

Oregon Coast Community College

Medical Assisting Program



OREGON COAST
COMMUNITY COLLEGE

Student Handbook

2019 - 2020

Oregon Coast Community College Medical Assisting (MA) Program publishes this handbook to provide students with current information about our Medical Assisting program. Changes sometimes occur after the handbook has been printed which affect programs, policies, and procedures. The Medical Assisting Program will attempt to post important changes and new information on the OCCC web page. Students should periodically consult with their instructors or the Director of CTE Programs: Health & Human Services for updated information not available at the time of publication. This handbook shall not be construed as a contract between the student and the College.



September 5, 2019

Dear Medical Assisting Student,

Welcome to the 2019-2020 academic period in the OCCC Medical Assisting Program (MA). This Student Handbook will help you understand the policies, procedures and expectations of the program. It is important that you read the handbook thoroughly. Once you have read it, please indicate your understanding of the contents by signing the Handbook Statement that will be distributed at orientation and the related forms required by the Medical Assisting Program.

Many of the Medical Assisting Program policies and procedures described in the handbook are like those that are a part of medical assisting practice. For instance, medical assistant's need to be caring and relate well to people of different backgrounds and cultures. As a medical assistant, you will need to be able to adapt to change, think critically, and respond during crises. Personal integrity and ethical behavior are essential. Abiding by the Handbook policies and procedures will enhance your success in the Medical Assisting Program and prepare you for the workplace.

We, the faculty and staff, look forward to working with you this year. We want to congratulate you on this first step in your medical assistant career and we wish you success and enjoyment in your courses.

Sincerely,

Faculty and Staff of the OCCC Health & Human Services Careers

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- Occupational Injury/Bloodborne Pathogen Exposure Policy
- Occupational Injury/Bloodborne Pathogen Exposure Acknowledgement Statement
- Physical Contact and Invasive Procedure Policy
- Physical Contact and Invasive Procedure Consent
- Samaritan Social Media Policy
- OCCC Incident Report
- Alert Progress Record
- Probation Record
- Medical Assisting Student Handbook Agreement Consent
- Confidentiality of Information Consent
- Release for Photographs/Videotapes Consent
- Academic Integrity Consent
- Permission to Share Information Consent
- Student Reference Request Form
- Medical Assisting CCOGS (Course Content and Outcome Guide)



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College Vision, Mission, Values, and Core Themes

Vision

Shaping the Future Through Learning

Mission

At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

Values

The Board of Education, administration, faculty, staff and students of Oregon Coast Community College commit to these values:

- Accountability: We accept responsibility for our actions and commit to transparent practices.
- Collaboration: We purposefully build partnerships to achieve common goals.
- Excellence: We hold ourselves to the highest standards and are committed to continuously improving the work we do.
- Inspiration: We show curiosity, illuminate new possibilities and ignite the joy of thinking well.
- Integrity: We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.
- Learning: We celebrate the life-long process of developing valuable knowledge and skills.
- Sustainability: We are responsible stewards of our financial, material, natural and human resources.
- Equity: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

Core Themes

Core Theme: Student Success

Objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.

At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success.

In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

Core Them: Educational Pathways

Objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational pathways are accessible through place and modality and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

Medical Assisting Education Program Mission and Value Statements

The Oregon Coast Community College Medical Assisting program is based on and congruent with the mission and values of the College.

Mission

Oregon Coast Community College Medical Assisting Education Program equips students through transformative education for success as beginning Medical Assistants who respond effectively to the diverse needs of individuals and communities.

Value Statements:

The medical assistant faculty, staff and students have defined and committed to the following values:

Accountability: *As guardians of the public, we accept responsibility for our actions in promoting and delivering safe patient care.*

Collaboration: *In partnership with others, we utilize innovative solutions to achieve common goals.*

Excellence: The program requires and encourages the highest standards of medical assisting practice.

Inspiration: We model competent, caring medical assistant practice and seek to ignite the joy of clinical practice

Integrity: The Code of Ethics serves as a foundation of our behavior and practice.

Learning: The program utilizes evidence- based teaching modalities to facilitate critical thinking and lifelong learning.

Sustainability: The Medical Assisting Program direction and growth is guided by ongoing evaluation, redesign and innovation.

Equity: We acknowledge the diversity of values, ethics, culture, and ethnicity of others and address the inequities.

Core Themes

Equip Students for success in the profession of Medical Assisting
Provide educational pathways and support

Medical Assisting (MA) Program

Program Description

The Oregon Coast Community College Medical Assisting Program is a four (4) term program that prepares students for entry level employment in a physician's clinic or a variety of other healthcare settings. Program graduates will have the academic, administrative and clinical skills necessary for an allied healthcare professional. Courses cover anatomy, physiology, and medical terminology, as well as, computers, office procedures, communications, psychology and mathematics.

Overview of the Role of Medical Assistants

Perform administrative and clinical duties under the direction of a physician or other medical practitioner. Administrative duties may include scheduling appointments, keeping medical records, billing, and insurance coding.

Employers look for candidates who can demonstrate they have the qualities necessary for success in the medical assistant field including candidates who:

- Can think critically, solve problems and construct practical solutions
- Have excellent interpersonal, written and verbal communication skills
- Are nonjudgmental about the diverse populations of people
- Are service oriented
- Have the abilities for social perceptiveness

Intended Program Learning Outcomes:

Upon completion of the Medical Assisting Training Program, students will have the resources to:

1. Interact in a caring and respectful manner with patients, families, and the health care team.
2. Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.
3. Perform the administrative business tasks required in a medical office.
4. Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.
5. Comply with quality assurance requirements in performing clinical laboratory procedures.
6. Perform common diagnostic procedures under a licensed health care provider to ensure patient comfort and safety.

Technical Standards

The Oregon Coast Community College Medical Assisting Program has the responsibility to society to educate competent health care providers to care for their patients/clients with clinical judgment, broadly based knowledge and competent technical skills at the entry level.

The program has academic as well as technical standards (non-academic criteria) students must meet to successfully progress in and graduate from the program.

The Technical Standards document is provided to assure that the students who enter the program know and understand the requirements and can make informed decisions regarding the pursuit of this profession.

Oregon Coast Community College provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary for successful completion of the requirements of clinical based health care programs. These standards are not a requirement of admission into the program. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required for successful completion of the program.

Students admitted to the Medical Assisting Program are expected to be able to complete curriculum requirements which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional Medical Assistant. These core competencies are considered to be the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective medical assistant care.

Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations.

Oregon Coast Community College is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations. Regular consistent attendance and participation is essential to learning, especially for all scheduled clinical experiences.

Cognitive

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly, including thorough and accurate use of computers and other tools, to individuals and groups, using the English language.

Examples of learning activities found in the Medical Assisting curriculum and related to industry standards:

- Discriminate fine/subtle differences in medical word endings.
- Report verbally and in writing client data to members of the healthcare team.
- Read and comprehend medical orders and client information found in the medical record.
- Perform math computations for medication dosage calculations both with and without a calculator.
- Apply knowledge/skills gained through completion of program prerequisites, including requirement for computer proficiency.
- Interact in a caring and respectful manner with patients, families or healthcare team.
- Perform the administrative business tasks required in a medical office.
- Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.
- Comply with quality assurance requirements in performing clinical laboratory procedures.
- Perform common diagnostic procedures under a licensed healthcare provider to ensure patient comfort and safety.
- Demonstrate competency skills

Physical

Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs.
5. Function with both hands free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend to cognitive and psychomotor tasks for up to 7-12 hours.

Examples of learning activities found in the Medical Assisting curriculum and related to industry standards:

- Transfer patients/clients in and out of stretchers and wheelchairs.
- Control a fall by slowly lowering client to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) clients or objects, pull or push objects, weighing up to 35 pounds and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
- Reach to shoulder or higher level to place or access medication or supplies, bend or squat to access equipment below exam table level.
- Carry equipment and supplies to the client
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in sharps container.
- Complete assigned periods of clinical practice (7-12-hour shifts, days, evenings, or nights, holidays, weekdays and weekends).
- Complete skills within assigned time limit.

Sensory

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

Examples of learning activities found in the Medical Assisting curriculum and related to industry standards:

- Detect changes in skin color or condition. (pale, ashen, grey, or bluish)
- Detect a fire in the client care environment.
- Draw up a prescribed quantity of medication into a syringe.
- Observe clients in a room from a distance of 20 feet away.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in client care
- Communicate with client and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating

room where health team members are wearing masks and there is background noise.

- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.
- Detect unsafe temperature levels in heat-producing devices used in client care.
- Detect abnormalities, such as skin breakdown, abnormal blood pressure, pulse, blood sugar or skin breakdown.
- Feel vibrations such as an arterial pulse.

Behavioral

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature, and sensitive relationships with others.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
5. Accept responsibility for own actions and communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructors, peers, staff and healthcare team members.
6. Integrate feedback into own performance.

Examples of learning activities found in the Medical Assisting curriculum and related to industry standards:

- Exercise judgment, meet acceptable timeframes for client care delivery (acceptable timeframes are reflected by ability to carry out the usual client care assignment for a particular point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing client care environments.
- Accept accountability for actions that resulted in client care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.



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COMMUNITY COLLEGE

Medical Assistant Curriculum Map and Costs 2019 – 2020

FALL TERM 2019

Course #	Course Title	Credit Hrs.	Tuition	Fees	Total
NCMA 101	Body Structure and Function I	4	460.00	64.00	524.00
NCMA 102	Medical Assistant Clinical Procedures I	4	460.00	114.00	574.00
WR 121	English Composition	4	460.00	64.00	524.00
Term Total		12	1,380.00	242.00	1622.00

WINTER TERM 2020

Course #	Course Title	Credit Hrs.	Tuition	Fees	Total
NCMA 103	Office Skills for the Medical Office	5	575.00	80.00	655.00
NCMA 111	Body Structure and Function II	4	460.00	64.00	524.00
NCMA 112	Medical Assistant Clinical Procedures II	4	460.00	114.00	574.00
Term Total		13	1,495.00	258.00	1,753.00

SPRING TERM 2020

Course #	Course Title	Credit Hrs.	Tuition	Fees	Total
NCMA 113	Medical Assistant Practicum I	3	345.00	48.00	393.00
NCMA 125	Pharmacology for Medical Assistants	4	460.00	64.00	524.00
PSY 101	Psychology and Human Relations	4	460.00	64.00	524.00
Term Total		11	1,265.00	176.00	1,441.00

Medical Assistant Curriculum Map and Costs Continued 2019 – 2020

SUMMER TERM 2020

Course #	Course Title	Credit Hrs.	Tuition	Fees	Total
NCMA 123	Medical Assistant Practicum II	5	575.00	80.00	655.00
Term Total		5	575.00	80.00	655.00
Total Tuition and Fees Costs					5,471.00

Program Prerequisites

High School Completion or GED

Placement in WR 121 or completion of WR115 with a "C" or better

Placement in RD 120 or completion of RD 115 with a "C" or better

Placement in MTH 60 or completion of MTH 20 or higher with a "C" or better

All required courses must be completed with a letter grade of "C" or higher to receive the Medical Assisting Certificate.

*Successful completion of WR 121 or any writing course for which WR121 is a pre-requisite, with a letter grade of "C" or higher

Medical Assisting Program Policies

Admission Policies

Requirements for Immunization, CPR, and Health Exam

Oregon state law requires that all persons working in healthcare facilities be screened for tuberculosis (TB). Regulations from the Oregon Occupational Safety and Health Administration require students in healthcare occupations to be immunized for Hepatitis B. In addition, clinical facilities require proof of current immunization against tetanus, diphtheria, varicella (chicken pox), rubella, rubeola, and mumps.

All reports of TB screening and immunization status must be on official records, signed by a qualified healthcare professional, and must be complete before you are eligible to participate in medical assisting clinic assignments.

1. **TB screening report.** Screening shall consist of a Mantoux PPD Tuberculin skin test prior to the start of the Winter Term. Those with positive reactions to the skin test, or with a history of known positive reactions, must submit a recent medical evaluation certifying that they do not have active infectious tuberculosis. **Note: the written report of a TB skin test must include the results of the test as read by a health professional. Be aware that the results take 48 hours to obtain.**
2. **Proof of current immunizations** shall consist of written documentation of:
 - a. **Tdap-Tetanus, Diphtheria and Pertussis** - - vaccination within the last ten years.
 - b. **Measles, mumps, and rubella:** two doses of MMR vaccine (reported by month and year of each dose) administered at least 30 days apart with first dose on or after the first birthday, **OR** 2) physician-documented disease, **OR** 3) positive titer.
 - c. **Hepatitis B**—series of three injections. At least the first injection is required before the Winter Term. Be aware that the recommended minimum timeframe between the second and third injection is two months.
 - d. **Varicella (chicken pox)** — 1) two doses of the Varicella vaccine **OR** 2) physician-documented disease **OR** 3) positive titer.
3. Annual flu vaccines are highly recommended secondary to the nature of exposure of health care practitioners. If you decline the flu vaccine for reasons other than medical, clinical sites **can mandate** that you wear a mask while at their site.

4. **CPR certification: BLS Healthcare Provider Level from the American Heart Association** must be current while students are enrolled in the program.

5. Medical evaluations of physical capacity may be necessary to provide information needed to accommodate functional limitations. When needed for this purpose, reports of an examination conducted by a licensed healthcare professional may be required from students.

6. Students requesting accommodations should make an appointment with the Dean of Students at 541-867-8501.

Criminal Background Checks

Applicants and students must demonstrate a personal history compatible with obtaining certification as a medical assistant. Applicants or students with questions about criminal background concerns may want to call the Director of CTE Programs, Linda Mollino at (541) 867-8513.

- A. Every MA Program applicant/student must answer questions to determine if there is a personal history of: conviction for a criminal offense or physical or mental health problems that might interfere with the requirements of medical assisting practice. Failure to provide truthful and complete answers to these questions may result in denial of admission for applicants and dismissal for students.
- B. Prior to the date set forth by the OCCC Medical Assisting Program, all students admitted to the Program are required to pass criminal background checks which fulfill the requirements of the clinical sites. Several clinical sites used for student experiences in the Program reserve the right to deny placements for students with a record of certain criminal offences. If the student is denied placement and if an alternative placement cannot be found for required student experiences, continuation in the program will not be possible. If a student is arrested during the time he/she is enrolled in the Medical Assisting Program, he/she must notify the Director of CTE Programs: Health and Human Services of the arrest. The student's status in the Program will be reviewed by the Director. A possible outcome of the review may be the student's inability to continue in the Program.

Information regarding potentially and permanently disqualifying crimes is available through the Department of Human Services Rule 407-007-0000 on the OCCC college Medical Assisting web page.

Drug Screening

Prior to the date set forth by the OCCC Medical Assisting Program, the medical assistant program students are required to undergo drug screening. This procedure will be performed by the Occupational Medicine department at Samaritan Pacific Communities Hospital and is at the

students' own expense. Other clinical sites may also require drug screening before students are admitted and may have a separate independent procedure.

If a student is denied placement because of this testing and an alternative placement cannot be found for required student experience, continuation in the program will not be possible.

A student admitted to the program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse as per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs will be placed on probation if not dismissed from the Program. Any occurrence of this kind that does not result in dismissal may require the student to undergo substance tests to detect the presence of alcohol or other drugs.

Testing required by the medical assisting program to corroborate or refute a suspicion of substance use will be arranged for and paid by the program. Payment for any subsequent testing will be the responsibility of the student. The test results will be reported directly to the Director of CTE Programs: Health and Human Services by the testing facility. A positive result will require that the student undergo evaluation by a qualified counselor. Counseling shall be at the student's expense. Failure to follow a counselor-prescribed treatment plan will result in dismissal from the program.

Refusal to provide specimens of body fluids for testing or failure to provide the necessary consents to implement this policy, including consent for direct reporting of test results to the Director will be interpreted as an implied admission of substance use and grounds for dismissal.

Students will be required to obtain a criminal background check through American DataBank and a drug screen through Samaritan Health Services Occupational Medicine. Students will also be required to create an account through Complio, which is an online tracking system for all clinical requirements such as immunizations and CPR status.

Policy regarding Medical Marijuana

While Oregon voters approved a ballot measure in 2014 making Oregon the third state to allow possession and sale of marijuana for recreational use, students' and employees' welfare, as well as teaching and learning are the OCCC Nursing Program's top priorities. As a public institution, the OCCC Nursing Program receives federal funding in the form of grants and financial aid. Therefore, allowing any use of marijuana would be in violation of that law, thus jeopardizing the nursing program's mission and the nursing students' educations. Under federal law, marijuana is designated as a Schedule 1 drug. Students should note that since medical marijuana is not a federally approved prescription drug and several clinical facilities have a "no tolerance" policy regarding marijuana, its use during the program as evidenced by a positive urine drug screen will result in dismissal from the program.

Policies Related to Student Conduct

Program Standards

Accepting responsibility for learning is an essential element of critical thinking and clinical judgment and must exist to allow understanding and knowledge development to occur. In addition to the OCCC “Student Code of Responsible Behavior” found in the college catalog and Student Handbook, students must abide by the following standards.

- Graduates from any Medical Assisting program are expected to perform in a manner that reflects the standards defined by the profession.
- Medical Assisting students must learn to function in accordance with the accepted standards of practice mandated by the profession.

For this reason, the expected conduct, outlined as follows, should be viewed as necessary preparation for the ultimate role that the student will assume when entering the profession.

General Responsibilities

1. All Medical Assisting students must register for all courses prior to the first day of each term or they will not be allowed in the clinical setting.
2. Students are expected to check their boxes in the skills lab, regularly and access their e-mail and Canvas Online mail on a regular basis to monitor for instructor communications.
3. Current names, addresses, email addresses, and telephone numbers must be given to the Allied Health Department’s Administrative Assistant. If any change occurs, it is the responsibility of the student to inform his/her clinical instructor, the Allied Health Department’s Administrative Assistant, and Student Services. Students will receive official college notices via their OCCC email only.
4. Students are to turn cell phones off or in “silent” mode during class, clinical, simulation and skills lab time.
5. Food is not allowed in the classrooms or skills lab sessions per OCCC Community College policy. Drinks such as water bottles, that have a cover/lid are allowed.

Civility Standards

Interactions in class and clinical are to reflect professionalism and civility as evidenced by caring, fairness, respect, acceptance of responsibility and trustworthiness. Class should be treated as a work setting. Civility standards for the classroom incorporate general respect for the faculty and fellow students in regard to limiting disruptions such as, but not limited to:

- Side conversations
- Argumentative behaviors
- Limited attendance to class and/or repetitive tardiness
- Use of cell phone, computers, tablets and/or other electronic devices for anything other than in class activities, note taking, and audio taping of lecture materials.

- It is courteous to request permission from individual instructors to tape classroom presentations. Neither taping nor note-taking is allowed during exam review sessions, unless agreed upon by instructor.
- No pagers, cell phones, or other devices set for audible alarming are permitted in classrooms

Student Faculty Communication

Students will have the opportunity to impact the program and affect the curriculum through formal and informal evaluation methods (e.g. instructor and course surveys at end of term). Individual concerns will be dealt with on an individual basis.

Students with individual concerns are to discuss them directly with the faculty directly involved. Medical Assisting, as many other professions, uses a chain of command approach to problem solving. Problems are to be initially addressed with the faculty member most directly involved in the concern. Students may request the program director or an uninvolved faculty member to be present for the discussion.

Faculty Office Hours

Each medical assistant faculty member has office hours that are posted in the course syllabus. Instructors will be available to respond to student e-mails via canvas during business hours (typically Monday through Friday 0900 – 1700) throughout the school term. During clinical hours only, it is acceptable to contact instructors via cell phone. Outside of clinical hours, cell phone contact should be limited to emergencies only. Texting is at the discretion of the individual instructor.

Please remember, instructors do not work 24/7! Use your organizational skills, plan, and allow for a response time that is likely not to be immediate! Planning and starting assignments early will help you avoid unnecessary stress in progressing to your goal of becoming a Medical Assistant.

At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual and the community as a whole. One important aspect of academic integrity is academic honesty. Violations of academic honesty include:

Clinical dishonesty is non-report of one's own or a colleague's errors. Errors may include breaks in principles such as asepsis or misuse of equipment or materials. An error may be failure to give medications or other treatments at the designated time or in the usually expected way without an acceptable reason for modification. Examples may include giving an antibiotic two hours late, using a contaminated syringe to give an injection, or leaving a patient in an unsafe environment, e.g. without side rails raised.

The clinical faculty will individually evaluate clinical dishonesty and determine the penalty which may include additional hours of lab practice, other special assignment, or clinical “no pass” which becomes a course failure. The penalty will relate to what the student was taught and the critical nature of the error (degree of violation the error produced with respect to practice competence).

Academic Integrity

Learning is built on the fundamental qualities of honesty, fairness, respect and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual and the community as a whole. One important aspect of academic integrity is academic honesty. Violations of academic honesty include:

Plagiarism Collusion/Inappropriate Assistance Cheating
Fabrication/Falsification/Alteration Unauthorized Multiple Submission
Sabotage and Tampering

A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.

Violations of academic honesty may include:

Plagiarism:

Presenting someone else’s words, ideas, artistry, product, or data as one’s own.
Presenting as new and original an idea or product derived from an existing source.

Collusion/Inappropriate Assistance:

Helping another commit an act of academic dishonesty.
Knowingly or negligently allowing work to be used by others. It is a violation of Oregon State law to create and offer to sell part or all of an educational assignment to another person (ORS 1:65.114).

Cheating:

An act of deceit, fraud, distortion of truth, or improper use of another person’s effort to obtain an educational advantage. This includes but is not limited to; unauthorized access to examination materials prior to the examination.

Procedures of Academic Integrity Process

Action/Steps by Faculty

The faculty member observing or investigating an apparent violation of academic honesty meets with the student and shares the Oregon Coast Community College Academic Integrity Policy and Procedures. The faculty member explains to the student the procedures and penalties for violation of academic honesty.

The faculty member provides the student an opportunity to explain the incident. If, after initial investigation and conference with the student, the faculty member resolves the issue informally with the student and determines that there was no violation of academic honesty, the process is concluded and there is no need to complete the Academic Integrity Concern Form. If, after initial investigation and conference with the student, the faculty member finds that there has been some violation of academic honesty, the violation is documented, using the Academic Integrity Concern Form.

The faculty member collects evidence by assembling all relevant documentary evidence and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.

If the faculty member finds the student to have been dishonest, the faculty member may resolve the matter by determining an appropriate course of action, which may include an oral or written warning; or a grade of "F" or zero on an assignment, project, or examination; or a lower grade or grade of "F" or "No Pass" for the course. The completed Academic Integrity Concern Form is submitted to the Associate Dean of Instruction.

In the event the faculty member's investigation is pending at the time course grades are due, the faculty member may elect to submit a mark of "I" (Incomplete), with the student informed in writing by the faculty the reason for the investigation and the incomplete mark via the Academic Integrity Concern form.

Consequences for Violations of Academic Honesty

Involvement of the Chief Academic Officer:

If the accused student contests the faculty member's decision, a meeting with the Chief Academic Officer may be requested.

If the faculty member wishes to assign a grade of "F" or "No Pass" for the course, or initiate further disciplinary action (e.g., place the student on program-based academic probation), the student is entitled to a meeting with the Chief Academic Officer for the purpose of further inquiry into the incident.

Within ten (10) working days of receiving the Academic Integrity Concern Form, the Chief Academic Officer coordinates a meeting between all parties regarding the alleged incident of academic dishonesty. Official notification of this meeting should be in writing. The purpose of the meeting is for the student to hear the charges and present his/her side of the case. The Chief Academic Officer will consider any evidence submitted within seven (7) days of the meeting, and interview persons as warranted. The Chief Academic Officer determines if the action recommended by the faculty member is appropriate. If the student misses the meeting, the faculty member and the Chief Academic Officer may proceed with the process to completion.

Within five (5) working days of the meeting, the Chief Academic Officer sends written notification of the results of the inquiry to the student and faculty member. The decision of the Chief Academic Officer is final. Further consequences may be imposed by the Chief Academic Officer in cases of grievous violations of academic honesty or for a continued pattern of violations. See the OCCC College Catalog and the OCCC Student Handbook for additional information. Both are available on the college website.

Course Requirements and Mandatory Attendance Policies

Medical Assisting courses include attendance at Theory, Skills lab sessions, and off-campus clinical experiences. Courses require the completion of assigned readings, computer assignments, group assignments, and written work. Students are responsible for completing the course requirements outlined in the Course Syllabus. Attendance is mandatory for course related activities including: orientation sessions, clinical, alternative clinical experiences, skills lab instruction, and comprehensive assessments, and clinical simulation labs.

Students are expected to meet the scheduled times for classes, exams, and practicum learning activities. Students are expected to adjust personal schedules, including work and childcare, to meet course requirements. Students are expected to have reliable transportation for attendance at clinical assignments around the college district. Students should be prepared to be scheduled for off campus learning experiences on day, evening and night shift, and at all clinical locations in Lincoln County.

We believe Clinical and Skills lab learning experiences are essential for student success. However, we also understand that in the case of illness it is best that the student remains at home. Temporary health problems, including injuries, which produce practicum absences, may interfere with a student's successful completion of course outcomes. If a student is making satisfactory progress towards meeting course outcomes, an absence(s) may not interfere with the successful completion of the course. Students who miss mandatory practicum experiences, including clinical, community-based or other off-campus experiences, and skills lab activities, will bear the consequences of missing out on opportunities to demonstrate their satisfactory performance for the outcomes of the course. Clinical absences greater than two (2) working days, will require a Physician's note. As opportunities to demonstrate a satisfactory level of competence of clinical outcomes are limited to the scheduled clinical days, students are expected to exert a maximum

effort to avoid absences and to demonstrate competence with every opportunity that presents in the clinical setting. Medical Assistant faculty must be able to directly observe students in the clinical settings to determine consistent performance in meeting course outcomes.

Evaluation is based solely on the student's ability to meet the course outcomes within the scheduled clinical sessions. With every absence, the instructor will initiate a plan to identify intervention strategies. The plan may become a permanent part of the student's MA Program educational file if the problem persists. Additional absences may result in a probationary plan and require a meeting with the Clinical Instructor and the Director of CTE Programs: Health & Human Services. There are no allowances built into the course for making up absences from clinical. Furthermore, Faculty have no obligation to provide extra clinical days to accommodate students whose excused or unexcused absences result in too few opportunities to demonstrate satisfactory performance of course outcomes.

Procedure for absences or lateness: if an absence/lateness is unavoidable, Students must contact their instructor by phone within one hour before the shift begins to inform the instructor of absence.

Students are not allowed to attend clinical if they worked the night shift prior to the scheduled clinical day. For theory, skills lab or clinical simulation contact the appropriate instructor or department administrative assistant.

It is expected that students will have reliable transportation, alarm clocks, work schedules and child care arrangements. Repeat tardiness will result in concerns regarding student progression and reflect poorly on the clinical evaluation tool. This behavior may result in failure.

Absences from Group Projects/Presentations: students are expected to attend all scheduled meetings for group-work related projects (faculty or student scheduled). Students that are absent or fail to contribute to the work of the group will be progressed for continuation in the program by the Medical Assisting Faculty. Students who demonstrate a trend of absences from group-work meetings may receive a different grade from the other group members. If a student must be absent from a group presentation, the student must notify a group member and the appropriate faculty person by email prior to the scheduled time and speak to a group member and the faculty member by phone or in person as soon as possible, preferably prior to the scheduled activity.

If the student is incapacitated and unable to make email or personal contact with a group member and faculty member, the student is expected to have a designee make email and/or phone contact with the assigned Faculty member or the Director of CTE Programs. Students who are absent from a group presentation may receive '0' points or a no pass for the assignment. This may result in the student failing the course. Make-up presentations may be possible but are not guaranteed. Any student failing to properly notify faculty will automatically be ineligible for a make-up opportunity.

Temporary Limits on Physical Capacity: limits affect the ability to carry out care activities. Students should provide immediate documentation to their instructor from a healthcare professional of any temporary limits on physical capacity. This documentation should specify how the physical how long the temporary health problem will be present. When making patient assignments and scheduling Skills Lab sessions, instructors will consider, to the extent possible, any documented temporary physical limitations students may have.

However, such consideration cannot be offered indefinitely, and students must satisfactorily achieve the course outcomes within the scheduled practicum sessions. Students may need to consider withdrawing from the Program until the problem is resolved. Under no circumstances should a student undertake to give care to a patient whose needs for care exceed her/his physical capacity to meet those needs. It is expected that students with temporary health problems will exercise prudent judgment in not subjecting patients or themselves to risks of harm.

Medical Assisting Faculty reserve the right to require documentation from a healthcare professional confirming a student's ability to meet the Technical Standards of the Program.

Student Responsibilities and Expectations of Behavior

Interactions in class and clinical are to reflect professionalism and civility as evidenced by caring, fairness, respect, acceptance of responsibility and trustworthiness. Class should be treated as a work setting.

Students who cannot complete course outlines may be dropped from the course in compliance with Oregon Coast Community College policies which provide for advance notification and assistance for students performing unsatisfactorily.

Factors that Contribute to Failure to Meet Course Objectives Resulting in Dismissal from the Program are as follows:

Excessive Absences

If a student is unable to successfully complete a course, he/she may be dropped or be given an "F" grade, depending upon:

1. the amount of content/clinical lab experience missed.
2. inability to proceed due to lack of prerequisite content.

A student who has four or more unresolved absences at the end of the term will be referred to the Director of CTE Programs: Health and Human Services for evaluation of the student's ability to makeup those absences at the beginning of the subsequent term.

Inability to Meet Course Objectives

These may include repeated failure to:

1. apply theory and principles to clinical practice.
2. plan, organize and fulfill the tasks assigned by the instructor.
3. communicate effectively with patients, instructors and peers; and inability to understand verbal and nonverbal communications.
4. attain minimal technical competency in the skills required for safe clinical performance.
5. respond appropriately to instruction and suggestions made by those in authority.
6. perform in a safe and dexterous manner in relation to self and patients.
7. demonstrate ability to assume responsibility for preparing and completing clinical assignments made by the instructor.
8. demonstrate growth in coping with stressful situations in a calm and dependable manner.
9. demonstrate improvement in clinical laboratory performance within a period designated by the instructor.
10. attain a passing grade as stated in the course syllabus.

Criteria for Unsafe Clinical Performance

Since medical assistant students are legally responsible for their own acts, commission and/or omission, and instructors are responsible for any acts of their students in the clinical area, it is therefore necessary for the student and the faculty to conscientiously evaluate unsafe behavior. Any student demonstrating unsafe behavior(s) will fail the clinical course.

Unsafe clinical behavior is demonstrated when the student

1. violates or threatens the physical safety of the patient: i.e., neglects use of side rails, restraints; comes unprepared to clinical; leaves bed in high position.
2. violates or threatens the psychological safety of the patient: i.e., uses clichés repeatedly; does not encourage verbalization or is not aware of difference in ability to communicate.
3. violates or threatens the microbiological safety of the patient: i.e., unrecognized violation of aseptic technique; comes sick to clinical experience; unrecognized violation of isolation procedure; inadequate hand washing.
4. violates or threatens the thermal safety of the patient: i.e., burns patient with heating lamp, etc.; fails to observe safety precautions during O₂ therapy; leaves unreliable patient alone while he/she smokes.
5. assumes inappropriate independence in actions or decisions: i.e., fails to seek supervision when situation is questionable, is out of control, or in an emergency.

*Any violation of criteria for unsafe clinical performance will be reviewed by the faculty and program director and will be handled individually regarding students' continuation in the program.

Behaviors relating to responsibility, accountability and meeting time commitments are essential in the professional medical assistant. These behaviors need to be demonstrated by the student consistently over time across the curriculum. Because of this fact, any behavior which results in a notice of failing behavior in any one term, if repeated in a subsequent term, can result in immediate exclusion from clinical experience. Notice of failing behavior relative to these areas of responsibility, accountability and meeting time commitments will be forwarded from one instructor to the next instructor to ensure that students will be given the encouragement, support and limit-setting to facilitate the learning of these essential professional behaviors. All college policies regarding ethical and moral behavior apply to all OCCC students. In addition, the following campus-wide policies have been adapted to meet the specific needs of the Medical Assisting profession.

Major Violations: The attempt to commit, the commission of, or intentional assistance in the commission of any of the following:

1. **Academic Plagiarism:** The intentional submission for evaluation to an instructor of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source.

2. Academic Cheating: The intentional submission for evaluation to an instructor of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner. This includes cheating on exams.
3. Furnishing false information to the instructor, College department, or clinical facility with intent to deceive.
4. Forgery, alteration, or misuse of any patient or clinical facility documents or records.
5. Any conduct or unsafe behavior that threatens the safety of a patient. This would include failure to disclose information regarding omission of care or error in patient care.
6. Theft from a clinical facility. This would include medications and clinic supplies.
7. Possession or use of dangerous drugs and narcotics except as legally prescribed.
8. Coming to a clinical facility under the influence of mind-altering substances.
9. Failure to maintain confidentiality of privileged information: verbal, written and electronic. Students will be required to read, sign, and return agency-related confidentiality agreements prior to attending clinical.
10. Malicious gossip or derogatory attacks on any employee, patient, physician or clinical affiliate.
11. Sexual harassment, defined as unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange, or creates a hostile or offensive environment for one of the parties.
12. Other actions which, in the judgment of the department head, or program coordinator, could result in serious adverse consequences to the clinic, its employees, the department, or the welfare of the patient.

Violation of the above rules of conduct or other OCCC policies outlined within the OCCC Student Code, constitutes cause for disciplinary action ranging from a formal warning to immediate expulsion from the Medical Assisting Program at Oregon Coast Community College. A copy of the Student Code may be found on the Oregon Coast Community College website.

Classroom and Testing Policies

Coursework-General

1. Requirements of the Medical Assisting Program courses include attendance in the theory-based classroom sessions, at Skills Lab sessions and off-campus clinical, as well as completion of designated readings, computer assignments, and written work. Students are responsible for the course requirements as outlined in the individual course syllabus. Some assignments can only be completed on campus, e.g., computer-based proctored exams and Skills Lab sessions.
2. In classrooms, Skills Lab sessions, and off-campus clinical course requirements, students are expected to practice academic honesty as stated in the Code of Behavior in the *College Catalog* and in the Student Manual. (also refer to Academic Integrity section.) All assignments must be completed as assigned.
3. Canvas: Canvas is an integral part of all NCMA courses and access to a computer (at home or at the College) will be required daily. Required quizzes and assignments completed outside the classroom typically utilize the various tools of Canvas.

Testing Policies

1. Exams are primarily used to test learning of theory in the Medical Assisting courses. Students are responsible for learning based on textbook assignments, other required reading, required audiovisuals, and lecture content. Exams may include some questions that require math calculations; only approved calculators may be taken into the testing area. Most exams are completed using computers.

Exams are criterion-referenced, and knowledge is compared to a set standard, not to how other students perform on the test. Knowledge and comprehension level questions will be the minority of questions on exams. Being able to remember and understand information is a basic way of learning. However, while this type of knowledge is important and the basis for the other levels of knowledge, it alone is not enough to guarantee the provision of safe care. Two-thirds or more of program exams will typically involve application, judgment, and/or evaluation.

The ability of the Medical Assisting student to make decisions about patient care at these high levels of knowledge is the best indication of thought processes required to meet the needs of clients for the promotion, maintenance, and restoration of health.

2. Exams will be given as scheduled. Test-taking times will be strictly adhered to; students arriving late will submit their test when time is called.

3. If unable to take an exam or arrive on time, students are required to notify the instructor giving the exam and the department administrative assistant by calling and leaving a voicemail message BEFORE the exam is given.

Students must make arrangements to take missed exams with the instructor within a 24-hour period. Students who repeatedly arrive late for or miss exams may endanger their progression in the Program because ten percent of the maximum attainable points may be deducted from students' scores for each exam that they miss or for which they arrive late (5 minutes or more past start time). Emergent or mitigating situations will be reviewed by faculty as to whether a loss of points will occur as will be repeated absences even with proper advance notification.

- a. In no instance, may students keep or copy their exams or test forms. Once you have submitted your exam electronically you will be allowed to view it once in the proctored classroom. If it is determined that you are accessing exams once you have left the proctored setting this will be consider a violation of academic policy.
- b. Retests or extra credit exams or projects are not available.

4. Computerized testing

- a. Students may have a pen or pencil at their desk (which will be turned in at the end of the test). All other personal items are to be placed under their seats when entering the classroom on test days. Scratch paper will be provided.
- b. No apparel or device is permitted that obscures students' eyes from observation by the test proctor(s) (e.g. brimmed hats, sunglasses).
- c. If a student needs technical assistance, he/she may signal the test proctor, otherwise no questions will be answered during the exam time
- e. No talking, signaling, or sharing materials with other students is allowed during any test situation unless specifically directed by the instructor as part of the requirements for the exam.

5. General standards:

- a. An act of cheating or plagiarism may result in a grade of "0 points" for the assignment or exam as well as a report filed to the Dean of Students. The student is at risk of being dismissed from the program if a second occurrence of plagiarism is documented.
- b. Students are to work independently to complete assignments unless otherwise directed by the instructor. Whether the instructor requires APA format for an assignment or not, at no time is it appropriate for a student to copy large portions of material from any source into any assignment. Students should summarize content in their own words.

Grading

1. The grading system for the Medical Assisting Program courses is based on letter grades. Grades are based on points achieved in tests, quizzes and graded written assignments, with an average of 75 percent required for passing the course. Details for determining the course score that is used for assigning a course letter grade are contained in course materials. Following are course score ranges for course letter grades:

A	=	90 - 100	C	=	75 - 79
B	=	80 - 89	D	=	below 75*

*Scores below 75 will not be rounded up.

Summary of Grading Policy

It is the student's responsibility to evaluate their own clinical performance and to review the evaluation written by the faculty. Faculty are responsible for keeping students informed of their status in the program when there is any question of the student not maintaining an acceptable or "C" level of performance. Every effort will be made to assist students to identify learning problems and to get appropriate help to solve such problems.

However, a student who has demonstrated the inability to perform per stated outcomes in the clinical lab or in any other medical assistant course, and who does not meet the criteria for an incomplete grade in that course, will be given an "F" in the final course grade. This student may not continue in the program regardless of academic performance in other courses. A student who is permanently excluded from the clinical laboratory for unsafe behaviors shall receive an "F" in that course or may withdraw in accordance with college policy. All students who are leaving the program are required to arrange an exit interview with the Director of CTE Programs: Health and Human Services.

Grievance Procedure (adapted for the Medical Assisting Program)

A student is to follow the college's grievance procedure when grieving any grade. When a student grievance involves a clinical or clinical readiness grade, the timelines of the grievance procedure are shorter than those for a grievance involving a grade for a theory course since a failing clinical grade requires that the student be excluded from the clinical or the clinical readiness area upon receipt of that grade. The Student may continue to participate in the theory component of the Nursing Course.

- a. It is mandatory that the student discuss the problem with the faculty, staff member, or student directly involved the day of or immediately following the event's occurrence.
- b. If the problem is not resolved during the discussion, the student must meet with the Director of CTE Programs: Health and Human Services for further discussion.
- c. If the problem cannot be resolved informally as described in above, the student may file a Formal Grievance as outlined in the OCCC Student Handbook that starts with obtaining a Grievance form from Student Services.

Incompletes

Incompletes are assigned **rarely** in medical assistant courses because of the limitations that are available for a student to complete the course requirements before the next term. As per college policy, students are not allowed to register for the next course in the sequence if the prior course objectives were not met, therefore an incomplete will be considered on an individual basis.

Disability Services

The College provides a variety of support services to students with disabilities. All such services are elective and must be requested by the student. Any student who requires accommodation for any type of disability should make an appointment with Student Services. All information volunteered by students about disabilities is treated in a confidential manner. (See Technical Standards section for more details.)

General Policies

Attendance in Bad Weather Conditions

1. Students should follow College Policy for campus classes. On mornings when weather may force the College to be closed, or classes delayed, radio and television stations will be notified of the closure by Public Safety, hopefully by 6:00 a.m. and or your clinical instructor.
2. Students may access school closure information via local radio and television stations and the college website. In addition, a recording of delay/closure information will be put on the main campus telephone number (541-265-2283).

Oregon Coast Community College now uses FlashAlert, an Internet-based system for delivering changes in schedule (such as snow closures), and other news, to the news media. Message delivery is also available directly to students, staff, faculty and the public through FlashAlert Messenger.

You may self-register and manage up to three home or office email addresses and receive emergency information moments after we post it, at no cost to you.

To get started, visit www.FlashAlert.net and click on our region on the map. Use the search field to find Oregon Coast Community College.

You start the subscription process by filling in your email address. You may enter one or two more email addresses. After entering them, you will be led through a simple validation process for each address.

Note: There is no clinical even if students and faculty are on-route or have arrived at a clinical site when a decision to close OCCC or to open late is made.

1. If OCCC is closed, there is no clinical experiences for that day.
2. If OCCC opens late on a campus lecture day, class will begin at the later time providing the campus opening occurs within the usual classroom meeting time.
3. When OCCC is open, individual instructors may use their own judgment to make decisions about clinical as follows:
 - a. Clinical may be canceled at a site within Lincoln County or its environs when the weather in that area is bad.
 - b. Clinical may be canceled when travel to clinical is hazardous for the instructor.
 - c. Students may be dismissed early from clinical if the weather worsens after faculty and students arrive.
4. When clinical is canceled by an individual instructor, this information will be conveyed to students by telephone.

5. Students need to exercise good judgment regarding their own safety before deciding to drive to either clinical or campus when the weather is bad.

Children and Pets

Arrangements must be made for children and pets. They **may not** be brought to class, conferences, counseling sessions, Skills Lab, or clinical environment.

Tobacco-Free Campus Policy

Oregon Coast Community College Board of Education is committed to providing a safe and healthy environment for its employees, students and visitors by designating and maintaining each OCCC facility as tobacco-free environment.

Considering U.S. Surgeon General findings, OCCC will communicate to its employees and students that exposure to secondhand tobacco smoke and use of tobacco products are significant health hazards.

Consequently, use, distribution, or sale of all tobacco and nicotine products except those approved by the FDA for smoking cessation, in College buildings or on College premises, including in parking lots or outdoor spaces, without exception, or in College-owned, rented or leased vehicles, is prohibited. For this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; and smokeless or spit tobacco, also known as dip, chew, snuff or snus, in any form, vaporizing, electronic and any other form of device used for the purposes of smoking, vaporizing, dissolving, inhaling or ingesting any form of tobacco or nicotine product not approved by the FDA for smoking cessation.

Emergency First Aid

Oregon Coast Community College does not require, nor does it have the expectation that students in the Medical Assisting Program will provide emergency first aid to staff, students, or visitors on our campuses. If a student administers first aid, he/she assumes the liability for such action.

Injury/Illness

Student may not be in the clinical setting with the following:

Students with a fever, diarrhea, an open lesion (e.g. "weeping" sores), a contagious disease, an uncontrolled productive cough, or an uncontrolled cold symptom. This may include you being required to obtain a medical release from your health care provider before returning to class or clinical. Questions regarding clinical attendance should be directed to the clinical instructor.

For any condition, e.g. an illness, injury, prescription medications or surgery that could impact the student's ability to safely perform client care while maintaining their own safety and that of the client, a statement will be required from a physician/licensed primary health care provider stating that the student is medically cleared to perform patient care responsibilities without restriction as spelled out in the program's Technical Standards.

If the physician identifies restrictions are required, faculty will review the medical release form information provided by the physician/licensed health care provider and determine if the student can continue in clinical experiences. The student must share a copy of the program's "Technical Standards document with the physician/licensed primary health care provider when requesting the medical release and must provide the program director or instructor with a copy of the medical release by the time frame specified by the instructor.

Students must report all body fluid splashes, needle sticks, and other accidents or events that could endanger their health occurring during clinical training to facility, instructor and College immediately. The instructor will assist the student in obtaining treatment, if required, and completing the required forms in accordance with institutional policy and OCCC policy. Worker's Compensation Insurance covers student injuries in a clinical facility. Worker's Compensation Insurance does not cover student injuries in the skills lab setting and students are responsible for any associated costs.

Pregnancy

A pregnant student must understand that the course outcomes expected of her, is the same as that expected of any other student. The student must share a copy of the program's "Technical Standards document with her health care provider and must notify (via medical release form) the Director of CTE Programs: Health & Human Services if the physician places any restrictions on clinical performance of those functions. Faculty will review the medical release form information provided by the physician/licensed health care provider and determine if there are any restrictions in the skills lab environment based on the physician's recommendations or orders.

FERPA and Release of Educational information

In compliance with The Family Educational Rights and Privacy Act (FERPA), Oregon Coast Community College releases only very limited information regarding students. All students should be aware that some confidential information may be posted/shared. Information includes posting of student name with physical location of campus and clinical assignments, and reporting immunization, TB testing, Criminal Background Checks; Drug Screening and CPR certification to some contracted clinical sites. For more information regarding FERPA, contact student services.

Insurance

All students are required to be covered by student nurse liability insurance to complete program objectives in the off campus clinical facilities. This insurance covers claims of malpractice that might be lodged against students. The college supplies the insurance. The cost of the insurance is part of the general College lab fees collected at registration. Students are not covered by health and accident insurance by the College. The College does provide workers' compensation coverage for student illnesses or injuries that result directly from activities required by course objectives at off campus clinical sites. This coverage is not available for on-campus laboratory activities. Student health insurance is recommended. Information on student health plans is available through Student Services.

Non-Discrimination/Non-Harassment

Oregon Coast Community College is committed to maintaining a learning and working environment that is free of harassment for all persons. It is the policy of OCCC that all its students and employees will be able to learn and work in an environment free from discrimination and harassment. Therefore, it is a violation of College Policy for any student or employee to engage in harassment (including sexual harassment) of any other college student or employee based on personal characteristics, including, but not limited to race, religion, color, gender, sexual orientation, national origin, age, marital status, parental status, veteran status, or disability.

Any student, employee, or organization with a substantiated violation of this policy will be subject to disciplinary action including possible suspension and/or expulsion, or dismissal. The College has regulations and procedures to disseminate this policy, to train supervisors, to provide channels for complaints, to investigate all complaints promptly and carefully, to develop and enforce appropriate sanctions for offenders, and to develop methods to raise awareness and sensitivity among all concerned.

No-Show/Drop

Oregon Coast Community College has a No-Show/Drop procedure. If a student does not attend orientation and the first- class session or does not contact the instructor prior to missing the first-class session, the student may be dropped at the discretion of the program director. If a student is dropped under this procedure, the student will be mailed a notice informing him/her of the date they were dropped, the course number and name, and the instructor name. **Note:** This may affect the student's eligibility for tuition assistance if he/she is a veteran, on financial aid, or sponsored by an agency.

Sexual Harassment Policy

It is the policy of Oregon Coast Community College that all students and employees learn and work in an environment free from sexual harassment and discrimination. OCCC will not permit sexual harassment in the academic environment or workplace at any time. Each student and

employee is responsible for assuring that the college environment is free from sexual harassment.

As defined in OAR 839-07-550, sexual harassment is a form of discrimination related to or because of, a person's gender. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the conduct is directed toward an individual because of his/her gender and:

- a. submission to the conduct is made either explicitly or implicitly a term or condition of his/her student status or employment status, or
- b. submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting him/her, or
- c. the conduct has the purpose or effect of unreasonably interfering with an individual's performance as a student or work performance or creating an intimidating, hostile, or offensive working relationship.

Students who have been the subject of sexual harassment from OCCC staff, faculty or fellow students will report the problem to the College's Student Services Director or the Human Resources Director. Investigations will be conducted with discretion and concern for the protection of individual privacy. Upon the determination that an act of harassment has occurred, immediate and appropriate corrective action will be taken.

Students who instigate or participate in sexual harassment will be subject to disciplinary action up to and including expulsion. Employees who instigate or participate in sexual harassment will be subject to disciplinary action up to and including dismissal. No student will be expelled, suspended, or otherwise harassed or discriminated against because he/she has filed a complaint, or has objected to, or testified about, a possible violation of the law and/or OCCC policy. No form of retaliation will be taken against any student or employee who reports an incident of alleged harassment. Students or employees who knowingly bring false or fabricated complaints of sexual harassment will be subject to disciplinary action up to and including expulsion and/or dismissal respectively.

Transportation

Students are responsible for their own transportation to and from school and clinical facilities. Most students will spend some time at clinical agencies requiring 1/2 hour or more traveling time to and from campus. Students may also share rides with other classmates when this does not interfere with their assignments.

Student Suspected of Substance Use Policy

To maintain the integrity of the Medical Assisting program and ensure safe client care, and in accordance with OCCC policy, students must abstain from the use of alcohol or drugs/medications which affect safe and appropriate functioning in the following situations:

1. Before and during class and lab/clinical.
2. While in student uniform.
3. Before and during assigned time in the clinical facility, including the time of client selection.

State law and clinical facilities require drug screening with negative results of all students before allowing students to practice in their clinical setting. Students will assume the responsibility of the cost to comply with the mandated screening and will complete the process at the designated lab by the deadline identified prior to program entry. Results showing “dilute specimen” will require the student to submit another urine specimen at their own cost by the deadline given by the program director. Results that show “not eligible for a safety sensitive position”, “confirmed positive”, positive for THC or that a urine substitute has been used or “not consistent with human urine” will result in revocation of acceptance or dismissal from the program.

Students have a responsibility to notify their instructor if they are taking any medications that may have an adverse effect upon their clinical performance. The instructor will determine if the student’s clinical performance is safe.

Students have a legal and ethical responsibility to report peers who they suspect are substance users.

As stated in the college catalog, “Anyone under the influence of alcohol or controlled substances may be removed, dismissed, or suspended from college functions, classes, activities, or responsibilities. The college will impose disciplinary sanctions on students up to and including expulsion...for violation of these policies.”

Any instructor or immediate supervisor who believes that a student is in a clinical setting while under the influence of alcohol or drugs or is for any reason a threat to client safety will remove the student immediately from the client care responsibilities.

In the event of suspected use in the clinical setting, the instructor has the right to confiscate, in the presence of a witness, the substance(s) for identification.

The behaviors and signs observed by the instructor will be documented by the instructor and validated by another instructor, supervisor on duty, or clinical manager).

The instructor will require the student to submit to body fluid collection and testing performed by a laboratory designated by the program. The collection and testing will be performed in a manner which preserves the integrity of the specimen. The student will be escorted to the laboratory by the program director or other college representative soon after the student has been removed from client care responsibilities.

The student will bear the expense of the program mandated testing unless otherwise specified. Following completion of the specimen collection, the Director of CTE Programs: Health and Human Services will arrange for the student's safe transportation home.

Failure to give written consent, without qualification, to such alcohol or drug testing and/or release of test results to the Director of CTE Programs: Health and Human Services or failure to provide bonafide samples for such testing will be considered implied admission of screened substance use and grounds for appropriate disciplinary action, including the possibility of immediate dismissal from the medical assistant program.

The student involved in the alleged infraction will be temporarily excluded from the Medical Assisting Program until the test results have been received and reviewed by the director. Immediately or as soon as reasonably possible after the test has been performed, the Director of CTE Programs:

Health and Human Services or in her absence, the Instructor will be informed of the drug test:

- a) If the results are negative, the student may return to the program activities. Opportunity for make-up will be provided, and the student will be expected to make up missed time and assignments.
- b) If the test results are positive, the Director of CTE Programs: Health and Human Services will implement appropriate disciplinary actions including reporting the results to the Dean of Students and dismissal from the Medical Assisting Program on the grounds of substance use. The student who disagrees with the program's decision can utilize the OCCC student grievance procedure by notifying the Dean of Students.

Laboratory and Clinical Policies

Skills Lab Session Experiences

1. Students have clinical laboratory experiences throughout the Medical Assisting courses for which attendance is required. These experiences are correlated with classroom theory and encompass campus Skills Lab session assignments and off-campus clinical experiences. To make the best use of learning opportunities, students are expected to arrive at both campus and off-campus clinical and laboratory sessions on time and to be prepared to function at the start of the session.
2. Students will not be allowed to perform skills in the clinical setting until they are mastered in the skills lab setting, per an established protocol. Absence/lateness in Skills Lab session is tracked in relation to clinical experiences for Medical Assisting courses.
3. Students are required to demonstrate competency in of skills in Skills Lab sessions before performing these skills on patients. For some skills, it is necessary for students to have a partner for skills. This includes injections. It is expected that all students will serve in the partner role during skills practice. Some skills require partners to expose their upper body and/or lower extremities. Appropriate screening and draping are used to protect personal privacy during all skills lab experiences. Students enrolled in the Medical Assisting Program will be required to review and adhere to the program's Physical Contact and Invasive Procedure Policy at the back of this handbook.

Code of Academic and Clinical Conduct

Students in the Medical Assisting Program have a responsibility to society in learning the academic theory and clinical skills needed to provide Medical Assisting care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice Medical Assisting as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the Medical Assistant student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development, therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.

3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in the Medical Assistant by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Refrain from performing any technique or procedure for which the student has not been adequately trained.
11. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
12. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Code of Conduct in Clinical Facilities

1. Students are required to **report all injuries or accidents** involving their assigned clients to the instructor immediately. The instructor will assist the student to then follow appropriate program and facility policies and will notify the program clinical coordinator of the incident as soon as possible.
2. Students are advised that it is **unprofessional and unethical** to receive money or gifts from clients, or to continue relationships with clients after clinical hours or after clients have been discharged. If faced with any of these situations, the student should discuss it with her/his instructor.
3. The following standards apply to activities in clinical facilities:
 - a. Students do not have “privileged” status and must adhere to all visitor regulations applicable to the public.
 - b. Students may not represent themselves as students for observing or participating in procedures occurring at times and/or in departments other than those assigned by an instructor.
 - c. Students may not use student status to gain access to the records of family or friends who are clients in the health care facility or agency or to access any charts for any purpose other than to prepare for or provide client care or for required program assignments.
 - d. Students may not care for relatives or close friends in the clinical setting.

4. Students will communicate with faculty, staff and other health care workers in a courteous, assertive, non-aggressive, non-defensive manner. Students are expected to follow directions/ instructions given by their clinical instructor. If a student is given instructions by someone other than the instructor and the instructions fall outside their scope or conflict with program policies, the student must explain the program requirements and communicate with the instructor as soon as possible.
5. Students must always perform within their scope of practice and must follow facility policy/procedures when performing procedures.
6. Since most clinical facilities do not allow their employees to carry personal cell phones during work, **restrict cell phone usage** to specific areas in the clinic, and because waiting for a personal phone call can distract a student from their “work” of focusing on client care, students may not carry their cell phone on their person during clinical hours. If a student is expecting an important call from a family member during clinical hours, they may give the family member the instructor’s number and the instructor will relay any message(s) received.
7. Instructors assign clinical experiences for students based on course requirements and students’ individual learning needs. Students are expected to accept patient care assignments.
8. In preparation for patient assignments, students are responsible for reviewing skills they may have to perform. Resources for this review include procedure manuals, skills checklists, fundamentals text, videos, computer programs, etc. Lack of preparation constitutes unsafe practice. Unsafe practice will be reviewed as it relates to a student’s progression in the program.
9. A student who demonstrates unsatisfactory performance in the clinical setting of a previously mastered skill may be required to remediate by their instructor in the Skills Lab.
10. No student is allowed to leave the clinical facility before the end of the shift or to remain on a patient unit after clinical experience without permission of the instructor. Doing so is cause for dismissal from the program. If a student must leave the clinical site prior to the end of the shift because of an emergency, then he or she will be required to make up the entire shift. The way the clinical hours are made up will be at the discretion of the clinical instructor and the Director of CTE Programs: Health and Human Services.
11. During campus clinical assignments, any time away from assigned patient care other than arranged breaks and meals is considered an unexcused clinical absence. This includes arriving late, leaving early, and receiving and making phone calls, including text messaging, not related to the care of assigned patients. Students are not permitted to use clinical time to deal with matters related to their work or personal lives. Extenuating circumstances will be considered on an individual basis by your instructor/faculty team.

Professional Appearance

Students should present a professional appearance in all clinical laboratory settings. In all clinical settings, OCCC identification must be worn at all times. The OCCC Medical Assistant uniform is required for all clinical assignments and in skills lab. Students who report for clinical experiences, including skills lab, inappropriately dressed will be dismissed. Such dismissal will be regarded as an unexcused absence.

Uniform Guidelines

1. The required uniform includes OCCC designated scrubs (top and pants)
 - a. Uniforms must fit modestly.
 - b. White short-sleeved t-shirts are permitted provided they are worn under the uniform top.
 - c. No advertising is allowed on lanyards, fanny packs, or shirts, except for the OCCC logo.
 - d. Uniforms must be clean and wrinkle-free for clinical.
 - e. Pants should be professional length; no tripping, dragging, or “high water” pants
2. Clean, well-kept, white or black uniform or athletic shoes are required in the clinical agencies. Shoe laces **must** be clean.
3. White or black socks are required. Color or design of undergarments **must not** be visible through uniform.
4. Uniforms are never to be worn outside the clinical area, if you are making a stop before going to clinical or going somewhere after clinical, bring a change of clothes.
5. The wearing of jewelry while in uniform must be kept to a minimum and adhere to the following:
 1. Jewelry, including lanyards, must be safe for delivering patient care.
 2. Dangling earrings, necklaces, and bracelets are **not permitted**.
 3. No rings are allowed in the Surgical Services area as per hospital policy. Rings without stones may be worn in skills lab and other clinical settings.
 4. One small-stud earring (5 mm or less), made of metal or pearl, may be worn in each earlobe.
 5. No visible body piercing jewelry may be worn; this includes, but is not limited to, jewelry in the upper ear, eyebrows, nose, lip and tongue.
 6. Gauged earrings must not display opening and be flesh colored. No enlarged gauges may be worn. There may be additional restrictions in specialty areas.
 7. A watch with a second hand or digital indicator is required.

Grooming

Good grooming includes cleanliness, neatness, and safety for the patient and the nurse.

1. Hair must be clean and collar length or pulled up off the collar, contained by plain ribbon, barrette, or band (no scarves). Hair cannot be loose and falling forward during patient care. Hair color must be of a natural hue.
2. Beards and mustaches are permitted if clean and neatly trimmed.
3. Daily hygiene includes clean hair and body and the absence of offensive odors—use an effective, non-scented body deodorant daily, breath mints or mouth spray as needed (especially coffee users, onion eaters, cigarette smokers, etc.). **Students will not smell of smoke while in uniform in the clinical area.**
4. Do not use personal care products that have a lasting scent.
5. No cologne or other scented product such as hair care formulations may be worn in clinical areas whether in uniform or professional clothing.
6. No nail polish may be worn. Nails must be short, trimmed below the end of the finger. Because of safety and infection issues, artificial nails are not permitted.
7. Avoid excessive use of make-up. No false eyelashes

Professional Behavior

Students are expected to display professional behavior on campus, in all clinical experiences, and whenever in the student uniform outside of clinical settings (i.e., going to and from clinical settings). When in uniform, students are readily recognizable as OCCC Medical Assisting students, and their behavior reflects not just on themselves, but on the Medical Assisting Program, the College, and the medical assistant profession.

Confidentiality of Information/Social Media/Publication Policy

(Also refer to the Samaritan Social Media Policy in this handbook)

1. Confidentiality is one of the primary responsibilities of every student in a clinical setting. Confidential information is defined as any information, written, spoken or electronically transmitted, whose unauthorized or indiscreet disclosure could be harmful to the interest of a **client, employee, physician, the institution, a student or an instructor. Examples of such information include, but are not limited to, personally identifiable medical and social information, professional medical judgments, classroom and post-conference learning activities and discussions.**
2. All information about clients, including the nature of the client's disease, diagnosis and treatment is to be considered protected by applicable state and federal laws and by this policy. Incident reports relating to risk management issues and any other information designated as of a private or sensitive nature is also included in the category of confidential information. These matters should only be discussed in the appropriate school or clinical setting, not in public areas such as the cafeteria or outside of the clinical facility.

3. This policy applies to information maintained in an electronic fashion by the facility's computerized information system as well as to written or spoken information and records. Computer or medication dispensing machine passwords are solely for the use of the person to whom they are assigned (unless the facility assigns one password to an instructor for the use of students) and must not be shared to prevent unauthorized access to confidential information.

No portion of a client's record is to be photocopied or removed from the facility.

4. Students will be required to complete facility specific **HIPAA** education within the facility's timeframe and will not be allowed into clinical in the facility if the HIPAA training is not completed.

5. Students are expected to follow the Samaritan Social Media Policy and HIPAA policies, regardless of clinical placement, unless otherwise directed.

6. Students must understand that clinical affiliation agreements state the following: "at no time while a student or in the future shall any student publish or cause to have published any material relative to their learning experience at any clinical facility unless approved by both OCCC and the clinical facility."

7. **Absolutely no reference to a patient** (even if all identifying factors have been removed) should ever be shared electronically via any social networking site such as Facebook or via email outside of the password protected Canvas email. Communication of any patient information should be only for clinical education purposes. In addition, clinical facility or staff information must never be shared via email or social networking sites. Students must never take pictures of patients whether a patient gives permission or not. Only clinical facility or OCCC staff following facility and OCCC policies with appropriate signed permissions will take any pictures needed for educational purposes.

8. Students must request permission before audiotaping or videotaping an instructor, and when they are permitted, such tapes or pictures must only be used for educational purposes within the program unless other express, signed permission is given by the instructor. Educational material (e.g. lesson PowerPoints or outlines) posted on Canvas for course student use are not to be posted by students on any other media or site.

9. A class formed social media site such as; Facebook, blogging, or group me, that references the college (OCCC), any college class, any student, or any instructor is not considered private. The college may request access to any social media site that references any of the above. This must be provided, or the student(s) involved may face disciplinary action.

10. Students should understand that negative information about any person posted on any social networking site or other site reflects on the professionalism, integrity and ethical standards of the person posting the information. Employers are known to periodically and randomly search public blog and profile sites.

11. Violation of this policy will result in the initiation of a disciplinary process and may result in dismissal from the Medical Assistant program.

HIPAA (Health Insurance Portability & Accountability Act)

The New HIPAA Regulations & Guidelines for Dispersing Patient Information for Student Clinical Assignments: A general guiding principle for having and using any clinical data is that no person should be able to link the information that is recorded on a piece of paper with an actual patient. Specific implementation of the guidelines may vary, as the school must abide by the rules of a particular clinical facility, and the more stringent standard must always be followed. The college shall reinforce the policy that no portion of the patient's medical record should ever be photocopied. Do not use a patient's name, medical record number, or social security number on any recorded information. Samaritan Health Services HIPAA Policy is followed at all facilities unless as otherwise stated.

Violations of HIPAA regulations:

Violation of patient confidentiality and HIPAA guidelines will result in the student being placed on probation or possible dismissal from the Program. Students placed on probation for HIPAA violations will remain on probation for the remainder of their enrollment in the Medical Assisting Program, whether enrollment is consecutive or interrupted by time out of the Program. A second occurrence of HIPAA violations will result in dismissal from the Program.

Because opportunities to demonstrate a satisfactory level of competence with clinical performance-based outcomes may be limited based on patient availability in clinical sites, students are expected to exert a maximum effort to avoid absences and to demonstrate competence with every opportunity that presents. A maximum effort to demonstrate competence is especially important for the critical elements of a course including those that require written work to demonstrate competence. Repeat opportunities to demonstrate competence for critical elements may not be available.

Student Responsibility Related to Injury and/or Exposure to Contaminated Body Fluids

1. Medical Assisting students are required to report all injuries sustained in their assigned clinical facility or skill lab to the instructor immediately. The instructor will assist the student in obtaining treatment, if necessary, and completing the required forms in accordance with institutional policy. If an injury occurs in the clinical facility Worker's Compensation Insurance covers it.
2. Student Responsibility if Exposed to Contaminated Body Fluids
 - a. Clean your wound immediately with disinfectant soap

- b. Notify your instructor or the Director of Health & Human Services
- c. Notify your preceptor (if applicable)

- 3. Your instructor will contact Samaritan Occupational Health Services at 775 SW 9th St., Suite E, Newport, OR 97365, phone # 541-574-4675 and tell them you need to be seen for a potential occupational exposure to BBP. Treatment needs to be within 2 hours of exposure. If the Occupational Health Department is closed seek treatment in the local emergency room.

Refer to OCCC Medical Assisting Program Policy: for Occupational Injury or Bloodborne Pathogen Exposure during Clinical Experiences in the back of this handbook.

Faculty Evaluation of Students

Student Progress Record

The Medical Assisting Faculty are committed to promote student success. To this end, faculty assess student progress toward meeting the program-based outcomes of the required courses frequently throughout each term and advise students accordingly. At times, one-on-one sessions may be scheduled in theory, skills lab, and clinical simulation or clinical to evaluate student progress. If problems that may affect student success in a required Medical Assisting course are detected, the faculty will inform students and assist them to develop a plan that identifies goals and actions for improved performance. Students are responsible for implementing the plan, including following up on referrals for help and arranging additional conferences with their instructor as needed to follow up on problems. Faculty informs students about and documents problems per the following:

Absences or Tardy Expectations

It is presumed that all students will have reliable transportation, alarm clocks, work schedules, and child care arrangements before attending theory or clinical each term.

Attendance/Clinical Participation Tool

Repeat absences or tardiness will result in concerns regarding student progression. This behavior will be monitored by the **Attendance/Clinical Participation Tool** and could result in failure. The tool is to assist the faculty/student as a guide to success. Assessment will include: tardiness and absences, unprofessional, and unsafe clinical behaviors. Points will be assessed term by term.

Procedure for Absences or Tardiness

Sites	Procedure for Absence/Tardy
Theory and Clinical Readiness	<ul style="list-style-type: none">• 1-hour prior to event, contact the appropriate Theory/Clinical Instructor•
Community	<ul style="list-style-type: none">• 1- hour prior to event, contact Clinical Instructor and Community Site. Leave message at site with contact person

- Students are not allowed to attend clinical if they worked the night shift prior to the scheduled clinical day. Night shift is when working hours go past midnight.

Alert Progress Record (APR)

This document is submitted when theory/clinical or clinical readiness faculty observes a student's behavior that is not consistent with meeting the program-based competencies. This form is utilized to identify areas of concern and assist the student with a plan to succeed in the medical assistant program.

During the term, the student may receive an Alert Progress Record which includes, but not limited to: arriving late for the clinical experience, being unprepared for clinical and unable to perform a skill previously learned; lack of theory class attendance, identified unprofessional behavior, observed repeated negative actions or issues, or grade average is below the 75% required for all medical assistant classes.

This documentation will become part of the student's permanent file, however, if the problem is resolved, then no further action will be taken. If the problem continues to exist, then the theory/clinical instructor and/or medical assistant mentor will meet the Director of CTE Programs: Health & Human Services about further action that needs to be taken (a probation contract).

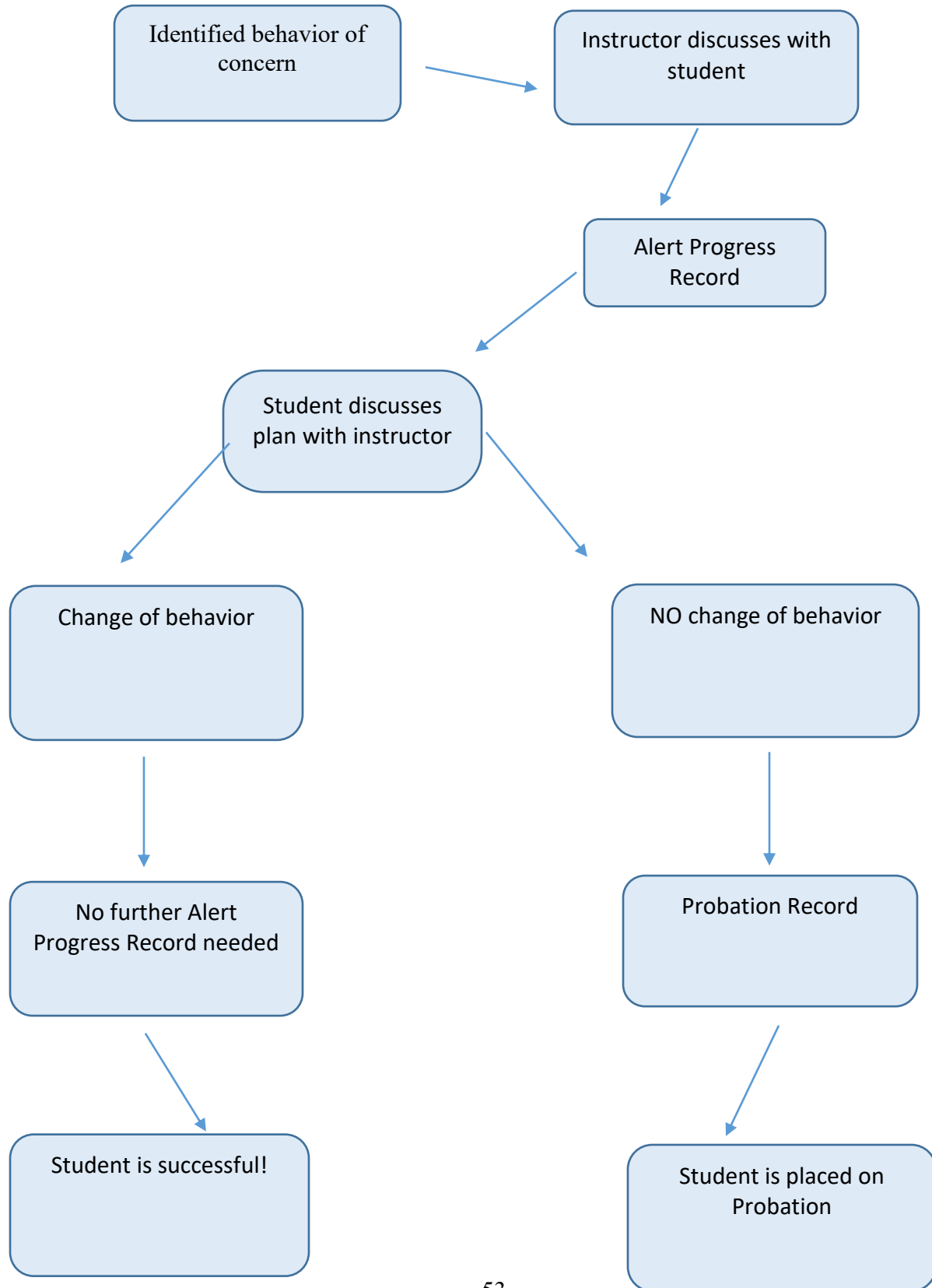
Clinical Performance

Clinical Instructor will meet with students whose clinical performance indicates a need for problem solving. Some examples of such performance are missed skills sessions, "No Pass" on skills competencies, a need for re-mastery of a previously learned skill, missed clinical time, inadequate preparation for clinical assignment, and unsafe practice.

Probation Record (PR)

PR is notice to a student that immediate changes are needed in some behavior(s) to prevent either failure or dismissal from the Program. Subsequent occurrences of problem behavior during a probationary period will result in disciplinary action, which may include dismissal from the program. The instructor identifying the problem behavior informs the student and schedules a three-way conference (or a four-way conference if performance in Skills Lab is the issue) among the student, the instructor(s), and the Director of CTE Programs: Health & Human Services or the Director's delegate. The PR documents the problem and a plan to remedy the problem, specifies the conditions for retention and progression in the Medical Assisting Program, and documents the conference. Students receive a copy of the PR. Dismissed students seeking to re-enter a clinical Medical Assisting course are subject to the guidelines for re-admission (see section on Student Re-admissions).

Student Algorithm for Behavior of Concern



Academic Honesty

Students who fail to practice academic honesty as expected (see Academic Integrity) will be placed on probation, if not dismissed from the Program. Students placed on probation for academic dishonesty will remain on probation for the remainder of their enrollment in the Medical Assisting Program, whether enrollment is consecutive or interrupted by time out of the Program. A second occurrence of academic dishonesty will result in dismissal from the Program.

Unsafe Clinical Performance

Students who do not demonstrate safe practice may be placed on probation, if not dismissed from the Program. It is expected that students will practice safely always during their clinical experiences, which include Skills Lab and clinical simulation assignments. Safe practice in the performance of clinical care requires the application of scientific knowledge and technical and cognitive skills to provide for the welfare and to protect the well-being of patients. Safe practice demands that practitioners be aware of personal and professional limitations that could affect the safety of their performance. Decisions and actions that threaten or disrupt the biological, psychosocial, physical, or physiological integrity of patients constitute unsafe practice. Students who demonstrate unsafe clinical behaviors while on probation may be barred from the clinical practicum, in which case their clinical, skills lab or clinical simulation grade will be an "F" and therefore the student will not be eligible to progress in the Medical Assisting program.

Unsafe Clinical Behavior is Demonstrated When the Student:

1. Violates or threatens the physical safety of the patient.
2. Violates or threatens the psychological safety of the patient.
3. Violates or threatens the microbiological safety of the patient.
4. Violates or threatens the chemical safety of the patient.
5. Violates or threatens the thermal safety of the patient.
6. Violates previously learned principles/objectives in carrying out medical assistant care skills and/or therapeutic measures.
7. Assumes inappropriate independent/dependent action or decisions.

Whether problems in student performance result in an APR or PR, dismissal from the program is a decision made by the Director of CTE Programs for Health and Human Services with input from the Medical Assistant faculty. In making this decision, the CTE Director and the faculty will consider the implications of student performance for patient safety, professional and personal integrity, and student success. While the faculty makes every effort to alert students as early as possible to problem situations, there is no implied process that requires that an APR must precede a PR or that either of these must precede dismissal.

Resources for Progression Information

1. Questions and concerns about a specific lecture or classroom presentation should be pursued with the instructor(s) who conducted the class. Instructors facilitate the learning process by formulating objectives to guide students in their study of the defined topics. These objectives are addressed in selected reading assignments, syllabus materials, and classroom activities. Students are individuals with unique learning needs and styles, so instructors will vary in their methods of presentation and classroom management. To clarify or provide additional information, instructors may post supplemental materials for students to copy. Instructor-developed materials, such as class notes or PowerPoint slides, may be shared at the discretion of individual instructors, but this is not an established pattern.
2. Students are encouraged to form study groups to enhance their learning and to use other resources to seek out answers to questions they may have. When such independent learning methods have been employed and a need for additional direction or clarification remains, students may contact individual instructors to discuss the topic.
3. Questions and concerns related to **clinical experiences** should be addressed to the assigned instructor.
4. Questions and concerns related to **academic matters** (e.g., course selection, graduation review) should be discussed with an advisor in Student Services.
5. Individual questions, concerns, and comments about the Medical Assisting Program can be discussed with the Director of CTE Programs: Health and Human Services. Students having problems with individual instructors should try first to resolve the issues with those instructors. If a direct approach to solving such problems fails, students may meet with the Director of CTE Programs: Health and Human Services to seek guidance. If the issue involved alleged discrimination or harassment, Student Services should be contacted.

Refer to Policy – Student Responsibilities and Expectations of Behavior

Certification and Graduation

Application for Certification and Graduation

Students must initiate certification and/or graduation from the Medical Assisting Program at the beginning of winter term prior to summer planned graduation. This application will check to determine if all requirements for graduation have been met. The applications are available through myPCCC. Students are required to meet with a Student Services Advisor to ensure that all requirements have been met at least once a term while in the program.

Application for National Certification

Applications for and information about national certification can be obtained through:

(NCCT) National Center
For Competency Testing
7007 College Blvd. Suite 385
Overland Park, KS 66211

Telephone: 1-800-875-4404
www.ncctinc.com

Employment References and Student Reference Requests

Students must complete the reference request form (available at the end of this handbook) and submit to their instructor if they want the faculty member to serve as a reference for such things as scholarship applications or employment.

Reference requests to be submitted two (2) weeks prior to an identified need. The student will provide all necessary forms, information regarding the receiving agency/person in hard copy to the identified faculty member. Prior to completion of a reference the student will articulate to the faculty their interest and abilities for the identified role.

Campus Resources

OCCC makes available an array of services to assist students. Descriptions of these services are available in the College Catalog and on the OCCC website (www.oregoncoastcc.org) under Student Services. Examples of a few of these services follow.

Academic Advisement

OCCC offers academic advising to students through the Student Services Department. All medical assistant students should meet with an advisor in Student Services on a regular basis to ensure that graduation requirements are being completed in a timely fashion. It is recommended that students meet with an advisor each term before registering for the subsequent term.

Your College Store

Students may purchase textbooks and supplies at the College Store. In addition to textbooks and supplies for classes, the College Bookstore has available for purchase Oregon Coast clothing and food products. Each term during finals week, the Bookstore has a used book buy-back for textbooks that are needed for the next term.

Career and Transfer Readiness Center

The Career and Transfer Readiness Center (CTRC) offers several resources to assist students as they transition from OCCC. We offer resume assistance, career goal setting and interview preparation. We also have access to career databases and have connections to almost every four-year university in Oregon. The CTRC is located in room 005, next to the answer desk. If you have any questions or would like to set up an appointment, contact Ben Kauffman at 541-867-8512.

Computer Labs

The computers in the College Commons Area are available to students. They may also use the computers in the lab at the North County Campus Center in Lincoln City.

Counseling Services

Student Services is open during regular school hours for students who may need educational and vocational counseling. Appointments are to be scheduled.

Disability Services

The College provides a variety of support services to students with disabilities. All such services are elective and must be requested by the student. Any student who requires accommodation for any type of disability should make an appointment with Student Services. All information volunteered by students about disabilities is treated in a confidential manner. (See Technical Standards section for more details.)

Financial Aid

Any student needing financial assistance should contact the Financial Aid Advisor in Student Services. Loans, scholarships, and awards specifically designated for students are available through this office.

Health Insurance

The Medical Assisting Program recommends that all incoming students carry some type of health insurance. Preventive measures such as immunizations are a student responsibility. Students are *not* covered by the College for health and accident insurance.

Job Search & Placement

OCCC does not provide job placement services. However, many resource materials are available for resume writing and interviewing techniques in the library. www.OLMIS.org lists openings throughout Oregon.

Library Services

The Library contains a collection of onsite materials that focus on courses taught at OCCC as well as an interlibrary loan service capable of locating materials throughout Oregon and the world and having them sent to OCCC. Computers in the Commons are available to access library materials, electronic information resources, the Internet, and word processing programs.

Student Clubs

Several clubs on campus are open to students who desire to be involved in student activities. The Associated Student Government of OCCC is open to all. The Aquanauts focuses on Aquarium Science topics and is also open to all students. Phi Theta Kappa is an honorary society designed for students with a 3.50 or higher GPA. The OCCC chapter is Beta Delta Lambda. Membership in this organization can benefit students with the prospect of scholarships and awards.

Tutoring Services

Tutoring assistance is available. Please contact Student Services, OCCC Central Campus.

Writing Center

Assistance with writing is available. Contact Student Services for current contact information.

Program Glossary

Adaptation

Modification of behavioral, cognitive, psychosocial, and physiologic processes in response to changing internal and external stimuli for the purpose of maintaining physiological, psychological, sociocultural, developmental, and spiritual integrity.

Assessment

Medical Assisting assessment is the systematic collection of data related to a patient's physiological, psychological, sociocultural, developmental, and spiritual integrity.

Community

An interacting population of diverse individuals and groups in a common location.

Community-based Care

Community-based care is the delivery of care to individuals, families, and groups in homes, clinics, schools, workplaces and other community settings.

Content Sequencing

Ordering of curriculum content based on teaching and learning principles such as the learning of normal before abnormal, progressing from simple to complex concepts, and reinforcing and building on prior learning while progressing to a higher level of understanding (spiral learning theory).

Critical Elements

The simple, discrete, observable behaviors that are mandatory for the specified areas of performance. They are the finite units of measurement which are, with few exceptions, the collective basis on which students are passed or failed. They are the specific indicators that the student is competent to meet the standards of performance established and expected by the faculty.

Critical Thinking

A cognitive process characterized by the collection, processing, and analysis of information pertaining to the purpose at hand and the use of this information to reason and to make decisions relevant to the discipline of medical care. Critical thinking is inherent in the process of making clinical decisions. As such, it provides a framework for critical thinking in clinical practice.

Educational Outcomes

The knowledge, skills, and attitudes demonstrated by the medical assistant as the result of a Certificate in Medical Assisting. Educational outcomes encompass those competencies expected at the time of graduation.

End-of-Life Care

The holistic care of patients and families during the dying process.

Family

An open interdependent system of persons with a central purpose, reciprocal obligation, and mutual caring and commitment to each other.

Health Promotion

Activities or interventions that identify the risk factors related to disease, the lifestyle changes related to disease prevention, and the process of enabling individuals and communities to increase their control over and improve their health.

Human Needs

The physiological, psychological, sociocultural, developmental, and spiritual requirements of humans that motivate behavior. The state and quality of an individual's health can be estimated by assessing these requirements.

Program Outcome

A measurable effect of program operation. For OCCC's Medical Assisting Program, two categories of outcomes have been identified: internal and external

- **Internal outcomes** are outcomes that relate to enrolled students. These outcomes are indicated by graduation success rate, student performance in a competency-based curriculum, and student satisfaction with College facilities and services.
- **External outcomes** are the outcomes that result from overall program operation. These are indicated by the accreditation and approval status of the Program and by the placement and performance of graduates. These outcomes provide information about the effectiveness of the program.

Unit

The topics covered under a module. Each unit may be of varying lengths and/or have various assignments associated with it.