LMS (Canvas) is unavailable, Instructors have alternate electronic access via their personal accounts with the publishers and/or hard copies of the program textbook, study guide, course exams, answer keys, resources, and competency assessment forms.
- The Dean of Health Sciences/VP of Instruction and all program Instructors will be provided with the most recent electronic and hard copies of the program handbook, schedule, course syllabus, and curriculum guide at the start of every quarter.
- All instructors, department chairs, and practicum coordinators will receive copies of clinical schedules and contacts prior to students starting their practicum to ensure awareness and continuity of schedules.
- Upon completion and submission of each Annual Report Form, an electronic copy will be shared with the Dean of STEM & Health Professions/VP of Instruction to assure programmatic continuity, along with all the

raw data.

- The Director of Logistic Operations, Jeff Pearce, will have copies of all signed Affiliation contracts for the Medical Assisting program.

For any event that leads to the inability to access educational services on campus, the following guidelines are to be utilized.

All program status changes will be communicated through the Medical Assisting website, email notifications, and Canvas announcements. All efforts will be made to execute communication of program status changes within 48 hours of the event. All communication and correspondence should be maintained on the intranet (campus database). Communication should be with the institution, faculty, students, and clinical affiliates when necessary or when changes occur.

Provide updated information to students on how to access the Counseling and Student Success Center and Security within the college community.

Virtual instruction methods will take the place synchronously to deliver the theory portion of the core curriculum. Skills will be scheduled when in-person instruction can resume. If other options are available, such as using another facility with sufficient resources to demonstrate and evaluate skills, this method will be utilized to provide continuity of the educational experience. Skills will continue to be documented on paper with signatures.

Virtual instruction methods will be monitored for effectiveness by evaluating student progress and providing additional e-learning resources to assist students with adapting to this modality.

Classrooms and labs are equipped to hold virtual instruction via Canvas Conference, Zoom, and Microsoft Teams. The college utilizes the Canvas Learning Management System for assignments, discussions, and quizzes. Alternate quizzing modalities will be provided. The college will support the technology required. (Including but not limited to Wi-Fi hotspots and laptop loaner programs.) IT requests will be monitored.

Program enrollment advising and information sessions will be conducted virtually utilizing the same documentation until the program faculty can return to on-ground interviews.

Clinical assignments affected may delay graduation time due to the clinical hour requirements. In the event clinical is delayed, the Practicum Coordinator will work with each individual clinical site to determine current availability and/or changes to schedules that may be necessary. If a site is no longer able to accommodate a student, all efforts will be made to find an alternative site in a timely manner. There will be no change in clinical assessments or meeting clinical graduation requirements.

In the event graduation will be delayed, the Program Director/ Practicum Coordinator will provide each student with an action plan to complete their education. All documents will be maintained.

Provide any information that may help document how outcomes were affected by the interruption.

Document any overlap of clinical slots due to the circumstances.

Notify the Program Advisory Committee of the change. If necessary, an emergency meeting should be held to assist with emergency plans. (For long-term interruptions).

Notify MAERB as appropriate. Maintain all records of action plans and courses of strategy for the duration of the emergency.

Appendix F

Medical Assisting Core Attributes Competency Form

Commitment to learning

1	2	3	4	5
Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out knowledge and understanding		Self-directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding		Highly self-directed, consistently identifies needs and sources of learning and deliberately seeks out new knowledge and understanding

Interpersonal Skills

1	2	3	4	5
Engages in non-effective or judgmental interactions with persons in the clinical setting and loses focus in unexpected or new situations		Usually engages in effective and on judgmental interactions with most persons in the clinical setting and maintains focus in unexpected/new situations		Consistently engages in highly effective and nonjudgmental interactions with all persons in the clinical setting and responds exceptionally well to unexpected or new situations

Communication Skills

1	2	3	4	5
Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences or purposes		Exhibits acceptable written, verbal and nonverbal communications skills and is usually capable of modifying information to meet the needs of various audiences or purposes		Exhibits superior written, verbal and nonverbal communication skills and readily modifies information to meet the needs of various

Effective Use of Time and Resources

1	2	3	4	5
Exhibits poor use of time and resources, shows lack of flexibility/adaptability, and seems incapable of setting goals		Obtains good results through proper use of time and resources, shows adequate flexibility or adaptability, and is capable of setting goals		Consistently obtains maximum results through superior use of time and resources, shows unusual flexibility or adaptability and sets realistic goals

Use of Constructive Feedback

1	2	3	4	5
Accepts feedback defensively, does not identify or integrate feedback, provides non-constructive, negative or untimely feedback to others		Usually accepts, identifies, and integrates feedback from others, and frequently provides appropriate feedback to others		Seeks out, identifies, and eagerly integrates feedback from others, and constructive, timely, and positive feedback to others

Problem Solving

1	2	3	4	5
Does not regularly recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes		Frequently recognizes and defines most problems. Analyzes data, develops and implements solutions and evaluates outcomes		Consistently and insightfully recognizes and defines problems, analyzes data, develops, and implements solutions, and evaluates outcomes

Professionalism

1	2	3	4	5
Exhibits questionable or poor conduct concerning ethics, regulations and procedures, and represents the profession in an incompetent and negative manner		Usually exhibits professional conduct concerning ethics, regulations, policies, and procedures, and represents the profession in a competent and positive manner		Exhibits superior professional conduct concerning ethics, regulations, policies, and procedures, and actively promotes/represents the profession in a highly competent or commendable manner

Responsibility

1	2	3	4	5
Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes		Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal & professional limitations, and accepts responsibility for actions and outcomes		Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations, and accepts full responsibility for actions and outcomes

Critical Thinking

1	2	3	4	5
Does not identify, articulate, or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions and does not present ideas		Frequently identifies, articulates, and analyzes problems, distinguishes relevant from irrelevant, recognizes and differentiates among facts, illusions, and assumptions, and presents ideas		Readily identifies, articulates, and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes & differentiates among facts, illusions, and assumptions, and generates original ideas

Appendix G

Disruptive Student Procedures

The following is distributed to faculty and staff:

Disruptive Behavior:

As members of Everett Community College, students are expected to act in a civil manner and abide by classroom behavioral expectations and all college rules and regulations. Disruptive behavior is behavior that interferes with the learning and teaching environment and/or administrative or student services functions of the College. Examples:

- Verbally intimidating, threatening or abusing any person or persons.
- Physically intimidating, threatening, abusing, or assaulting, others.
- Theft or damage to college property.
- Use, possession, distribution of illegal or controlled substances on college grounds.
- Disorderly or abusive behavior that interferes with the rights of others or obstructs or disrupts the learning environment and/or teaching environment.
- Making inappropriate demands for time and attention from faculty, staff and/or students.

Removal of a Disruptive Student from the Classroom or College Facilities/Possible Disciplinary Action

An instructor may remove a disruptive student from the classroom on a daily basis by saying to the student that a specified behavior is inappropriate and then requesting the student to leave (if help is needed, the instructor should call Security extension 9998 or 9990). The student is free to return to class the next day. In an online class, instructors may block the student from the Canvas classroom for a 24-hour period. Faculty must remove the block after 24 hours. Legally, unless there is imminent physical danger to the student or others, the student cannot be dropped from class without due process.

If the safety of the student or others is jeopardized, the student can be summarily suspended by the Vice President for Student Services or their designee until disciplinary proceedings can be completed. During this time period, the Vice President for Student Services or their designee will investigate the situation and determine an appropriate course of action regarding whether or not the student can return to class and/or impose other disciplinary action.

Any college administrator or security personnel member may remove a disruptive student from college facilities.

Recommended Procedures

Take the student aside, describe the inappropriate behavior, being specific about expected behavior, and tell them it must stop. In an online class, the instructor should contact the student individually by phone or through email. If the unacceptable behavior does not stop, the student should be asked to leave by the instructor if in a classroom or by administrator or security personnel if elsewhere on campus.

Immediately write an anecdotal description including date, time, a specific description of the behavior, and your conversation with the student. If you have contacted the student by email, attach a copy of that message to your description of the incident. This documentation is necessary should the behavior continue and disciplinary action be needed.

If possible, encourage the student to confer with a counselor in [Counseling & Student Success](#). If you wish, consult with a counselor (whether or not the student agrees to see one) on what records to keep and how to approach the student. The counselors can be very helpful to you in dealing with disruptive behavior.

If you think the disruptive behavior might continue, consider writing a contract with the student. The essential elements are as follows:

1. Description of the specific inappropriate behavior(s) and clear identification of your behavioral expectations.
2. Clear statement of the consequences (i.e., student cannot continue in class if described behavior(s) continue and will be required to meet with the Vice President for Student Services).
3. Provide space for student's and instructor's signatures. You may also elect to provide a copy to your supervisor and/or the Vice President for Student Services.
4. Have two copies ready - one each for the student and instructor

Note: The student cannot be required to sign the contract. If they choose not to sign it, hand deliver it and send it by regular mail to the student. The contract is then considered a notification and serves the same purpose.

If the disruptive behavior continues, remove the student (call Safety and Security at extension 9998 or 9990 if necessary). For online classes, faculty should block the student from their Canvas classroom and advise the student by email and/or phone that they have been removed from the Canvas class. Notify the eLearning office that the student has been removed. Notify the Office of the Vice President for Student Services or their designee if it seems timely for the Vice President for Student Services to meet with the student and/or begin initial disciplinary procedures.

Appendix H

WAC 132E-120-360 Academic grievance procedure.

(1) Definition of an academic grievance - If a student has evidence that they have been: Unfairly treated in matters related to grading, course policies or expectation; falsely accused of cheating; or inappropriately penalized for alleged cheating, the student may be said to have an academic grievance. Students who feel that such unfair treatment has transpired should feel free to raise the question of how such a grievance may be resolved with the office of the vice-president of instruction or designee which will provide information (without judgment) regarding the procedure for filing an academic grievance. Students should also feel free to contact any member of the campus community who they trust who may assist the student and/or refer the student to the appropriate resource. In addition to the office of the vice-president for instruction, the offices/centers that can generally be of the most assistance in terms of advice, support, and referral regarding these matters are the office of the vice-president for student services, the offices of the academic deans, the office of the vice-president for human resources, diversity and equity center, counseling/advising and career center, center for disability services, Rainier learning center, student activities office, student support services program, and campus safety and security.

2) Informal procedure resolution - Informal complaints should be made to the appropriate division dean or other supervising administrator. Upon receipt of a student complaint by the division dean, the following steps may be taken:

(a) The student will be encouraged to discuss the alleged problem with the involved instructor; or if the complaint involves a program, the student will be encouraged to speak to the director/dean of the involved program.

(b) If the student is not satisfied as a result of such discussion, they should then meet with the director or dean or supervising administrator to resolve the complaint.

(c) If the complaint is not resolved at this level, the student, the instructor, and the director/dean should meet with the vice-president of instruction or designee to attempt resolution.

(d) If the complaint is not resolved at this level the student may institute formal grievance procedures.

(e) During any meetings that occur in (a) through (c) of this subsection, the student may invite another person or two to be with them in the meeting. The other person(s) are present to assist and advise the student although an accommodation of a spokesperson (a person who would address the college official or assist the person in addressing the college official) may be approved if a person's disability warrants such an accommodation. Other circumstances regarding a request by the student for the use of a spokesperson would be considered by the director/dean or supervising administrator facilitating the meeting.

(3) Formal grievance procedure - To assure an atmosphere free from unfair treatment in academic matters, the following procedures are established to respond to an unresolved academic complaint registered by a student. It is understood, however, that this procedure should be employed only after efforts have been made by the student to resolve the issue through the previously described informal procedure. A student who feels an academic grievance has not been resolved through the informal resolution process may file a formal grievance with the vice-president of instruction prior to the tenth (10th) day of the quarter

following the alleged grievance. Within ten working days of the receipt of the signed written grievance, the vice-president of instruction or designee will appoint a grievance committee for the purpose of reviewing the complaint and recommending a resolution.

- (4) The grievance committee** will be composed of seven voting members including:
- (a)** An administrator who will serve as the chair but will only vote in the event of a tie vote.
 - (b)** Three faculty members, including one from the division of the involved faculty member.
 - (c)** Three students to be selected as provided for in the associated students constitution and by-laws. All matters shall be discussed in closed meetings and shall be treated with strict confidence by committee members.
 - (d)** A quorum of the grievance shall be four members.

(5) Formal resolution.

- (a)** Parties affected by the grievance will provide the grievance committee with all requested information in order to bring about full understanding and a speedy resolution to the grievance.
- (b)** In order to ensure due process, the aggrieved student shall have:
 - (i)** The right to respond to the grievance, submitting appropriate evidence to support such response;
 - (ii)** The opportunity to call as a witness any member of the college community who can provide information relevant to the allegation and interview the aggrieved student or any witness presented by the student(s) involved.
- (c)** The instructor against whom the grievance is filed shall have:
 - (i)** The right to respond to the grievance, submitting appropriate evidence to support such response;
 - (ii)** The opportunity to call as a witness any members of the college community who can provide information relevant to the allegation and interview the aggrieved student or any witness presented by the student(s) involved.
- (d)** Once the aggrieved student and the faculty member have had sufficient opportunity to present their points of view, the grievance committee will deliberate and reach a decision by a simple majority vote. The committee will provide the vice-president of instruction or designee its written recommendation within ten working days of its organizational meeting. The vice-president or designee will notify the parties in the grievance of their decision, and the resolution within forty-eight hours of having received the committee recommendation.
- (e)** If the grievance committee establishes that an aggrieved student has been treated unfairly, the committee will recommend corrective steps to the vice-president of instruction or designee.
- (f)** Either party shall have the right to present a written appeal of the decision of the vice-president of instruction or designee to the president of the college. Within one week of having received the appeal, the president shall review the case and render a decision which will be transmitted to both parties.
- (g)** An accommodation of a spokesperson (a person who would address the grievance committee or assist the person in addressing the grievance committee) may be approved if a person's disability warrants such an accommodation. Other circumstances regarding a request by the student for the use of a spokesperson would be considered by the administrator chairing the grievance committee.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. WSR 07-11-165, § 132E-120-360, filed 5/23/07, effective 6/23/07. Statutory Authority: RCW 28B.50.140. WSR 00-17-015, § 132E-120-360, filed 8/3/00, effective 9/3/00.]

Appendix I

Criminal History Disclosure

PURSUANT TO THE REQUIREMENTS OF RCW 43.43.830, WE MUST ASK YOU TO COMPLETE THE FOLLOWING DISCLOSURE STATEMENT. THIS INFORMATION WILL BE KEPT CONFIDENTIAL.

Have you ever been convicted of any of the following crimes against persons?

Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Aggravated Murder	<input type="checkbox"/>	<input type="checkbox"/>	Indecent Liberties
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Murder	<input type="checkbox"/>	<input type="checkbox"/>	Incest
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Kidnapping	<input type="checkbox"/>	<input type="checkbox"/>	Vehicular Homicide
<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Assault	<input type="checkbox"/>	<input type="checkbox"/>	Unlawful Imprisonment
<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Assault of a Child	<input type="checkbox"/>	<input type="checkbox"/>	Simple Assault
<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Rape	<input type="checkbox"/>	<input type="checkbox"/>	Sexual Exploitation of Minors
<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Rape of a Child	<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Custodial
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Robbery	<input type="checkbox"/>	<input type="checkbox"/>	Sexual Misconduct
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Manslaughter	<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree custodial
<input type="checkbox"/>	<input type="checkbox"/>	First or Second of Third Degree Extortion	<input type="checkbox"/>	<input type="checkbox"/>	interference
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Criminal Mistreatment	<input type="checkbox"/>	<input type="checkbox"/>	Felony Indecent Exposure
<input type="checkbox"/>	<input type="checkbox"/>	Child Abuse or Neglect as defined in	<input type="checkbox"/>	<input type="checkbox"/>	Criminal Abandonment
		RCW 26.44.020	<input type="checkbox"/>	<input type="checkbox"/>	Malicious Harassment
<input type="checkbox"/>	<input type="checkbox"/>	Selling or distributing erotic material to a minor	<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Child Molestation
<input type="checkbox"/>	<input type="checkbox"/>	Endangerment with a controlled substance	<input type="checkbox"/>	<input type="checkbox"/>	First or Second or Third Degree Sexual
<input type="checkbox"/>	<input type="checkbox"/>	Custodial Assault	<input type="checkbox"/>	<input type="checkbox"/>	misconduct with a minor
<input type="checkbox"/>	<input type="checkbox"/>	Child buying or selling	<input type="checkbox"/>	<input type="checkbox"/>	Patronizing a Juvenile Prostitute
<input type="checkbox"/>	<input type="checkbox"/>	First Degree promoting prostitution	<input type="checkbox"/>	<input type="checkbox"/>	Child abandonment
<input type="checkbox"/>	<input type="checkbox"/>	Communications with a minor	<input type="checkbox"/>	<input type="checkbox"/>	Promoting Pornography
<input type="checkbox"/>	<input type="checkbox"/>	First Degree Arson	<input type="checkbox"/>	<input type="checkbox"/>	Violation of Child Abuse Restraining Order
<input type="checkbox"/>	<input type="checkbox"/>	First or Second or Third Degree Theft	<input type="checkbox"/>	<input type="checkbox"/>	Prostitution
<input type="checkbox"/>	<input type="checkbox"/>	First Degree Burglary	<input type="checkbox"/>	<input type="checkbox"/>	Or any of these crimes as they may have been
					renamed.

If your answer is "yes" to any of the above, please describe and provide the date(s) of the conviction(s) and the sentence(s) imposed.

Have you ever been convicted of any of the following crimes relating to financial exploitation of a person 60 years of age or older, who has functional, mental, or physical inability to care for himself or herself or is a patient in a state hospital?

Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	First, Second, or Third Degree Extortion	<input type="checkbox"/>	<input type="checkbox"/>	Forgery
<input type="checkbox"/>	<input type="checkbox"/>	First or Second Degree Robbery	<input type="checkbox"/>	<input type="checkbox"/>	Or any of these crimes as they may
<input type="checkbox"/>	<input type="checkbox"/>	First, Second or Third Degree Theft			have been renamed

If your answer is "yes" to any of the above, please describe and provide the date(s) of the conviction(s) and the sentence(s) imposed.

If your record shows a conviction for the following crimes, you may be disqualified from participation:

Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Possession with the intent to deliver a	<input type="checkbox"/>	<input type="checkbox"/>	Possession with the intent to manufacture a
		controlled substance			controlled substance
<input type="checkbox"/>	<input type="checkbox"/>	Delivery of a Controlled Substance	<input type="checkbox"/>	<input type="checkbox"/>	Manufacture of a Controlled Substance

If your answer is "yes" to any of the above, please describe and provide the date(s) of the conviction(s) and the sentence(s) imposed.

Appendix J

Washington State Department of Health Medical Assistant – Certified Application Sample of Personal Data Questions [MA-Certified Application](#)

1. Are you currently engaged in the illegal use of controlled substances?
2. Have you ever been diagnosed with, or treated for, pedophilia, exhibitionism, voyeurism or frotteurism?
3. Have you ever been convicted, entered a plea of guilty, no contest, or a similar plea, or had prosecution or a sentence deferred or suspended as an adult or juvenile in any state or jurisdiction?

Note: Note: If you answered “yes,” you must send certified copies of all court documents related to your criminal history with your application. If you do not provide the documents, your application is incomplete and will not be considered. If you have been granted certificate(s) of restoration of opportunity, please provide a certified copy of each certificate. To protect the public, the department considers criminal history. A criminal history may not automatically bar you from obtaining a credential. However, failure to report criminal history may result in extra cost to you and the application may be delayed or denied. DOH 651-018 [March 2018](#)

4. Are you now subject to criminal prosecution or pending charges of a crime in any state or jurisdiction?

Note: If you answered “yes,” you must explain the nature of the prosecution and/or charge(s). You must include the jurisdiction that is investigating and/or prosecuting the charges. This includes any city, county, state, federal or tribal jurisdiction. If charging documents have been filed with a court, you must provide certified copies of those documents. If you do not provide the documents, your application is incomplete and will not be considered.

If you answered “yes,” do you wish to have decision on your application delayed until the prosecution and any appeals are complete?

6. Have you ever been found in any civil, administrative, or criminal proceeding to have:
 - a. Possessed, used, prescribed for use, or distributed controlled substances or legend drugs in anyway other than for legitimate or therapeutic purposes?
 - b. Diverted controlled substances or legend drugs?
 - c. Violated any drug law?
 - d. Prescribed controlled substances for yourself?
7. Have you ever been found in any proceeding to have violated any state or federal law or rule regulating the practice of a health care profession? If “yes”, please attach an explanation and provide copies of all judgments, decisions, and agreements?
8. Have you ever had any license, certificate, registration, or other privilege to practice a healthcare profession denied, revoked, suspended, or restricted by a state, federal, or foreign authority?
9. Have you ever surrendered a credential like those listed in number 8, in connection with or to avoid action by a state, federal, or foreign authority?
10. Have you ever been named in any civil suit or suffered any civil judgement for incompetence, negligence, or malpractice in connection with the practice as a healthcare professional?

Appendix K
Medical Assisting Program Estimate of Costs – 2023-2024
College Related Expenses:

Item	Estimated Cost
College Application Fee	\$0
Complio Account Fee	\$15 per year
Criminal Background Check	\$55-100+ (dependent on number of previous residences)
“Accuplacer” Assessment Test	\$33.70 (\$11.24 for retest)
Tuition: Variable by quarter credit load 1-10 credits = \$112.75 per credit 11-18 credits = \$55.77 per credit	2023-2024: calculations based on full time (12+ credits) Part time student: 85 credits x \$113= \$9605 Full time student: 85 credits x \$56.= \$4760
Laboratory Fees Variable by course content	Refer to current quarterly schedule or EvCC website Approximate total programmatic lab fees = \$900
Official Transcript Fee	\$5 per official copy plus \$2.25 processing fee

* Washington State Legislature determines quarterly tuition and is subject to change. Students should consult current quarter schedule or EvCC website for current information regarding tuition costs.

Medical Assisting Program Expenses:

Item	Estimated Cost
Uniform – pant and top	\$40-70 per set, based on individual preference or need
Shoes (athletic/medical style)	\$30-100, based on individual preference or need
Laboratory Coat	\$25-45, based on individual preference or need
Analogue Watch with second hand	\$20-50, based on individual preference or need
ID Badge (requires EvCC logo)	HPSC Liberty Hall Room 255 \$10 replacement cost if lost
Stethoscope	\$40-120, based on individual preference or need
Textbooks (Prices determined by publishers)	\$200-400 per quarter Approximate programmatic textbooks = \$1200-\$2400
Medical Insurance	Determined by carrier, approximately \$50 per qtr. Requirement for clinical externship placement.
AAMA membership * See website for current fee schedule	Student membership: approximately \$37 per year Non-student membership: approximately \$97 per year
National Certification application fees – determined by agency	\$125 (recent grad) all others pay \$250 See page 13 of this Handbook for links
Department of Health – Medical Assisting Application	\$145 application fee See WA DOH Medical Assistant for current fee schedule

- 1. Insurance:** Students are required to have medical insurance during the clinical externship. Neither the clinical facility nor Everett Community College is responsible for the cost of medical care for injury or illness that occurs as a result of classroom, lab or clinical activity.
- 2. Certification Fees:** Students are responsible for all national and state certification costs.
- 3. Transportation:** Students are responsible for all transportation costs to and from the college and clinical facilities.
- 4. Elder and Child Care:** Students are responsible for all elder and daycare related costs.
- 5. Financial Aid:** Information & application forms are available through the Financial Aid Office (Parks Student Union, third floor).

Estimated cost through program completion = \$10,000-\$15,000

Appendix L How Do You Learn Best?

Author Unknown

Place a check mark next to each item number that applies to you.

Listening:

- I like to listen to people talk about things.
- I usually remember what I hear.
- I would rather watch a movie than read a book.
- I learned more in school by listening to the teacher's explanation rather than by reading the textbook.
- I would rather listen to the news on the radio than read the newspaper.
- I would rather someone tell me about upcoming meetings at work than have to read about them in memos.

Total number of check marks: _____

Viewing

- I get pictures in my head when I read.
- I remember faces better than I remember names.
- When I have to concentrate on spelling a word, I see that word in my mind.
- When I take a test, I can see in my mind what the notes I took in class look like and that helps me get the answer.
- I remember what pages in a book look like.
- I remember events in the past by seeing them in my mind.

Total number of check marks: _____

Doing

- When I'm thinking through a problem, I pace around or move around a lot.
- It's hard for me to sit still and study.
- I would rather learn by doing something with my hands than read about the same thing in a book.
- I like to make models of things.
- When I see something new and interesting, I usually want to touch it to find out more about it.
- I would rather go out dancing or bowling than stay home and read a book.

Total number of check marks: _____

Sorting

- I write down things that I need to remember.
- I make fewer mistakes when I write than when I speak.
- I like it when someone who is explaining something to me uses a blackboard or a piece of paper to write down the main points, so that I can copy what they write.
- I keep my schedule by writing down the things I need to do. I would be lost without my planner.
- After I take notes, I rewrite my notes in order to better understand something.
- When I read, I often take notes in order to better understand the ideas I've read.

Total number of check marks: _____

Reading

- I would rather read a report myself than be told what it is.
- I like to read in my free time.
- I usually remember information that I read better than information I hear.
- I would rather read the newspaper than watch the news on TV.
- I can learn how to put something together by reading the instructions.
- I like it when teachers write on the board, so that I can read what they write.

Total number of check marks: _____

Speaking

- When I have a problem to figure out I often talk to myself.
- People have wondered why I talk to myself.
- I remember things better when I say them out loud. For example, if I have to learn a new phone number, I repeat it again and again to myself.
- I communicate better by speaking than writing.
- I enjoy talking on the phone.
- I learn best when I study with other people, and we discuss new ideas or concepts.

Total number of check marks: _____

Your Learning Style:

The areas where you have three or more check marks indicate your preferred learning style. For example, you may learn best when you are able to write down what you hear. Or, you may need to talk more about new information to really get it. Or you might be one of those people who can put together a model without looking at the instructions.

Learning My Way: The list below has several suggestions for improving your learning processes.

If you learn best by LISTENING

- Read aloud the information you are studying.
- Use videotape or an audiotape to record classes or trainings and listen to the tapes to review the information.
- Ask people to explain things to you that you don't understand.
- Study with other people.
- Ask to have oral examinations instead of written ones.
- Call people on the phone instead of writing them.
- Ask people about upcoming events instead of relying on memos
- Choose a job where listening plays an important role.

If you learn best by WRITING

- When you read, have a pencil with you so that you can underline and take notes as you read along.
- Take notes when listening to instructions. Recopy your notes later on.
- Write down the things that you need to do. Make lists. Keep a written schedule.
- Get a job that involves writing.
- Write people memos in order to convey information
- When providing instruction, be sure to have use of a chalkboard for writing information.

If you learn best by VIEWING

- Watch other people do the things that you are going to need to know how to do. You will be able to visualize their actions later on.
- Calm yourself by imagining you are in a comfortable environment and that nothing can interfere with your peace.
- As you read something, imagine what it would look like if it were happening in real life, or on TV.
- As you study maps, pictures, charts, or diagrams, look at them once and then close your eyes and “see” them again.
- Watch videos on a subject so that you will have an easier time “seeing” the information again.
- Visualize the things that you are going to need to do in a day.
- Take note of the shape and color of the things that you will want to remember.
- Visualize telephone numbers and words in your mind.
- Use charts, graphs, and pictures.

If you learn best by DOING

- If given the choice, show others that you know how to do something by showing them how you do it rather than taking a test or describing to them how you do it
- Go on field trips to see how things are actually done.
- When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.
- Choose a job that lets you work with your hands and move around.
- Be sure that your work area has room for you to move around.
- Try moving/walking around when problem solving or when you need to recall information.
- Use your fingers or small objects when working with numbers
- Act out instructions someone gives you. If they say go right, move your right hand to go right.

If you learn best by READING

- Read a book that describes what you need to learn before attending a demonstration or lecture.
- Take good notes and then read them later on.
- Make plans for the future by reading about your options. Read travel guides as an example.
- Read instructions instead of having someone tell you or show you how to do something.
- Have people write down directions for you to read.
- Read newspapers, job newsletters and memos to get information you need.
- Choose a job that requires reading.

If you learn best by SPEAKING

- Ask questions when you don't understand something or need clarification.
- Talk to yourself when you are problem solving or learning something new.
- Study with other people so that you can talk to them about the new information.
- Dictate into a tape recorder the things that you need to remember and play back the tape to remind yourself.
- Repeat things right after you hear them in order to better remember them.
- Repeat phone numbers and names out loud.
- Choose a job that requires a lot of talking.

Asking for Accommodations

Many people aren't aware that learning preferences exist. Others are usually not aware of what your particular preference is. Let them know. Feel free to share with them what you know about your own learning style.

Doing

"I wonder if you could show me how this works?"

Listening

"Could you explain to me how this works?"

Reading

"Would you mind giving me written instructions of how this works?"

Viewing

"Would you mind giving me a diagram of how this works?"

Speaking

"Let's talk through this together."

Writing

"Let me write down what you are saying about how this works."

It is also important to strengthen your weaker learning modalities.

Appendix M Cross Curriculum Themes

Everett Community College (5680) **2015 MAERB Cross-Curriculum Themes (with assessment course)**

The following are applicable to any MA course

<p><u>Section I – Anatomy & Physiology</u> Cognitive Domain: I.C.6 Compare structure and function of the human body across the life span (H 102) I.C.8 Identify common pathology related to each body system (H 130) I.C.12 Identify quality assurance practices in healthcare (H192)</p> <p>Psychomotor & Affective Competencies: I.P.3 Perform patient screening using established protocols (H 214) I.A.1 Incorporate critical thinking skills when performing patient assessment (H 211) I.A.2 Incorporate critical thinking skills when performing patient care (H 212)</p>	<p><u>Section VI – Administrative Functions</u> Cognitive Domain: VI.C.4 Define types of information contained in the patient's medical Record (H106)</p> <p>Psychomotor & Affective Competencies: VI.P.1 Manage appointment schedule using established protocols (H 106) VI.P.3 Create a patient's medical record (H 213)</p>
<p><u>Section II – Applied Mathematics</u> Cognitive Domain: II.C.1 Demonstrate knowledge of basic math computations (H 211) II.C.6 Analyze healthcare results as reported in graphs and tables (H 192)</p> <p>Psychomotor & Affective Competencies: II.P.2 Differentiate between normal and abnormal test results (H-192)</p>	<p><u>Section VII – Administrative Functions</u> Cognitive Domain: VII.C.5 Identify types of information contained in the patient's billing record (H 108)</p> <p>Psychomotor & Affective Competencies: VI.A.1 Demonstrate professionalism when discussing patient's billing record (H 108)</p>
<p><u>Section III – Infection Control</u> Cognitive Domain: III.C.4 Identify methods of controlling growth of microorganisms (H 191) III.C.5 Define principles of standard precautions (H 192) III.C.7 Identify Center for Disease Control (CDC) regulations that impact healthcare practices (H 192)</p> <p>Psychomotor & Affective Competencies: III.P.2 Select appropriate barrier/personal protective equipment (H 192) III.P.3 Perform hand washing (H 191) III.P.10 Demonstrate proper disposal of biohazardous material (H 192)</p>	<p><u>Section XI – Ethical Considerations</u> Cognitive Domain: XI.C.1 Define ethics and morals (H 205) XI.C.2 Differentiate between personal and professional ethics (H 205) XI.C.3 Identify the effect of personal morals on professional performance (H 205)</p> <p>Psychomotor and Affective Competencies: XI.P.1 Develop a plan for separation of personal and professional ethics (H 205) XI.P.2 Demonstrate appropriate response(s) to ethical issues (H 205) XI.A.1 Recognize the impact personal ethics and morals have on the delivery of healthcare (H 214)</p>

<p>Section V – Applied Communication</p> <p>Cognitive Domain:</p> <p>V.C.1 Identify styles and types of verbal communication (H 150D)</p> <p>V.C.2 Identify types of non-verbal communication (H 150D)</p> <p>V.C.3 Recognize barriers to communication (H 150D)</p> <p>V.C.4 Identify techniques for overcoming communication barriers (H 150D)</p> <p>V.C.7 Recognize elements of fundamental writing skills (H 107)</p> <p>V.C.11 Define principles of self-boundaries (H 205)</p> <p>V.C.15 Differentiate between adaptive and non-adaptive coping Mechanisms (H 150D)</p> <p>V.C.16 Differentiate between subjective and objective information (H 214)</p> <p>Psychomotor & Affective Competencies:</p> <p>V.P.1 Use feedback techniques to obtain patient information</p>	<p>Section X – Legal Implications</p> <p>Cognitive Domain:</p> <p>X.C.1 Differentiate between scope of practice and standards of care for medical assistants (H 205)</p> <p>X.C.2 Compare and contrast provider and medical assistant roles in terms of standard of care (H 205)</p> <p>X.C.3. Describe components of the Health Insurance Portability and Accountability Act (HIPAA) (H 205)</p> <p>X.C.5 Discuss licensure and certification as they apply to healthcare providers (H 205)</p> <p>X.C.12 Describe compliance with public health statutes; Communicable diseases, abuse, neglect and exploitation And wounds of violence (H 205)</p>
<p>including reflection, restatement and clarification (H 214)</p> <p>V.P.2 Respond to nonverbal communication (H 150D)</p> <p>V.P.5 Coach patients appropriately, considering cultural diversity, developmental life stage and communication barriers (H 130)</p> <p>V.P.11 Report relevant information concisely and accurately (H 214)</p> <p>V.A.2. Demonstrate the principles of self-boundaries (H 205)</p> <p>V.A.3 Demonstrate respect for individual diversity including gender, race, religion, age, economic status and appearance (H 150)</p>	<p>Psychomotor & Affective Competencies:</p> <p>X.P.1 Locate a state’s legal scope of practice for MA’s (H205)</p> <p>X.P.2 Apply HIPAA rules in regard to privacy and release of Information (H 106)</p> <p>X.P.3 Document patient care accurately in the medical record (H 214)</p> <p>X.P.4 Apply the Patient’s Bill of Rights (H 205)</p> <p>X.A.1 Demonstrate sensitivity to patient rights (H 205)</p> <p>X.A.2 Protect the integrity of the medical record (H 106)</p>

Appendix N

Resources

American Association of Medical Assistants

20 North Wacker Drive, Suite 1575 Chicago, IL 60606-2903

[AAMA - Home Page](#)

Bureau of Labor Statistics – Medical Assistant

[BLS - Medical Assistant](#)

Commission on Accreditation of Allied Health Education Programs [CAAHEP Medical Assisting](#)

25400 U.S. Hwy 19 North, Suite 158, Clearwater, FL 33763
(727) 210-2350

Accrediting Bureau of Health Education Schools

803 West Broad St., Suite 730 Falls Church, VA 22046

[ABHES - Medical Assisting](#)

Everett Community College

2000 Tower Street Everett, WA 98201-1352

[EvCC Homepage](#)

National Center for O*NET Development.

[O'NET Medical Assistant](#)

Dictionary of Occupational Titles

Occupation Number 079.362-010
U.S. Department of Labor, Washington DC

[DOT - Medical Assisting](#)

United States Department of Labor

Washington, DC 20210

[US Dept of Labor](#)

Revised Code of Washington

MA Scope of Practice (RCW 18.360)

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Washington State Department of Health

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