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Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer, educational institution and provider. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment.

Contact information, applicable laws, and complaint procedures a re included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Accreditation

The Commission on Accreditation of Allied Hea lth Education Programs (CAAHEP) is the largest programmatic accreditor of the health sciences professions. In collaboration with its Committees on Accreditation, CAAHEP reviews and accredits over 2100 individual education programs in 32 health science occu pations. CAAHEP accredited programs are assessed on an ongoing basis to assure that they meet the Standards and Guidelines of each profession.

CAAHEP is recognized by the Council for Higher Education Accreditation (CHEA). CAAHEP is also member of the Association of Specialized & Professional Accreditors (**ASPA**).

The University of Alaska Anchorage is the sponsoring institution for the Medical $ V V L V W L Q J 0HGLFDO $VVLVWLQJ Course of Study (CMA Exam Eligibility) which is fully accredited and in good standing by CAAHEP upon the recommendation of the Medical Assisting Education Review Board. Commission on Accreditation of Allied Health Programs 9355 ²113th St. N, #7709, Seminole, Florida 33775. 727.210.2350, www.caahep.org .

The Medical Assisting Education Review Board (MAERB) is a Committee on Accreditation (CoA) for the Commission on Accreditation for Allied Health Education Programs (CAAHEP). As a CoA of CAAHEP, MAERB performs the everyday work of accreditation for medical assisting education programs: setting up and conducting site visits, organizing, and reviewing annual reports for compliance with established outcome thresholds, providing workshops, resources, and training for pro grams and site surveyors; and submitting recommendations for CAAHEP Board Action.

MAERB works collaboratively with CAAHEP to develop the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting. To guide the medic al assisting programs accredited by CAAHEP, MAERB has created the

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Policies and Procedures Manual.

There are many virtues and benefits associated with academic accreditation and o ne of the most significant is the community that is created by educators, administrators, practitioners, and students who are dedicated to quality education. That community is expanded by the workplaces and other communities of interest that have a stake i n the quality education of medical assistants.

Within those accreditation processes, the MAERB fulfills these functions:

- Ongoing review of program compliance and achievement of outcome thresholds
- Regularly reviewing Standards for medical assisting educati on accreditation
- Development and revision of the core Curriculum for Medical Assistants
- Conducting accreditation workshops for medical assisting educators
- Conducting workshops for MAERB/CAAHEP surveyors to promote consistent review of programs
- Providing medical assisting educators with current information about CAAHEP and MAERB policies and practices for accreditation

The MAERB members are educators from both public and private institutions, administrators from institutions with accredited medical assisting programs, practicing medical assistants, members of the public, and physicians.

Accreditation assures professional competence. Graduates from a CAAHEP-accredited program have covered the comprehensive MAERB Core Curriculum and achieved the psychomotor and affective competencies to ensure patient safety.

Accreditation offers standardization, uniformity, and consistency. All CAAHEP - accredited programs cover the same MAERB Core Curriculum, so employers can be guaranteed that the students know a given body of entry -level knowledge.

Accreditation requires external verification, review and validation. In fulfilling the standards, CAAHEP-accredited programs submit their outcomes to MAERB for an annual review and go through a compreh ensive site visit review with CAAHEP every ten years.

Accreditation protects resources. The accreditation *Standards and Guidelines* specify that the students and faculty have access to specific resources in order to ensure that the program can comply with the national standards.

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programmatic accreditation distinguish themselves from other institutions.

Accreditation is public. CAAHEP-accredited programs are listed in a CAAHEP database for student and educator access, and CAAHEPaccredited programs post their status and outcomes.

Accreditation travels well. Employers across the country recognize the value of accreditation.

Actively participate in the delivery of quality health care.
Promote patient safety and well-being.

Contribute to a positive health care experience for patients.
Demonstrate integrity and respect, and protect patient confidentiality.

Advocate the essential value of certification and continuing education.
Embrace change, growth, and learning.

The AAMA Code of Ethics for medical assistants setsforth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting.

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

Render service with full respect for the dignity of humanity.
Respect confidential information obtained through employmen t 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 assis tants for the benefit of patients and professional colleagues.
Participate in additional service activities aimed toward improving the health and well-being of the community.

The Medical Assisting Creed of the AAMA sets forth medical assisting statements of belief:

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The AAS in Medical Assisting and the Course of Study (CMA Exam Eligibility) share the same program goal: To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and aff ective (behavior) learning domains to enter the profession. The Program incorporates didactic instruction, clinical lab procedures demonstration and clinical application by students in a manner providing correlation of theory with practice.

Section II Technical Standards of the Entry-Level Medical Assistant

The following are essential abilities and functions (technical standards) expected of entry-level medical assistants. Because these standards are required for medical assistants to be employed, the Medical Assisting Program has adopted these as requirements to participate in the academic program.

Applicants to the Medical Assisting Program are responsible for determining their own eligibility in light of these qualifications, for informing the Program Director of any SRWHQWLDO SUREOHPDUHDV DQG IRU VHHNLQJ UHDVRQDEOH DFFRPPRGDWLRQV through Disability Support Services. Students will be expected to meet course requirements with any reasonable accommodation(s) that may be provided by the college.

Technical standards are requirements for admission to or participation in an education program or activity. The academic and nonacademic standards, skills and performance requirements are demanded of every participant in an educational program. Academic standards include courses of study, attainment of satisfactory grades and other required activities. Nonacademic standards include those physical, cognitive and behavioral standards required for satisfactory complete of all aspects of the curriculum and developments of professional attributes required at graduation.

Technical standards must be met with or without accommodations. A student seeking admission into the Medical Assisting Program should carefully review these nonacademic technical stands and decide if they have any limitations that may restrict or interfere with the satisfactory performance of any of these requirements. The applicant should consult with the Program Director to discuss any individual situation that would prohibit the applicant from meeting any of these technical standards. The applicant may also contact Disability Support Services with concerns or complaints regarding these standards.

Cognition

Students must be able to adequately reason, analyze, integrate, synthesize, and evaluate in the context of the activities of a busy ambulatory care patient setting using critical thinking. Entry-level medical assistants are expected to adhere to professional ethical standards of conduct, apply state and federal laws and work within a defined scope of practice.

Relationships and Emotional Abilities

Students must have the emotional maturity and ability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in

unpredictable ways. Students must possess the emotional ability required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities. Further, students must be able to maintain mature, sensitive, and effective relationships with student colleagues, faculty and staff members, and other professionals, under all circumstances including highly stressful situations.

Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and adapt behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and respectful relationships with the diverse academic, professional, and community environments.

Communication

Students must be able to communicate effectively in oral and written formats in a professional manner with other students, staff and faculty members and professionals. Expression of ideas and feelings must be clear and appropriate for a professional setting. Students must demonstrate a willingness and ability to give and receive feedback.

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 bending, reaching, kneeling and lifting 20 - 25 pounds in any given day.

Additional physical demands include:

- Use hands to touch, feel for sensitivity, control objects and tools
- Use fingers to grasp, move or assemble very small objects
- Hold an arm and/or hand steady in one position or hold the hand steady while moving the arm
- Repetitive movements
- Observe at a distance and close at hand

Access to a personal computer with Internet access is strongly encouraged for all students enrolled in the Medical Assisting Program. The Consortium Library has desktop computers available for student use as well as laptops for 24-hour checkout. UAA has wireless internet available, which allows students to use a personal computer on campus. Students are responsible for understanding computer use policies.

The University Information Technology Services assists with technical questions and issues. UAA provides student access to multiple software programs for download free of charge. There are software options for you to reduce the susceptibility of your personal computer to malware and viruses. You also have access to Office 365, which gives you the ability to install the full version of Microsoft Office for PC or Mac.

Reasonable Accommodations for Disabilities

The Medical Assisting Program is committed to ensuring that students with disabilities

reasonable accommodation. It is important to note that the Medical Assisting Program is not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

Section III Program Structure

Academic Calendar

The Core Curriculum of the Medical Assisting Program is offered over three semesters beginning in Fall and concluding in the Summer. Students are required to take courses in a predetermined sequence. The MA Program follows the UAA Registration Dates and Deadlines (Academic Calendar).

Course Delivery

UAA offers courses in a wide range of formats from in person, on campus to completely online.

Pre-requisite courses for the MA program are delivered in a variety of formats determined by the offering college or department. Courses within the MA Program are instructor-led and require real-time virtual attendance at scheduled dates and times. For example: MA A101, MA A104, MA A220.

The MAERB Core Curriculum is presented in person, on campus and requires physical attendance at scheduled dates and times. For example: MA A120: Administrative Procedures, MA A250/MA A250L: Clinical Procedures I and its respective lab and MA A255: Clinical Procedures II and its respective lab .

Program Costs

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Advising and Academics

Students are responsible for working with the College of Health, Student Success Center for academic advising and understanding program and degree requirements as well as university processes.

Students are expected to assume responsibility for seeking assistance from faculty if academic, professional, or personal problems interfere with their educational progress.

Students are expected to keep their personal information updated on UAOnline including current address and telephone number.

Clinical Simulation

Medical Assisting students may participate in simulated clinical scenarios. Clinical simulation is a high impact teaching method that supports student learning. Some scenarios use manikins and others use paid or volunteer actors.

Clinical Procedures Lab

The clinical procedures mock clinic rooms are used for specific learning experiences. The same student code of conduct applies to all learning environments. Respect the equipment, supplies and personal belongings of others. Concerns should be discussed privately with course faculty.

Selection of Clinical Practicum Sites

The Medical Assisting Practicum Coordinator is responsible for matching students with appropriate clinical sites. Every attempt will be made to honor requests for geographic locations and practice specialties preferences.

Section IV Clinical Policies

Do not perform any procedure or operate any equipment unless you are given permission to do so by faculty or clinical practicum supervisor.

Health Status

Students may be required to undergo drug testing for Medical Assisting Practicums and may be denied the clinical experience necessary for graduation if a drug test is positive.

Initial Vaccine Requirements

Students enrolled in the Medical Assisting Program are required to provide documentation of having the following vaccines. All must be completed, or the series initiated if multiple dose, within the fall semester.

Measles, Mumps and Rubella (MMR) immunity must be demonstrated by one of the following:

a. MMR 2dose series, documented
b. Blood test showing immunity to Measles, Mumps, and Rubella

Varicella (Chicken pox): immunity must be demonstrated by one of the following:

a. Varicella two -dose series, documented
b. Blood test showing immunity to Varicella

Tdap (Tetanus, Diphtheria, Pertussis): immunity must be demonstrated by:

a. Tdap vaccine as an adult, documented

Declining Immunizations

Regulated Waste Disposal

Regulated waste and sharps shall be discarded as soon as feasible in properly labeled containers which are located in the mock clinic rooms. Contaminated waste/biohazards are disposed of through a licensed contractor.

If an exposure incident occurs, it must be reported immediately to the faculty and Program Director and UAA procedures will be followed.

Training

The Medical Assisting Program provides mandatory programs of training in a variety of relevant topics (for example, HIPAA and bloodborne pathogens). The trainings will be documented, making sure that everyone understands and completes each non-academic training. This is a requirement for MA A295: Medical Assisting Practicum placement and meets the parameters of the Memorandum of Agreement with our clinical affiliates.

SECTION V Student Conduct

In addition to the University of Alaska Anchorage Student Code of Conduct, students must abide by the following academic behaviors in order to be admitted, continue, and graduate from the Medical Assisting Program. This applies to program courses including clinical practicum.

Professional Conduct

Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance. Students must adhere to the UAA Student Code of Conduct, the Medical Assisting Program course policies, and the AAMA Code of Ethics for Medical Assistants. Students must possess the ability to reason morally and conduct their discovery and/or application of knowledge relevant to the medical assisting profession.

A faculty member who suspects substance abuse by a student will follow the UAA Student Code of Conduct

Academic Integrity

Students are expected to act with honesty and integrity at all times. All submitted work must be original work prepared and/or completed solely by the student. Submitting work even partially based on the work of any other source may constitute academic misconduct unless properly attributed. Examples of academic misconduct

Section VI Complaint Procedures

MA Program students are encouraged to discuss academic concerns with their faculty of record. If the student feels they are unable to do this, the MA Program Director is available for a scheduled discussion. Students can also request a meeting with the School of Allied Health or College of Health leadership.

University students have a variety of procedures available to them to process complaints or disputes about actions or inaction by members of the university community that adversely affects them. The process used will depend on the nature of the complaint. Resources are available on each campus for seeking assistance with UAA Complaint Procedures. Students on the Anchorage campus should contact the Dean of Students Office: (907) 786-1214 or uaa_deanofstudents@alaska.edu

Section VII Student Records

Student files are kept to facilitate academic advising and compliance with MAERB Policies and Procedures. Files are retained from the time of application to the MA Program to one-year post graduation.

Student files are kept in a secure location. A student file contains admission documents, application to Medical Assisting Program, selected course documents indicating evaluation of competencies, vaccination compliance, BLS certification, background check as well as petitions, progress reports, letters or statements of disciplinary action, scholarship award letters, financial aid appeal letters and references prepared by School of Allied Health faculty and/or staff.

The files of students who do not continue enrollment in the Medical Assisting Program The,

Your Wolf Card is your library card. A full range of library resources for students are available at the UAA/APU Consortium Library.

Printing across the Anchorage campus is done through Managed Print using your Wolf Card. There is a print station in the AHS lobby.

Section IX Graduation and Credentialing

Graduation and Verification

Students are responsible for meeting with their academic advisors periodically to ensure they are on track for timely graduation. Students are required to apply for graduation. 8 $ $ D Degree Services office

certification board are not eligible to take the CMA (AAMA) Certification Exam. However, the Certifying Board may grant a waiver based upon mitigating circumstances.

Exam application steps are provided by the AAMA.

Career Services

Contact Career Services for best practices and tips for success as you search for a new job or internship and update your résumé and cover letter.

EVIDENCE OF UNDERSTANDING

My signature below attests to the fact that I have read the Medical Assisting (MA) Program Student Handbook_____ edition (year) and understand my rights and responsibilities.

I acknowledge the technical standards as outlined in this handbook. _____ (Initials)

I acknowledge it is my responsibility to ask for clarification and/or explanation of any questions or concerns I may have after reading this handbook. _____ (Initials)

I acknowledge the resources available for successful achievement of my academic