

Medical Assisting Undergraduate Certificate Progress Report Report to the Provost March 2017

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Note: The Medical Assisting Certificate program at the University of Alaska Southeast has a site visit scheduled for pursuing initial accreditation by CAAHEP. This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

Description

Medical assistants are multi-skilled health professionals specifically educated to work primarily in ambulatory care settings, such as physician's offices, clinics and outpatient care centers under the direct supervision of physicians, nurse practitioners or physician assistants. Medical assistants perform both administrative and clinical duties.

Progress Report

The UAS Medical Assisting Certificate Program is actively pursuing external accreditation by The Commission on Accreditation on Allied Health Education Programs (CAAHEP) and has a site survey scheduled.

The Medical Assisting program has significant annual program assessment requirements, which include evaluation of student learning outcomes. The requirements follow the annual report form (ARF) as required by the Medical Assisting Education Review Board (MAERB). Those requirements can be found at:
<http://www.maerb.org/>.

In preparation for the spring 2017 site visit, an extensive self-study report was prepared and submitted to the MAERB. The following, summarizes some of the information from the self-study and prepared in response to the *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting Essentials/Standards initially adopted in 1969; revised in 1971, 1977, 1984, 1991, 1999, 2003, 2008, 2015 Adopted by the American Association of Medical Assistants Medical Assisting Education Review Board and the Commission on Accreditation of Allied Health Education Programs.*

Standard II Program Goals and Outcomes

A. Program Student Learning Outcomes (Program Goals for CAAHEP)

The major goals of the Medical Assisting program graduates are to:

- To prepare competent entry-level medical assistants that meet or exceed national Medical Assisting Education Review Board standards in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
- Safely and effectively perform a variety of clinical and administrative tasks as an entry level medical assistant
- Display professionalism in the workplace and communicate effectively both verbally and in writing within a work environment
- Follow standards, policies and procedures of the physician's office within the medical assistant scope of practice demonstrating ethical and legal behaviors

B. Appropriateness of Goals and Learning Domains

The program regularly assesses its goals and learning domains and identifies and responds to changes in the needs and/or expectations of its communities of interest.

An advisory committee meets a minimum of once a year to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

Advisory Committee meetings were held in September 2016 and March 2017.

Advisory Committee Members:

Community of Interest	Name(s)	Agency/Organization
• Current Students	Lori Haldy Katie Hagan	Ketchikan Sitka
• Graduate	Dulcey Little-Stell	Juneau
• Physician(s) (PA, NP, DO)	Dr. Kimberly Bakkes	Mountainside Family Healthcare Sitka
• Employer(s) of Graduates Representative	Michele Cornwall John Hill Patrick Williams Amanda Gable Kristina Randolph	PeaceHealth Ketchikan Creekside Family Health Ketchikan Mountainside Family Healthcare Sitka Southeast Medical Clinic Juneau SEARHC Juneau
• Public Member	Lyle Sparrowgrove Tiffany Janssen	Sitka High School Principal First National Bank Branch Manager
• Other	Jill Hanson Chester Miyasato	UAS Sitka Administrative Services Manager Sitka Tribe
• Faculty (<i>ex officio</i>)	Leslie Gordon Bev Siercks	UAS full-time faculty Adjunct Faculty
• Program Director (<i>ex officio</i>)	Amy Samuel	UAS full-time faculty, Program Director
• Sponsor Administration (<i>ex officio</i>)	Paula Martin	UAS Sitka Campus Director

C. Minimum Expectations

The major goals of the Medical Assisting program graduates are to:

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Standard III Resources**A. Type and Amount**

Program resources must be sufficient to ensure the achievement of the program's goals and outcomes.

Resources must include, but are not limited to, faculty; clerical and support staff; curriculum; finances; offices;

classroom, laboratory and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education.

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in the Standards. The results of resource assessment are the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment. Resource surveys for the UAS Medical Assisting program have been developed to send to students, graduates and faculty each year and according to MAERB Standards.

B. Personnel

1. Program Director

According to the MAERB Standards, the sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes. The program director is fully qualified to meet the Standards required, and has maintained professional credentials and continuing education requirements.

2. Faculty and/or Instructional Staff

a. Responsibilities: Medical assisting faculty and/or instructional staff must direct student learning and assess student progress in achieving the requirements of the program in the appropriate learning domains.

b. Qualifications: Medical assisting faculty and/or instructional staff must be current and competent in the *MAERB Core Curriculum* objectives included in their assigned teaching, as evidenced by education and/or experience, and have instruction in educational theory and techniques. Full-time and adjunct faculty credentials have been gathered for the self-study and submitted to the MEARB in preparation for the site survey.

3. Practicum Coordinator

a. Responsibilities: The practicum coordinator must:

- 1) select and approve appropriate practicum sites.
- 2) provide orientation for the on-site supervisors.
- 3) provide oversight of the practicum experience.
- 4) ensure appropriate and sufficient evaluation of student achievement in the practicum experience.

b. Qualifications: The practicum coordinator must be knowledgeable about the *MAERB Core Curriculum*, knowledgeable about the program's evaluation of student learning and performance, and effective in ensuring appropriate and sufficient evaluation of student achievement in the practicum experience.

The responsibilities of the practicum coordinator are fulfilled by the Program Director. Effectiveness of the Practicum Coordinator is evaluated by students and practicum sites and the end of the Medical Assisting Practicum Course.

C. Curriculum

1. The curriculum ensures the achievement of program goals and learning domains. Instruction is an appropriate sequence of classroom, laboratory, and clinical activities according to MAERB Standards. Instruction is based on clearly written course syllabi that includes course description, learning objectives, methods of evaluation, topic outline, and competencies required for graduation.

Courses with Psychomotor and Affective competencies are embedded into the four Medical Assisting courses (HS 133, 233, 142, 242). According to the Standards, cognitive objectives are taught prior to clinical skills lab intensives to prepare students for practice and assessment of psychomotor and affective competencies. Students take prerequisite courses prior to enrollment into MA courses. The Practicum course is considered the capstone

and enrollment is by permission only. The Program Director reviews and maintains the Master Competency Sheet for completion prior to allowing registration for the Practicum course, which is the last course of the program.

Learning objectives include The MAERB Core Curriculum cognitive objectives and psychomotor and affective competencies. The MAERB Core Curriculum is divided into five specific Academic Subjects:

- Foundations for Clinical Practice
- Applied Communications
- Medical Business Practices
- Medical Law and Ethics
- Safety and Emergency Practices

Within those five specific areas, there are a total of 12 content areas:

- Anatomy & Physiology
- Applied Mathematics
- Applied Microbiology/Infection Control
- Nutrition
- Concepts of Effective Communication
- Administrative Functions
- Basic Practices Finances
- Third Party Reimbursement
- Procedural and Diagnostic Coding
- Legal Implications
- Ethical Considerations
- Protective Practices

Each of the twelve content areas is divided into three specific learning domains: cognitive, psychomotor, and affective. The items listed within the cognitive domain are referred to as “objectives,” while the items listed within the psychomotor and affective domains are “competencies.” The reason for that distinction is consistent with educational terminology; “objectives” are ideas, concepts, and information that need to be learned and acquired intellectually, while the “competencies” need to be performed.

The MAERB defines the domains in the following manner:

Cognitive: Knowledge; mental skills; observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions.

Psychomotor: Manual or physical skills; use of basic motor skills, coordination, and physical movement.

Affective: Behaviors related to feelings, attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors.

It is required of any CAAHEP-accredited program that all the cognitive objectives and the psychomotor and affective competencies be taught and assessed. Traditionally, the cognitive objectives are tested, while the competencies are practiced and then evaluated. Students need to successfully achieve 100% of the psychomotor and the affective competencies. In addition, the programs need to ensure that in students in any class pass 100% of the psychomotor and the affective competencies that are taught in that class in order for them to pass the course.

Competencies: All of the UAS Medical Assisting students from Cohort 1 passed 100% of the psychomotor and affective competencies with an 85% or higher.

2. The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the *MAERB Core Curriculum* which has been organized in preparation for the site survey. A curriculum map is maintained by the UAS Medical Assisting Program Director and updated as curriculum changes are made.

3. Practicum

a) An unpaid, supervised practicum of at least 160 contact hours in an ambulatory healthcare setting, demonstrating the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties, must be completed prior to graduation. The UAS MA Program places students at their practicum sites for 180 hours.

b) On-site supervision of the student must be provided by an individual who has knowledge of the medical assisting profession. The Practicum Coordinator ensures all applicable cognitive objectives and psychomotor and affective competencies be achieved prior to the start of any practicum in accordance with the Standards and regularly reaches out to site preceptors via email, phone and in person while students are in practicum.

Standard IV

Program Evaluation

All accredited medical assisting programs submit an annual report (ARF) that focuses on the level of achievement of the outcomes designated in the CAAHEP Standards and Guidelines. The UAS MA Program has begun obtaining required data and maintaining information to submit to the MAERB in anticipation of accreditation. Since the program has just recently had its first graduates and is not accredited yet, outcomes are just beginning to be evaluated.

Once CAAHEP formally accredits a program, annual reports are required to evaluate the following thresholds which have been taken from Policies & Procedures Manual for CAAHEP Accredited Medical Assisting Programs, August 2015:

Outcome	Threshold
Retention	60% (based upon the trigger course defined below and/or formal admission into the program)
Job Placement	60% placed in medical assisting or related field, or continuing with their education, or entering the military.
Graduate Survey Participation	30% of all graduates
Graduate Survey Satisfaction	80% of returned surveys
Employer Survey Participation	30% of all graduates placed in medical assisting or related field
Employer Survey Satisfaction	80% of returned surveys
Credential Exams Participation	30% of all graduates (implemented with the 2014 ARF and monitored with the 2018 ARF)
Credentialing Exams Passage Rate	60% of all the students who graduated within the specific year who took the exam (implemented with the 2014 ARF and monitored with the 2018 ARF)

The Annual Report Form is designed so that if programs do not meet a threshold in the year prior to the current reporting year, a program is required to fill out dialogue questions and create an Action Plan. Specific Dialogue Questions are required to have responses in this case.

The Medical Assisting program had the first students begin coursework in 2016 and results for this first cohort are still in progress.

Retention based on the Trigger Course

The trigger course is the first course in the medical assisting program curriculum in which the student is taught and achievement measured on any psychomotor and/or affective competencies within the MAERB core curriculum. The formal admission cohort will be the group of students who have successfully completed the trigger course. For the UAS Medical Assisting Program, the trigger course is HS 133 Administrative Procedures I. This course is offered each fall semester. If any of the psychomotor and/or affective competencies are taught and achievement measured in other courses outside of medical assisting courses prior to the start of that trigger course, the competencies will be re-assessed and/or re-evaluated during the progression of the MAERB core curriculum prior to practicum.

Retention Rate: Cohort 1- 100%

Enrollment, Retention, and Graduation

Five years of data reported will reflect the current status of all Medical Assisting students, ordered by admissions cohort, who were admitted into the program, reporting up to the last five years. The following information will be included: How many total students have been admitted; how many from among those students have dropped out; how many have graduated; and how many are still active in the program.

Enrollment: 11 students are actively preparing for Cohort 3 starting in Fall 2017.

Dropped: Cohort 1- 0% dropped Cohort 2- in progress

Graduates: Cohort 1- 7 graduated in December 2016, 1 is on track to graduate May 2017

Current students: Cohort 2- 11 students enrolled and are on track

Job Placement

The five years of data will reflect the information from all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from the program up to the last 5 years. Included will be the following information: How many graduates were hired as medical assistants or into a related field.

Job status: Cohort 1 will be sent a survey 6 months after graduation. Informal communication with students currently reflects 7 of 8 students currently employed in the field. 1 student is continuing her education.

Graduate Survey

The five years of data found on this tab will reflect the current information from all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from the program up to the last five years.

Included will be the following information: How many graduate surveys were sent out; how many graduates returned the survey; and how many responded positively to the cognitive, psychomotor and affective questions.

Graduate survey participation: Cohort 1-Surveys will be sent out in summer 2017.

Graduate survey satisfaction: Cohort 1-Surveys will be sent out in summer 2017.

Employer Survey

The five years of data will reflect the current information about all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from your program up to the last 5 years. Included will be the following information: How many employer surveys were sent out; how many employers returned the survey; and how many employers responded positively to the cognitive, psychomotor and affective questions.

Employer survey participation: Cohort 1-Surveys will be sent out in summer 2017.

Employer survey satisfaction: Cohort 1-Surveys will be sent out in summer 2017.

CMA (AAMA) Exam Results

The CMA (AAMA) participation and exam results for those individuals from each graduation cohort and took the CMA (AAMA) exam.

Participation rate: Cohort 1-Students are not eligible to take the CMA (AAMA) until accreditation is awarded. No other credentialing exams have been taken.

Passing rate: Cohort 1-Students are not eligible to take the CMA (AAMA) until accreditation is awarded. No other credentialing exams have been taken.

For CAAHEP-accredited programs, these outcomes are reviewed by MAERB annually, according to the policies outlined above. Accredited programs are also required to be teaching Cognitive Objectives from the most recently published MAERB Core Curriculum and maintain a Competency Tracking Sheet which documents the grade earned and date assessed for 100% of the psychomotor and affective competencies.

In addition, MAERB requires that all programs publish at least one outcome, with the option of publishing more than one, from the MAERB Annual Report Form. As this is a new program undergoing initial accreditation, data will continue to be gathered, and the published outcome will be established following the site visit.