



Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAS	1b. School or College Sitka Campus	1c. Department or Program Health Sciences/Career and Technical Education
2. Complete Program Title Medical Assisting Certificate		
3. Type of Program <input checked="" type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate		
4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete		5. Implementation date (semester, year) <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring Year 2015
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)		
Projected Annual Revenues in FY 17		Projected Annual Expenditures in FY 17
Unrestricted		Salaries & benefits (faculty and staff)
General Fund	\$	Other (commodities, services, etc.)
Student Tuition & Fees	\$60,900	TOTAL EXPENDITURES
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)
TVEP or Other (specify): Yr 3 TVEP	\$88,000	(These are costs in addition to the annual costs, above.)
Restricted		Year 1
Federal Receipts	\$	Year 2
TVEP or Other (specify):	\$	Year 3
TOTAL REVENUES	\$148,900	Year 4
Page # of attached summary where the budget is discussed, including initial phase-in: Page 4 section 5c) Projected Budget		
7. Budget Status. Items a., b., and c. Indicate the source(s) of the General Fund revenue specified in Item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.		
Revenue source	Continuing	One-time
a. In current legislative budget request	\$	\$
b. Additional appropriation required	\$	\$
c. Funded through new internal MAU redistribution	\$	\$
d. Funds already committed to the program by the MAU ¹	\$	\$
e. Funded all or in part by external funds, expiration date	\$	\$
f. Other funding source Specify Type: TVEP funding awarded for FY15 and anticipated for FY16 and FY17	\$88,000	\$29,700
8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.		

¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 10 students

Year 2: 15 students

Year 3: 20 students

Year 4: 25 students

Page number of attached summary where demand for this program is discussed: Page 1 section 1) Summary of Need for Program

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	1.0 FTE
Tenure track	

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page Page 5 section 5d) Faculty Requirements of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect
UAF Medical Assistant	minimal due to geographic distance requirements by the accrediting association
UAA Medical Assisting	minimal due to geographic distance requirements by the accrediting association

Page number of attached summary where effects on other programs are discussed: Page 3 section 4) Summary of Impact on Existing UA Programs

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

Graduates will be eligible to sit for the Certified Medical Assistant (CMA) examination.

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

UA Shaping AK Future Theme 3: Productive Partnerships
UA Shaping AK Future Theme 5: Accountability

UAS Core Theme 1: Student Success
UAS Core Theme 2: Teaching and Learning
UAS Core Theme 3: Community Engagement

Page in attached summary where alignment is discussed: Page 2 section 2) Summary of Educational Mission Alignment

15. State needs met by this program (list):

- Medical Assistant occupation among fastest growing in Alaska
- Southeast health care providers confirm regional need
- Listed as a State of Alaska High Priority Industry of Health Care growth occupation
- Listed as a priority occupation in the Alaska Health Workforce Development Plan
- Program of study supports the Alaska Career and Technical Education Plan

Page in the attached summary where the state needs to be met are discussed: Page 1 section 1) Summary of Need for Program

16. Program is initially planned to be: (check all that apply)

- ☒ Available to students attending classes at Sitka, Ketchikan, Juneau campus(es).
☒ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: Page 6 section 5g) E-learning

Submitted by the University of Alaska Southeast with the concurrence of its Faculty Senate.

Provost

Date

Chancellor

Date

- ☒ Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:

☒ Summary of Degree or Certificate Program Proposal

☐ Other (optional)

Revised: 10/10/2012

**UA Board of Regents Program Action Request (PAR) Attachment
Summary of Certificate Program Proposal**

**Medical Assisting Certificate
UAS Sitka Campus
Career and Technical Education
Undergraduate Certificate
Proposed Implementation Date: Fall 2015**

1) Summary of Need for Program

UA R10.04.020.C.6

Alaska's health care and social services sector is one of the fastest growing, and in Southeast Alaska it's no different. Major health care employers including Southeast Alaska Regional Health Consortium, Bartlett Regional Hospital, and PeaceHealth Ketchikan Medical Center are among the largest employers in the region. Continued industry growth is expected due to national health care reform, the aging population's increased need for services, and the recent Centers for Medicare and Medicaid Services order entry rule expanding the medical assistant scope of practice.¹

Moreover, future occupational growth in health care is anticipated due to the introduction of Patient Centered Medical Homes (PCMH), with medical assistants playing a key team role, potentially driving further need for these workers above the current ambulatory care personnel shortage. Of 16 Southeast Alaska health care facilities surveyed in 2013, seven (7) have plans to or have already adopted the PCMH model of care delivery.²

The Alaska Department of Labor reports employment growth for the medical assistant occupation as among the fastest growing occupations in Alaska, with a 31.9% anticipated growth between 2010 and 2020.³ As of February 2014, medical assistants in Alaska earn an average hourly wage of \$19.18. The average annual openings is 66, accounting for both growth and replacement.⁴

Nationally, medical assistants held 553,140 jobs in 2012. Approximately 60 percent were in physicians' offices, 13 percent in general medical and surgical hospitals, including private and state facilities and 10 percent worked in offices of other health practitioners, such as chiropractors and podiatrists. The rest worked mostly in outpatient care centers, public and private educational services, other ambulatory health care services, state and local government agencies, medical and diagnostic laboratories, nursing care facilities, and employment services.⁵

According to the *2012 Alaska Health Workforce Vacancy Study*, there were an estimated 1066 medical assisting positions in Alaska at the time of the study, with 55 vacancies, resulting in a vacancy rate of five percent. Highest estimated positions (44.3%) were located in hospitals and 38.5% were in offices of physicians, the remaining positions (17.2%) were in offices of dentists,

nursing and residential, home health care, social assistance, other ambulatory services, and other health. Estimated medical assisting vacancy rates were higher among rural organizations at nine percent than the five percent in urban areas.⁶

The new University of Alaska Southeast (UAS) Medical Assisting program supports the Alaska Workforce Investment Board's (AWIB) strategies of:

- Identifying priority industries and occupations for the investment of scarce workforce investment resources (Medical Assisting is considered a growth occupation in the State of Alaska High Priority Industry of Health Care)⁷
- Developing targeted workforce development plans, such as the *Alaska Health Workforce Development Plan* (Medical Assisting is considered a priority one, "most critical, requires immediate attention" occupation (2010 p 24))⁸
- Supporting the Alaska Career and Technical Education Plan by aligning education programs for K-12 students with Alaska's in-demand occupations (Medical Assisting is included in the UA Health Sciences Priority Career Clusters and current UAS Tech Prep agreements with SE High Schools can be expanded to include additional Health Care related courses)

2) Summary of Educational Mission Alignment

UA R10.04.020.C.4

Development of a Medical Assisting Certificate program for Southeast Alaska originated through conversations with regional employers, with UAA health programs leadership, and with national accreditors. The proposal aligns with the *UAS Strategic and Assessment Plan* and *UA Shaping Alaska's Future* by expanding health program of study opportunities which lead to employment for students in high demand fields. The proposal responds to industry partners, meets employer needs for skilled workers in the region, aligns with other UA program offerings, and maximizes the use of newly remodeled university facilities.

Relevant UAS Core Themes and UA Effects include:

UAS Core Theme 1: Student Success

- Access to High Demand Career Pathways
- Success by Obtaining Employment

UAS Core Theme 2: Teaching and Learning

- Breadth of Programs and Services

UAS Core Theme 3: Community Engagement

- Expand Community Engagement through Community Partnerships

UA *Shaping Alaska's Future* Theme 3: Productive Partnerships

- Effect: UA meets the needs of the public sector and private industry for skilled employees ... via partnerships that are strategic, mutually beneficial and address the needs of the state

UA *Shaping Alaska's Future* Theme 5: Accountability

- Effect: UA facilities are efficiently utilized to meet student, academic, community ... needs

3) Summary of Proposal Development

UA R10.04.020.C.3, C.5, C.17, C.18

The University of Alaska Southeast (UAS) has had a longstanding relationship with large and small health care employers in the region for meeting education and training needs for a variety of health care occupations. Over the past few years, conversations between UAS and PeaceHealth Ketchikan Medical Center, Bartlett Regional Hospital, Southeast Alaska Regional Health Consortium (SEARHC) and various medical clinics have specifically focused on provider needs for medical assistant training. The most recent inquiry which prompted this effort was from PeaceHealth Ketchikan Medical Center, which is interested in upgrading the skills of ten currently-employed Certified Nurse Aides.

As a result of these discussions, UAS secured Alaska Workforce Investment Board (AWIB) funding to conduct a feasibility study. The consultant's information gathering included industry representatives and university partners (UA Health Programs and Medical Assisting Program Directors – Robin Wahto, UAA and Christa Bartlett, UAF) which led to a finding of significant need for a Medical Assisting Program in Southeast Alaska. In the UAS feasibility study, *Developing a Medical Assistant Certificate Program for Southeast Alaska*⁹, the consultant also reported on evaluating the possibility of partnering with either the UAA or UAF programs, similar to the UA campus partnerships with UAA Nursing. However, it was determined that this was not feasible due to accreditation standards (see section 4).

The UAS Health Advisory Committee, comprised of representatives from regional health-related employers and government services along with UAS Health faculty and staff, supports this initiative and has been involved in the process from the beginning. UAS Health faculty then proposed the new program and curriculum components to the UAS Curriculum Committee in spring of 2014 garnering Faculty Senate approval in May of 2014.

The UAS program will be created using the professional standards as defined by the American Association of Medical Assistants (AAMA). Plans include submitting the program for external accreditation to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) to be reviewed by AAMA's Medical Assisting Education Review Board (MAERB), which is also utilized for the UAA and UAF Medical Assistant offerings.

4) Summary of Impact on Existing UA Programs

UA R10.04.020.C.7

UAA and UAF have Medical Assisting programs. Their program directors have been assisting UAS with development planning and alignment of course work with their own programs and the professional accreditation standards. With additional coursework, this program will articulate with both the UAA and UAF AAS degrees in Medical Assisting.

A separate UAS program with independent accreditation is required because MAERB typically will only allow multi-campus to be accredited if they are within 120 driving miles of each other. This is prompted by a requirement for the Program Director to travel to each campus offering the accredited program at least once bi-weekly. UAS petitioned MAERB and was granted a waiver of the distance requirement by successfully arguing that the UAS campuses (Juneau, Sitka and Ketchikan) have no land-based road system between the communities. However, site visits by the Program Director can be made within 2 hours by air travel (equivalent to the distance by driving time of 120 miles).

5) Summary of Program Projections and Implementation Requirements

UA R10.04.020.C.2, C.8, C.10, C.11, C.12, C.13, C.14, C.15, C.16

The UAS Medical Assisting Certificate program has been designed in response to industry interest in Southeast Alaska, in alignment with comparable programs at UAA and UAF, and by following the guidelines of the professional accreditation standards.

UAS Sitka Campus has been tasked with hosting this program due to its programmatic focus on health sciences, experience with successful online course delivery, a newly remodeled health sciences wing, and related offerings in the Health Information Management program.

5a) Projected Schedule

Program projections:

- Board of Regents approval Fall 2014
- Northwest Commission on Colleges and Universities (NWCCU) approval Fall 2014
- Hire Program Director Fall 2014
- First program enrollment Fall 2015
- First Medical Assisting graduates Fall 2016
- First graduates sit for CMA (AAMA) examination Spring 2017
- CAAHEP accreditation for certification granted 2017 (retroactive for 2016 graduates)
- Additional Medical Assisting Tech Prep courses available in Southeast Alaska high schools as demand warrants

5b) Projected Enrollment

It is projected that 10 new program students will be enrolled each year based on the population of the region and the need for skilled workers. These estimates may even be a little low and are expected to grow with appropriate exposure/marketing of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Enrollment	7.5	10	12.5	15	15
Enrollment HC	10	15	20	25	25
Graduates	-	5	5	5	5

5c) Projected Budget

UAS has been awarded FY15 TVEP funding for a regular term faculty/program director position and program startup costs. In anticipation of two additional years of TVEP support, measures will begin toward moving this position into the general fund by FY18 through:

- Increased student enrollments and credit hours
- Natural increase in tuition
- Additional grant funding sought
- Employer funding for upgrading employee skills
- Growth in the health care sector – hence, program growth – will be an indicator of the true need for additional staff, subsequently moving this position into general funds

Budget projections for tuition revenue are based on \$174 per credit. The planned course sequence for the program is to deliver 12 credits each in semester one and two, 8 credits in semester three and 4 credits in semester four. The total revenue of \$60,900 for Year Two of the program (F16 – Sp17 – Su17) is based on a ratio of part-time and full-time student enrollment.

Anticipated annual expenses directly related to the program include Program Director salary/benefits and \$10,000 for required instructional / site visit travel and incidental supplies and materials.

The one-time cost of \$29,700 in Year One is for equipment specific to medical assisting clinical procedures (see list in section 5f).

5d) Faculty Requirements

One full time faculty/Program Director with qualified adjuncts is needed for successful implementation the UAS Medical Assisting Certificate program. CAAHEP accreditation requires placement of a Program Director who is responsible for regular assessment of program effectiveness, including outcomes, organization, administration, continuous review, planning and development. To qualify, a Program Director must:

- have a minimum of an associate degree
- have completed a minimum of 10 contact hours in educational practices
- be currently credentialed in medical assisting by a credentialing organization accredited by the National Commission for Certifying Agencies (NCCA)
- have a minimum of three (3) years of employment in a healthcare facility, including a minimum of 160 hours in an ambulatory healthcare setting performing administrative and clinical procedures as performed by medical assistants
- have a minimum of 1 year teaching experience in postsecondary and/or vocational/technical education.

The Program Director can fulfill the responsibilities of the Practicum Coordinator which is also a necessary position under CAAHEP.

Other health career pathway programs within UAS include pre-nursing, health sciences, health information management, coding specialist, and health information technology. Four of the 11

courses in the certificate program are regularly scheduled in the UAS six-year sequence (two GERs and 2 Health Sciences). Existing UAS faculty will develop and teach the new A & P and Quantitative Methods courses, and the remaining five administrative, clinical, and practicum courses specific to medical assisting will be the responsibility of the Program Director.

5e) Student Services and Resources

As part of UAS, the Sitka Campus Student Success Center (SSC) provides comprehensive support for students enrolled at the Sitka campus as well as for students taking distance/eLearning classes from other University of Alaska campuses and in towns and villages across Alaska. The SSC supports and tracks students from their initial inquiry (recruitment) with the goal of increasing retention by lowering dropout rates and increasing course completion rates. This has been accomplished through aggressive early intervention efforts by our Student Success Specialists who develop and maintain an online student support system (EMAS) to increase student tracking, and when needed, increase personal contact with students throughout their course of study.

The following resources are available to both our on-campus and on-line students: A comprehensive, individualized online student support system, academic advising, financial aid, (including FAFSA, grants and scholarships), reference and reserve materials for UAS courses, quiet study room, computers connected to campus network and internet, and tutoring assistance (online and local) as well as proctoring and testing services (including Remote Proctoring).

The SSC is staffed by a multitalented team of Student Support Specialists, who spearhead UAS Sitka efforts to become a model eLearning provider, making readily accessible UA's excellent education programs supported by fully cohesive and responsive student success services.

Additionally, the University of Alaska Southeast system provides regionally accessible online library services and information technology infrastructure and support.

5f) Space and Equipment

UAS Sitka houses a newly remodeled health sciences wing which provides appropriate space for both Medical Assisting lecture and lab courses. TVEP funding has been secured to equip the space for students to practice the required clinical skills. No new facility or renovated space is required for this program.

Items specific to medical assisting procedures include fully equipped medical examination tables arranged to resemble a patient exam room (curtains to separate space is acceptable), EKG machine, baby scale, eye chart, ophthalmoscope, autoclaves, urinalysis reagent sticks, disposable specimen cups, blood pressure cuffs, stethoscopes, phlebotomy and capillary puncture supplies, otoscope, electronic or manual ear irrigation devices and fluid receptacles, hemoglobinometer, wheelchair, crutches, lift belt, CPR mannequins, sinks with hand washing supplies, adequate areas for prep and storage cabinets.

5g) E-learning

UAS Sitka has long been in a leader in delivery of distance education to Alaskans. Much of this program curriculum will be available by web-based delivery, building on this history of success. Similar course work is already available via distance through other Sitka health programs, so it is expected that the courses to be developed will be approached from a distance learning environment wherever possible.

Instructional design support is available on the Sitka Campus to assist instructors in learning new technologies and in deciding which are appropriate for each set of learning objectives. A variety of tools and strategies can enhance both the online and offline components of students' learning experiences.

Because CAAHEP requirements include observed demonstration of a student's competency in clinical skills, the curriculum for the clinical courses will be a blend of face-to-face and distance delivery. The administrative procedures coursework will incorporate virtual lab work currently modeled by Sitka's Health Information Management and Health Information Technology programs.

5h) Clinical Partners

Offering a Medical Assisting Certificate program will allow UAS to provide quality entry-level medical assistants to community and regional health care employers. Employer involvement is critical for providing practicum sites which allow the opportunity for students to satisfactorily demonstrate the medical assisting skills required for program completion while ensuring patient safety.

Clinical partners within each community are needed to accept these uncompensated students and to work with the Program Director in assuring that correct and appropriate clinical and administrative tasks are performed. While further outreach will be necessary to develop specific partnership agreements in each community, the following health care providers have expressed interest:

- Southeast Alaska Regional Health Consortium (SEARHC)
- Sitka Medical Center
- Mountainside Family Healthcare
- Sitka Community Hospital
- Bartlett Regional Hospital
- Valley Medical Clinic
- Juneau Family Health and Birth Center
- Southeast Medical Clinic
- Family Practice Physicians
- PeaceHealth Ketchikan Medical Center
- Creekside Family Health Clinic
- Ketchikan Indian Community Health Clinic

5i) Catalog Descriptions

Medical Assisting Certificate

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

Admission Requirements

Students must complete the following admission procedure:

1. Place into ENGL S110 (or higher), MATH S054 (or higher) and CLOS S105 or placement test.
2. Program director approval and completed application with criminal background check, health examination, current TB test and immunizations

Certificate Requirements

Minimum grade of C- is required for all courses with an overall 2.0 GPA or higher for certificate completion.

Courses in Medical Assisting Procedures (Clinical I & II and Administrative I & II) can only be taken by students admitted to the Medical Assisting Program.

The Practicum serves as the capstone and can be taken only after other program requirements are completed. Accreditation standards require the practicum to be unpaid.

MINIMUM CREDIT HOURS	35-36
GENERAL REQUIREMENTS	9
ENGL S111 Methods of Written Communication	3
Social Sciences	
PSY S101 Intro to Psychology	3
Computational Skills	
HS S116 Quantitative Methods in Healthcare (or 100 level MATH)	3
PROGRAM REQUIREMENTS	26-27
HS S102 CPR and First Aid (or current first aid and provider level CPR)	0-1
HS S114 Fundamentals of Anatomy & Physiology	3
HS S133 Med Assisting Procedures: Administrative I	4
HS S135 Medical Terminology	3
HS S142 Med Assisting Procedures: Clinical I	4
HS S233 Med Assisting Procedures: Administrative II	4
HS S242 Med Assisting Procedures: Clinical II	4
HS S294A Medical Assisting Practicum (240 hours)	4

NEW COURSES

HS S114 - Fundamentals of Anatomy & Physiology 3 credits
Non-laboratory overview of human structure and function. Includes integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, digestive and reproductive systems. Applicable only to Medical Assisting Certificate. Prerequisite: HS S135 (or concurrent enrollment) C- or higher

HS S116 - Quantitative Methods in Healthcare 3 credits
Focused coverage of computational skills in health care related to administrative and clinical functions. Includes arithmetic review, percentages, interest and ratio, proportion, unit factors, metric system, medication calculation, graphs, charts and measurement instruments. Applicable only to Medical Assisting Certificate. Prerequisite: Placement into MATH S054 or higher

HS S133 - Medical Assisting Procedures: Administrative I 4 credits
Introduces business aspects of medical offices and administrative duties of medical assistants. Lecture and practice activities include telephone and reception procedures, appointment scheduling, medical law and ethics, professionalism, verbal communication, and medical record keeping. Special fees may apply. Prerequisite: Admission into Medical Assisting Program; HS S114, HS S116 or 100 level math or higher, C- or higher for all prerequisites

HS S142 - Medical Assisting Procedures: Clinical I 4 credits
Introduction to the theory and competencies for clinical duties performed by medical assistants in outpatient facilities. Includes care of patients in the examining room, use and care of medical instruments and supplies, assisting with clinical procedures, classification and pharmacodynamics of medications, safety and emergency practices. Special fees apply. Course requires lecture and lab work. Prerequisites: Admission into Medical Assisting Program; HS S102, concurrent enrollment, or current first aid and provider level CPR; HS S114, S116 or 100 level Math or higher; Grade of C- or higher in all prerequisite classes

HS S233 - Medical Assisting Procedures: Administrative II 4 credits
Continuation of HS 133. Includes office management and basic financial practices used in medical offices, managed care and insurance, procedural and diagnostic coding. Course requires lecture and lab work. Special fees may apply. Prerequisites: HS S133 C- or higher.

HS S242 - Medical Assisting Procedures: Clinical II 4 credits
Continued theory and competencies for clinical duties performed by medical assistants in outpatient facilities. Includes urinalysis, electrocardiograph, subcutaneous and intramuscular injections, routine laboratory procedures, venipuncture, emergencies and assisting with specialty examinations. Special fees apply. Course requires lecture and lab work. Prerequisites: HS S142.

6) Summary of Student Opportunities, Outcomes and Program Assessment

UA R10.04.020.C.3, C.9

The accredited Medical Assisting curriculum must include anatomy and physiology, applied mathematics, applied microbiology/infection control, effective communications, administrative functions, best practice finances, managed care/insurance, procedural and diagnostic coding, legal implications, ethical considerations and protective practices. A practicum that provides practical experience in qualified physicians' offices, accredited hospitals, or other ambulatory health care settings is required.

The Practicum serves as the program capstone and can only be undertaken after other program requirements are fulfilled. For the students, it provides 240 hours of uncompensated, supervised work in a real world environment. As experienced in other UAS health programs, practicums generally lead to employers hiring program students upon graduation.

Once the UAS Medical Assisting Certificate program is accredited, eligible students will be qualified to sit for the Certified Medical Assistant (American Association of Medical Assistants) exam after completion of their Practicum.

6a) Student Outcomes

The goal of an accredited Medical Assisting program is to prepare competent entry-level medical assistants that meet or exceed national Medical Assisting Education Review Board standards in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and are prepared for local industry needs.

MAERB's *Core Curriculum for Medical Assistants*¹⁰ provides clear guidance for incorporating the cognitive, psychomotor, and affective requirements into program curriculum. Additionally, recommended outcome assessment methods found in the *Educational Competencies for Medical Assistants*¹¹ provide suggested methods to be used for evaluating student performance/competence in each of the 128 tasks required for program completion.

Successful graduates must exhibit the required outcomes below, as determined by CAAHEP:

- Take the national certification examination qualifying them for employment as a Certified Medical Assistant
- Safely and effectively perform a variety of clinical and administrative tasks as an entry level medical assistant
- Display professionalism in the workplace and communicate effectively both verbally and in writing within a work environment
- Manage time and prioritize multiple tasks effectively, meanwhile solving situations in a work environment
- Follow standards, policies and procedures of the physician's office within the medical assistant scope of practice demonstrating ethical and legal behaviors

- Successfully pursue a career in medical assisting, phlebotomy, and other medical assistant duties as assigned

6b) Program Assessment

Outcomes assessment for meeting accreditation requirements established by the Medical Assisting Education Review Board (MAERB) includes:

- National credentialing examination(s) performance
- Programmatic retention / attrition
- Graduate satisfaction
- Employer satisfaction
- Job (positive) placement
- Programmatic summative measures
- Meet thresholds set by MAERB

Required Medical Assisting program data tracking for reporting includes:

- New admit numbers
- Graduate numbers
- Length of time for completing the program
- Practicum completion – organization and location
- Student support services offered and used
- Recruitment strategies
- Employer partnerships

7) References

¹ AAMA Triumphs in CMS Order Entry Rule (2012) <http://www.aama-ntl.org/news/reports>

² Medical Assisting in the Southeast Region (2013) UAA Office of Health Programs Development and Southeast Alaska AHEC

³ Alaska Economic Trends, Oct 2012, p14 <http://labor.alaska.gov/trends/oct12.pdf>

⁴ <http://live.laborstats.alaska.gov/occ/occ.cfm?o=319092>

⁵ <http://www.aama-ntl.org/docs/default-source/about-the-profession-and-credential/medical-assisting-career.pdf>

⁶ 2012 Alaska Health Workforce Vacancy Study, Alaska Center for Rural Health, University of Alaska Anchorage, February 2014

⁷ <http://www.alaska.edu/research/wp/career-clusters/>

⁸ http://labor.state.ak.us/awib/forms/Healthcare_Workforce_Plan.pdf

⁹ Feasibility Study: Developing a Medical Assistant Certificate Program for Southeast Alaska, 2013, HealthCare Considerations

¹⁰ <http://www.caahep.org/documents/file/For-Program-Directors/MA2008Standards0209.pdf>

¹¹ <http://www.maerb.org/Portals/0/General%20Reference/ECMA%20-%20Final%20Version.pdf>