

UAA College of Health
UNIVERSITY of ALASKA ANCHORAGE

University of Alaska Anchorage

Medical Assisting Program Student Handbook

Academic Year (AY) 2026-2027

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Medical Assisting Department
UNIVERSITY of ALASKA ANCHORAGE

Welcome to the UAA Medical Assisting Program

The faculty and staff of the University of Alaska Anchorage (UAA), College of Health (COH) Medical Assisting (MA) Program take this opportunity to welcome all new students. We are pleased you have chosen to attend our program and we hope your educational experience with us will be rewarding.

The MA Program houses three different educational opportunities:

- Occupational Endorsement Certificate (OEC) – Medical Assisting
  This 29-credit course of study is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board (MAERB) and provides required eligibility to sit for the Certified Medical Assistant examination offered through the American Association of Medical Assistants®.
- Associate of Applied Science (AAS) – Medical Assisting
- Occupational Endorsement Certificate (OEC) – Medical Office Coding

Graduates of the Medical Assisting Program (OEC or AAS) are eligible to take the Certified Medical Assistant (CMA) American Association of Medical Assistants (AAMA) examination. Graduates of the OEC in Medical Office Coding are prepared to work as medical coders in outpatient settings. It is our sincere desire that together we will find the program which is right for you and you will find the coursework both enjoyable and challenging. Do not hesitate to see your instructor when school-related concerns arise.

The faculty, staff and administration have collaborated to develop this comprehensive Student Handbook to assist and guide you regardless of your educational pathway. However, it is your attitude, skills, professional habits, diligence, quality of work and desire to succeed that will determine your progress during your academic and professional career.

It is the student's responsibility to read this handbook, review the links to important university information and resources, and ask for clarification to questions or concerns you may have. Policies and procedures regarding clinical education courses are published in each corresponding course syllabus.

An Evidence of Understanding form is found on the last page of this handbook. The signed form must be submitted to the Medical Assisting Program by the end of the first week of the following MAERB Core Curriculum (MA A120, MA A250, MA A255) class.

We welcome you and want you to know that we are here to assist you in every way possible.

Dr. Mia Young

Dr. Mia Young, DHA, MHA, BSHA, CMA, CRCR
Program Director / Assistant Professor / Practicum Coordinator
College of Health, School of Allied Health
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Disclaimer: This handbook is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program's requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent there is a conflict between this handbook and university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control. The Student Handbook may be updated periodically, and the newest version will take precedence.

Notice of Nondiscrimination

(BOR Policy & Regulation 01.02.020)

The University of Alaska is an equal opportunity and equal access employer, educational institution and provider. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination applies to all applicants, faculty, staff, students, student-employees, volunteers, affiliates and contractors in a manner consistent with all applicable laws, regulations, ordinances, orders, and Board of Regents' Policies, University Regulations, and related internal processes and procedures. Contact information and complaint procedures are included on UA's statement of nondiscrimination available at http://www.alaska.edu/nondiscrimination.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

University of Alaska Anchorage
Director, Office of Compliance and Rights
3190 Alumni Drive, Suite 352
Anchorage, AK 99508
Phone: 907-786-0818
E-mail: uaa_titleix@alaska.edu
Website: https://www.uaa.alaska.edu/about/equity-and-compliance/

Accreditation

Commission on Accreditation of Allied Health Education Programs

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

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

The University of Alaska Anchorage is the sponsoring institution for the Medical Assisting Program's Medical Assisting Course of Study (CMA Exam Eligibility) which is fully accredited and in good standing by CAAHEP upon the recommendation of the Medical Assisting Education Review Board. Commission on Accreditation of Allied Health Programs 9355 – 113th St. N, #7709, Seminole, Florida 33775. 727.210.2350, www.caahep.org.

Medical Assisting Education Review Board

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

MAERB works collaboratively with CAAHEP to develop the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting. To guide the medical assisting programs accredited by CAAHEP, MAERB has created the MAERB Policies and Procedures Manual that works in conjunction with CAAHEP's Policies and Procedures Manual.

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

Within those accreditation processes, the MAERB fulfills these functions:

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

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

The Virtues of Accreditation

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

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

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

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

Accreditation enhances the institution’s reputation. Institutions participating in programmatic accreditation distinguish themselves from other institutions.

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

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

Accreditation advances the profession. The standardization, uniformity and consistency that accreditation ensures, as well as the review of the Standards and Guidelines and MAERB Core Curriculum, move the profession forward toward greater recognition in the allied health field.

MAERB 2339 N. California Ave., #47138, Chicago, Illinois 60647 312.392.0155, maerb@maerb.org.

Certification

American Association of Medical Assistants ® (AAMA)

CMA (AAMA) Certification

Established in 1956, the American Association of Medical Assistants continues to be only association devoted exclusively to the medical assisting profession.

The Certifying Board (CB) of the AAMA was awarded accreditation by the International Accreditation Service (IAS) under ISO 17024, the global benchmark for personnel certification bodies, thus ensuring the CMA (AAMA) represents a world-class certification.

The CMA (AAMA) Certification Program remains accredited by the National Commission for Certifying Agencies (NCCA)—an accrediting arm of the Institute for Credentialing Excellence (ICE).

Consequently, the CB and its CMA (AAMA) Certification Program are the only medical assisting certifying body and certification program (respectively) that hold accreditation under both ISO 17024 and the NCCA Standards.

The National Board of Medical Examiners is responsible for many national examinations for physicians, including the United States Medical Licensing Examination (USMLE)—constructs and administers the CMA (AAMA) Certification Exam. This CMA (AAMA) exam is the only medical assisting exam that engages the NBME in this manner. As a result, the reliability and validity of the CMA (AAMA) credential are of the highest order.

The CMA (AAMA) Certification Exam is a rigorous exam that requires a thorough, broad, and current understanding of health care.

AAMA Vision

A CMA (AAMA) for every patient

AAMA Mission

The mission of the American Association of Medical Assistants is to provide the medical assistant professional with education, certification, credential acknowledgement, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

CMA (AAMA) Core Values

- Actively participate in the delivery of quality health care.
  Promote patient safety and well-being.
- Contribute to a positive health care experience for patients.
  Demonstrate integrity and respect, and protect patient confidentiality.
- Advocate the essential value of certification and continuing education.
  Embrace change, growth, and learning.

AAMA Code of Ethics for Medical Assistants

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

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

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

Medical Assisting Creed

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

- I believe in the principles and purposes of the profession of medical assisting.
- I endeavor to be more effective.
- I aspire to render greater service.
- I protect the confidence entrusted to me.
- I am dedicated to the care and well-being of all people.
- I am loyal to my employer.
- I am true to the ethics of my profession.
- I am strengthened by compassion, courage, and faith.

Section I Introduction

General Information

Medical assistants work alongside providers (physicians and mid-level) mainly in outpatient or ambulatory care facilities, such as medical offices and clinics. They are part of multi-skilled team of allied health professionals working under the supervision of physicians or mid-level clinicians (e.g. Physician Assistants or Advanced Nurse Practitioners) with responsibilities that vary depending on the work environment, particularly those characterized by the demographic, geographic, and culturally diverse communities that are found in Alaska. Medical assistants may perform administrative and clinical duties to help ensure the smooth running of their healthcare setting.

Medical office coders may work in hospitals, physician offices and a variety of other healthcare facilities. A growing number of coders may work from home. Every patient encounter requires the medical records to be reviewed and coded for statistical and reimbursement purposes. Medical office coding positions may require certification.

The UAA Medical Assisting program offers:

- an Occupational Endorsement Certificate (OEC) in Medical Assisting
- an Associate of Applied Science (AAS) degree in Medical Assisting
- an Occupational Endorsement Certificate (OEC) in Medical Office Coding

The AAS in Medical Assisting requires a minimum of 60 credits including general degree requirements in writing, communication and introductory course work in biology, computers, terminology and human disease. Satisfactory (C or higher) completion of the Core Curriculum as defined by our accrediting agency, MAERB, is required to progress through the program. Most students select this path of study as it is more marketable to employers. The AAS degree is not contingent upon the student passing any type of external certification or licensure examination.

The Medical Assisting OEC requires the satisfactory (C or higher) completion of 29 credits focusing on the Core Curriculum as defined by our accrediting agency, MAERB. This course of study prepares the student to take the CMA (AAMA) examination. The OEC is not contingent upon the student passing any type of external certification or licensure examination.

The admission process to the OEC and AAS in Medical Assisting is open entry. MA A250: Clinical Procedures I and its respective hands-on lab, act as a “trigger course.” A trigger course is the first course within the sequence of the Program that teaches and assesses some of the psychomotor and/or affective competencies within the MAERB Core Curriculum. Students have two opportunities to successfully complete the requirements of MA A250 in order to continue with the remainder of the OEC and AAS in Medical Assisting coursework.

MAERB Standards and Guidelines surrounding the Core Competencies requires clear and concise documentation of mastery by students. While students may have on-the-job training and related experience, the integrity of the Medical Assisting program relies on ensuring the competencies are met to our exact practice. Therefore, our Program does not currently consider advanced placement, transfer of Core Curriculum credits or credit for experiential learning. The MA Program does not currently have any articulation agreements in place for the acceptance of transfer of credits.

Students are welcome to explore the acceptance of general education and elective transfer of credits by UAA. Students may also work with their Academic Advisors or the MA Program Director.

Once enrolled in the Medical Assisting Program, the student can anticipate a four-semester, full-time academic schedule to complete the OEC. Some evening classes and clinics may be scheduled. Students practice skills on each other and must share personal medical information.

Students must apply for admission to the University in order to take classes in the OEC for Medical Office Coding. The coursework requires the satisfactory (C or higher) completion of 17 credits. No formal department application process is required. This OEC prepares the student to successfully complete the Certified Processional Coder (CPC) administered through AAPC.

Prior to changing registration status (for example: drop and withdraw) students are strongly encouraged to talk with their Academic Advisor and the MA Program Director. Students who withdraw from a course must retake the class in its entirety and this may delay the completion of the Program. Due to MAERB Standard and Guidelines, students do not maintain their acceptance into the Program indefinitely and may be asked to reapply.

As a condition of continuing Program enrollment and Practicum placement, students must abide by the University's Student Code of Conduct and the American Association of Medical Assistant Code of Ethics, and the American Association of Medical Assistants Code of Conduct and Disciplinary Standards and Procedures.

Learning

Within the context of professional education, learning is a goal-directed activity that is promoted when the individual has a clear understanding of the objectives of learning opportunities and when the individual takes responsibility for the accomplishment of identified learning objectives. Developing maturity as a professional is demonstrated by the increasing ability of the individual to become an active participant in defining the objectives of learning experiences.

Learning becomes professionally relevant when it is applicable to one's experience and when it provides tools that are applicable in diverse situations. It is transferable to new and different situations.

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

Faculty are responsible for assisting students in acquiring the knowledge and competence needed for an entry-level medical assistant. Faculty also help students to self-assess their need for additional learning and to meet those needs through planned activities.

The primary responsibilities of the faculty in the teaching-learning process include the identification of the knowledge and competencies required of students at each level of education, the establishment of minimum standards for demonstrating such, and the evaluation of student behaviors to determine the degree to which standards have been met.

Lifelong learning is expected for the professional medical assistant. It is the responsibility of the professional to maintain currency and competence in the field. This is accomplished through continuing education courses, professional journals, and peer relationships.

Program Learning Competencies and Outcomes

Occupation Endorsement Certificate (OEC) and Associate of Applied Science (AAS) degree in Medical Assisting

The Educational Competencies for the Medical Assistant (ECMA) provided by MAERB recommends assessments for meeting each of the entry-level psychomotor and affective competencies in the 2022 MAERB Core Curriculum. The Medical Assisting Program uses appropriate pedagogical tools to assess and evaluate achievement of psychomotor, affective and cognitive skills. **Students must complete all core competencies at a score of 85 or higher and must pass all Core Curriculum courses with a 75% or higher to progress through the program**.

At the completion of this Program, students can demonstrate:

- Entry-level psychomotor, affective, and cognitive curriculum content areas of medical assisting.
- Professional and ethical behavior in the healthcare setting.
- Commitment to the medical assisting profession by sitting for the CMA (AAMA) examination.

CAAHEP requires that all accredited Medical Assisting programs make public one or more of their measurable outcomes. Please refer to this link for the current Program Outcomes: MAERB Accreditation Report of Measurable Outcomes

Occupational Endorsement Certificate (OEC) in Medical Office Coding

At the completion of this Program, students can demonstrate:

- Proficiency in the performance of Current Procedural Terminology (CPT) coding.
- Proficiency in the performance of Healthcare Common Procedure Coding System (HCPCS) coding.
- Proficiency in the performance of International Classification of Diseases, Clinical Modification diagnostic coding.

Current Structure

The Medical Assisting Program is housed in the School of Allied Health within the College of Health (COH). The College was formed in July 2011 when health programs from the Community and Technical College was combined with the College of Health and Social Welfare. The college's mission statement is to advance the health and well-being of people and communities. We are leading toward a healthier tomorrow. The COH has many degree programs and research units.

The COH is administered by Interim Dean Kathy Craft. Interim Dean Craft reports directly to the Provost. Dr. Cary Moore, Associate Dean for Clinical Health Sciences oversees the School of Allied Health. The Assistant Dean for the School of Allied Health is Bridgett Mayorga. The Program Director for the Medical Assisting Program is Mia Young, she is responsible for policy development and implementation and for maintaining accreditation standards for the program.

Program Contact Information

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Chad Campbell, CMA
Practicum Coordinator
907-786-0303 cdcampbell5@alaska.edu

Questions about classes and/or clinic sessions should be addressed to course faculty.

Section II Technical Standards of the Entry-Level Medical Assistant

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

Applicants to the Medical Assisting Program are responsible for determining their own eligibility considering these qualifications, for informing the Program Director of any potential problem areas and for seeking assistance through UAA's Disability Support Services. Students will be expected to meet course requirements with any reasonable accommodation(s) that may be provided by the college.

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

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

Cognition

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

Relationships and Emotional Abilities

Students must have the emotional maturity and ability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways. Students must possess the emotional ability required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities. Further, students must be able to maintain mature,

sensitive, and effective relationships with student colleagues, faculty and staff members, and other professionals, under all circumstances including highly stressful situations.

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

Communication

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

Physical Demands

Medical Assistants may spend a great deal of their professional day walking, standing, moving and manipulating equipment, as well as lifting and moving objects, equipment and supplies. It is reasonable to anticipate bending, reaching, kneeling and lifting 20-25 pounds in any given day.

Additional physical demands include:

- Use hands to touch, feel for sensitivity, control objects and tools
- Use fingers to grasp, move or assemble very small objects
- Hold an arm and/or hand steady in one position or hold the hand steady while moving the arm
- Repetitive movements
- Observe at a distance and close at hand with and without corrective aids
- See details of objects that are less than a few feet away with and without corrective aids
- See differences between colors, shades and brightness
- Hear sounds and recognize the difference between them
- Focus on one source of sound and ignore others
- Understand the speech of another person
- Speak clearly so listeners understand

Occupational Risks

Occupational risks are involved in most professions. The healthcare team has some uniqueness when dealing with bodily fluids which are defined as fluids that moisten the tissues, muscles, body organs and skin. Medical assistants are often asked to collect

bodily fluids (for example: blood, mucus, urine, saliva) as part of clinical diagnostic and laboratory procedures.

Additional hazards may include the following:

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

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

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

Occupational Analysis

Every five years, the AAMA undertakes a comprehensive review of what medical assistants identify as their responsibilities. The 2018-2019 Occupational Analysis of Medical Assistants is available.

Computer Skills

Students will need basic skills in keyboarding, computing, and in using software programs (e.g., Microsoft Word and PowerPoint). This will help in the required coursework related to electronic health record documentation. Use of the UAA e-mail and learning management system, Blackboard is required for all medical assisting courses.

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

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

Reasonable Accommodations for Disabilities

The Medical Assisting Program is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment. The Program works closely with UAA Disability Support Services in this process.

Disability Support Services (DSS) empowers, supports, and advocates for students who experience disabilities by partnering with the University community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities. DSS coordinates support services for UAA students who experience disabilities and provides resources for the university and community. Providing equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment.

Students must follow the established policies for requesting and receiving reasonable accommodations. Students who wish to request reasonable accommodations are encouraged to contact DSS to start the interactive process to document their disability and determine eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations will not be implemented retroactively, so timely requests for accommodations is very important.

Disability Support Services

Rasmuson Hall 112
3211 Providence Drive
Anchorage, AK 99508
Phone (907) 786-4530
Fax (907) 786-4531
Email: uaa_dss@alaska.edu

All students, including students with disabilities, are expected to perform all the essential functions of the program including meeting all program outcomes with reasonable accommodation. It is important to note that the Medical Assisting Program is not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

Section III Program Structure

Academic Calendar

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

Course Delivery

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

Courses required to complete the MA program are delivered in a variety of formats determined by the offering college or department. Some courses (for example: MA A101, MA A104, and MA A220) are offered within the MA Program online. All courses are instructor-led and meet U.S. Department of Education and UAA regular and substance interaction for distance learning.

The MAERB Core Curriculum is presented in person, on campus and requires physical attendance at scheduled dates and times. For example: MA A120: Administrative Procedures, MA A250/MA A250L: Clinical Procedures I and its respective lab and MA A255: Clinical Procedures II and its respective lab. MA A295: Medical Assisting Practicum is a 240-hour uncompensated, supervised work in an ambulatory medical clinic office setting. Learning is enhanced by discussions, assignments, and evaluation tools.

Program Costs

UAA tuition and student fees are the major portion of the total program costs.

Additional costs include:

- Textbooks (Textbook affordability is taken seriously by this program. In many cases, one textbook will be used for multiple courses and free resources are used whenever possible.)
- Parking
- Clinical lab materials and supplies including one set of scrubs and a watch with a second hand
- Background check and finger printing
- Basic Life Support (BLS) Certification through the American Heart Association
- Immunizations (available at the Student Health Center at a reduced cost) and other immunizations may be required by clinical practicum sites
- Certified Medical Assistant (AAMA) examination

Advising and Academics

Students are responsible for working with UAA Academic Advising for academic advising and understanding program and degree requirements as well as university processes.

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

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

Clinical Simulation

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

Clinical Procedures Lab

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

Selection of Clinical Practicum Sites

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

Section IV Clinical Policies

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

Health Status

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

Initial Vaccine Requirements

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

- Measles, Mumps and Rubella (MMR): immunity must be demonstrated by one of the following:
    a. MMR 2-dose series, documented
    b. Blood test showing immunity to Measles, Mumps, and Rubella
- Varicella (Chicken pox): immunity must be demonstrated by one of the following:
    a. Varicella two-dose series, documented
    b. Blood test showing immunity to Varicella
- Tdap (Tetanus, Diphtheria, Pertussis): immunity must be demonstrated by:
    a. Tdap vaccine as an adult, documented

Declining Immunizations

The primary purpose of vaccinations is to protect an individual from infectious diseases. Students who are unable or unwilling to obtain one or more of the required vaccinations may be unable to complete their MA A295: Medical Assisting Practicum.

Basic Life Support

Students must provide documentation of current certification in infant, pediatric and adult basic life support (BLS). Certification as a BLS instructor is acceptable. Courses offered or approved by the American Heart Association are required by state statute/regulations. Certification must remain current throughout the entire program and the Medical Assisting Practicum. Proof of certification is due during the Fall semester.

Professional Background Checks for Medical Assisting Practicum

Students enrolled in the Medical Assisting Program are required to pass a background check in accordance with College of Health Memorandum of Agreement with our clinical affiliates. The State of Alaska has a list of barrier crimes/conditions that may impact an applicant's ability to pass.

Students with concerns about infractions or crimes that may impact their eligibility should contact the AAMA.

Drug Screening

Students may be required to undergo a drug-screening test on or before the first day of their clinical practicum. The test *may* be at the student's expense. Students should be aware that if the drug-screening test result is positive, the student may be denied access to the clinical site.

Health Insurance and Students Illness or Injury

It is strongly encouraged that students maintain personal health insurance throughout their enrollment in the Medical Assisting Program. The UAA Student Health and Counseling Center is available to assist with services and information.

Expenses incurred from injuries or illnesses sustained or contracted during clinical learning experiences and the Medical Assisting Practicum are not covered by either the University or the clinical affiliate. Such expenses are the responsibility of the student.

Latex Allergy

Latex products are common in health care environments. Some individuals are sensitive or allergic to latex, and sensitivities and allergies to latex can develop or become more serious with repeated exposure to latex. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. Any individual who has or develops symptoms consistent with latex

allergy/sensitivity is advised to consult a qualified allergist for evaluation. All such evaluations are at the individual's expense.

It is the responsibility of the individual to understand the risks associated with continued exposure to latex during their education and healthcare career and to regularly consult with the individual's health care provider.

Professional Liability Insurance

All students enrolled in the Medical Assisting Program are covered by student professional liability insurance through University of Alaska Statewide Risk Management during their MA A295: Medical Assisting Practicum.

Student Name Tags

All UAA Medical Assisting students are required to always wear a UAA Medical Assisting name tag during the Clinical Procedures Lab classes and during the Medical Assisting Practicum. One name tag will be issued to each student in the first semester. Students should contact their faculty to report a lost name tag. A replacement fee will be charged.

Personal Protection and Infection Control Overview

Students work with hazardous equipment, materials, and devices in an environment contaminated by bacteria and viruses. Students will be instructed in safety protocol during their coursework. For the health and safety of students and others, infection control safety and grooming policies are strictly enforced.

Scrubs are required to be worn during clinical procedure labs. Scrubs should fit well and allow for bending and reaching while maintaining a modest appearance. Tattoos should be covered. For infection control purposes, pant length should not touch the floor. Jewelry should be limited to a wedding band and a watch with a second hand.

Gloves shall be worn where it is anticipated that students will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes.

The use of protective glasses, face masks and surgical type gloves may be required and are supplied by the MA Program.

Standard Precautions

Standard precautions will be observed to prevent contact with blood or other potentially infectious material. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source. Engineering and work practice controls will be utilized to eliminate or minimize exposure to students and faculty.

All contaminated work surfaces will be decontaminated immediately, or as soon as feasible, after any spill of blood or other potentially infectious materials, as well as after

completion of procedures and/or at the end of the work shift. Instruments will be sterilized.

In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, students are not to eat, drink, apply cosmetics or lip balm, or handle contact lenses. Food and beverages are not to be kept in refrigerators, freezers, shelves, cabinets, or on counter tops or bench tops where blood or other potentially infectious materials are present.

Hand and eye wash stations are available to students who incur exposure to blood or other potentially infectious materials.

Regulated Waste Disposal

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

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

Training

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

Section V Student Conduct

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

Professional Conduct

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

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

Academic Integrity

Students are expected to always act with honesty and integrity. All submitted work must be original work prepared and/or completed solely by the student. Submitting work even partially based on the work of any other source may constitute academic misconduct unless properly attributed. Examples of academic misconduct can include but is not limited to: copying or obtaining work from an online source and presenting it as your own, giving or selling your work to someone else, use of homework and exam helper sites.

Any instances of suspected academic misconduct will be reported to the leadership within the School of Allied Health/College of Health and the UAA Dean of Students office for disciplinary action. Any student found in violation of the university, Program or course academic conduct expectations, in part or in whole and at the discretion of the instructor and Medical Assisting Program Director, receives no credit for that entire assignment or exam. A second offense and at the discretion of the instructor and MA Program Director will result in an F for the course, dismissal from the Medical Assisting Program and may be grounds for dismissal from the University.

While academic misconduct is always unacceptable, working as a team is acceptable and encouraged. The career of a healthcare provider requires participation in highly functional teams. Please ask if the distinction is unclear.

Professional and Academic Ethics

The student may not share proprietary information about UAA, staff, students, clinical facilities, patients/clients, or community stakeholders.

Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

Gifts to faculty are discouraged. Appreciation can be expressed through thank you cards or letters of appreciation. These can be added to faculty evaluation files, which are used for promotion and tenure review of faculty.

Student Freedoms, Rights and Responsibilities

Please review the current UAA Student Handbook for policies on children and minors on campus, service animals, and general responsibilities for maintaining a positive learning environment.

Attendance

Attendance in class, lab and clinical practicums is expected and is required for course completion. The Medical Assisting Program has an attendance policy of no more than three absences per semester. No make-up of clinical procedure labs is available. Violation of the attendance policy may result in a withdrawal from a course and the MA Program.

Section VI Complaint Procedures

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

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

Section VII Student Records

Student files related to their Medical Assisting Program coursework are kept to facilitate academic advising and compliance with MAERB Policies and Procedures. Examples of such files are MAERB Master Competency Checklist, hands-on exam grading rubrics, State of Alaska Background Check, and BLS Certificates. These program files are retained from entry into the MA Program to one-year post graduation per the MAERB accreditation requirement. The UAA Office of the Registrar maintains the official student record and provides integrated services that maintain and protect the integrity of student and academic records and ensures compliance with all related policies and procedures.

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

The files of students who do not continue enrollment in the Medical Assisting Program will be kept in an inactive status for no more than two years. Though the student may be required to reapply to UAA, retaining the file will facilitate advising for re-entry and appropriate placement within the Program.

The files of students who have been dismissed from the Medical Assisting Program for reasons of academic failure, dishonesty or other disciplinary actions may be kept indefinitely in the same secure location.

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.

In keeping with FERPA, students have the right to expect the information in their MA Program files will be kept confidential. Files may be accessed only by those College of Health personnel involved in advising, instructing or assisting students in an official capacity.

Student records may be reviewed by individuals officially designated as Program Evaluators by regulatory or accrediting bodies such as MAERB. When such reviews occur, they will be conducted in the presence of an UAA official.

It is strongly recommended that students keep copies of the Medical Assisting Program Student Handbook, all course syllabi and course materials, as well as letters and reports provided to them by their faculty.

Section VIII Student Resources

Student Success

Students are encouraged to take advantage of the wide variety of services and resources available at UAA to help promote academic and personal success and well-being.

The Student Success Center in the College of Health is dedicated to increase the retention, quality, and graduation rates of students within the college. Functions of the COH Student Success Center include:

- Provides focused support for students requiring entry level and PRPE courses.
- Acquaints students with how to locate and effectively utilize resources at UAA.
- Assists students with course selection and registration process.
- Refers students with the appropriate COH faculty advisor.
- Attends and promotes COH majors at college and career fairs.
- Builds collaborative and working relationships with the Anchorage School District's staff, other educational resources, and the greater Anchorage community to promote and recruit prospective students to the College of Health at UAA.

A variety of student forms are available from the Office of the Registrar. A Reference Letter Request form is required for FERPA release and release of liability when asking faculty for a letter of recommendation.

Wolf Cards

Your Wolf Card is your student identification (SID) card, a U-Pass card for the Anchorage/Valley bus system, your library card and a card that provides access to

services and resources on campus. The UAA student identification number is shown on the back of the card.

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

Printing across the Anchorage campus is done through Managed Print using your Wolf Card.

Section IX Graduation and Credentialing

Graduation and Verification

Students are responsible for meeting with their academic advisors periodically to ensure they are on track for timely graduation. Students are required to apply for graduation. UAA's Degree Services office will provide verification to the student.

CMA (AAMA) Certification Exam

The Certified Medical Assistant (AAMA)®—or CMA (AAMA)®—credential represents a medical assistant who has been credentialed through the Certifying Board of the American Association of Medical Assistants® (AAMA). The credential is awarded to candidates who pass the CMA (AAMA) Certification Exam. The credential must be recertified every 60 months by continuing education or exam to give evidence of continuing competency and knowledge, and thus better protect patients. The CMA (AAMA) must have status to use the credential.

The following are grounds for denial of eligibility for the CMA (AAMA) credential, or for discipline of the CMA (AAMA):

- Obtaining or attempting to obtain certification or recertification of the CMA (AAMA) credential by fraud or deception
- Knowingly assisting another to obtain or attempt to obtain certification or recertification by fraud or deception
- Misstatement of material fact or failure to state a material fact in application for certification or recertification
- Falsifying information required for admission to the CMA (AAMA) Certification Exam, impersonating another examinee, or falsifying education or credentials
- Copying answers, permitting another to copy answers, or providing or receiving unauthorized advice about exam content during the CMA (AAMA) Certification Exam
- Unauthorized possession or distribution of exam materials, including copying and reproducing exam questions

Generally, individuals who have been found guilty of a felony, pleaded guilty to a felony, or had a professional license, registration, or certification denied, revoked, suspended, or subjected to probationary conditions by a regulatory authority or certification board

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

Exam application steps are provided by the AAMA.

Career Services

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

Appendix A UAA Medical Assisting Program Competencies

MAERB recommends assessment for each of the Core Competencies for an entry-level medical assistant. The UAA Medical Assisting Program uses appropriate pedological tools to assess and evaluate achievement of psychomotor and affective competencies.

Master Competency Checklist

2022 MAERB Core Curriculum

Psychomotor Competencies

I. Anatomy, Physiology, and Pharmacology

I.P.1 Accurately measure and record:
a. blood pressure
b. temperature
c. pulse
d. respirations
e. height
f. weight (adult and infant)
g. length (infant)
h. head circumference (infant)
i. oxygen saturation

I.P.2 Perform the following procedures:
a. electrocardiography
b. venipuncture
c. capillary puncture
d. pulmonary function testing

I.P.3 Perform patient screening following established protocols

I.P.4 Verify the rules of medication administration:
a. right patient
b. right medication
c. right dose
d. right route
e. right time
f. right documentation

I.P.5 Select proper sites for administering parenteral medication

I.P.6 Administer oral medications

I.P.7 Administer parenteral (excluding IV) medications

I.P.8 Instruct and prepare a patient for a procedure or a treatment

I.P.9 Assist provider with a patient exam

I.P.10 Perform a quality control measure

I.P.11 Collect specimens and perform:
a. CLIA waived hematology test
b. CLIA waived chemistry test
c. CLIA waived urinalysis
d. CLIA waived immunology test
e. CLIA waived microbiology test

I.P.12 Provide up-to-date documentation of provider/professional level CPR

I.P.13 Perform first aid procedures

a. bleeding
b. diabetic coma or insulin shock
c. stroke
d. seizures
e. environmental emergency
f. syncope

II. Applied Mathematics

II.P.1 Calculate proper dosages of medication for administration

II.P.2 Record laboratory test results into the patient's record

II.P.3 Document on a growth chart

II.P.4 Apply mathematical computations to solve equations

II.P.5 Convert among measurement systems

III. Infection Control

III.P.1 Participate in bloodborne pathogen training

III.P.2 Select appropriate barrier/personal protective equipment (PPE)

III.P.3 Perform hand washing

III.P.4 Prepare items for autoclaving

III.P.5 Perform sterilization procedures

III.P.6 Prepare a sterile field

III.P.7 Perform within a sterile field

III.P.8 Perform wound care

III.P.9 Perform dressing change

III.P.10 Demonstrate proper disposal of biohazardous material
a. sharps
b. regulated waste

IV. Nutrition

IV.P.1 Instruct a patient regarding a dietary change related to a patient's special dietary needs

V. Concepts of Effective Communication

V.P.1 Respond to nonverbal communication

V.P.2 Correctly use and pronounce medical terminology in health care interactions

V.P.3 Coach patients regarding:
a. office policies
b. medical encounters

V.P.4 Demonstrate professional telephone techniques

V.P.5 Document telephone messages accurately

V.P.6 Using technology, compose clear and correct correspondence

V.P.7 Use a list of community resources to facilitate referrals

V.P.8 Participate in a telehealth interaction with a patient

VI. Administrative Functions

VI.P.1 Manage appointment schedule, using established priorities

VI.P.2 Schedule a patient procedure

VI.P.3 Input patient data using an electronic system

VI.P.4 Perform an inventory of supplies

VII. Basic Practice Finance

VII.P.1 Perform accounts receivable procedures to patient accounts including posting:
a. charges
b. payments
c. adjustments

VII.P.2 Input accurate billing information in an electronic system

VII.P.3 Inform a patient of financial obligations for services rendered

VIII. Third-Party Reimbursement

VIII.P.1 Interpret information on an insurance card

VIII.P.2 Verify eligibility for services

VIII.P.3 Obtain precertification or preauthorization with documentation

VIII.P.4 Complete an insurance claim form

VIII.P.5 Assist a patient in understanding an Explanation of Benefits (EOB)

IX. Procedural and Diagnostic Coding

IX.P.1 Perform procedural coding

IX.P.2 Perform diagnostic coding

IX.P.3 Utilize medical necessity guidelines

X. Legal Implications

X.P.1 Locate a state's legal scope of practice for medical assistants

X.P.2 Apply HIPAA rules in regard to:
a. privacy
b. release of information

X.P.3 Document patient care accurately in the medical record

X.P.4 Complete compliance reporting based on public health statutes

X.P.5 Report an illegal activity following the protocol established by the healthcare setting

X.P.6 Complete an incident report related to an error in patient care

XI. Ethical and Professional Considerations

XI.P.1 Demonstrate professional response(s) to ethical issues

XII. Protective Practices

XII.P.1 Comply with safety practices

XII.P.2 Demonstrate proper use of:
a. eyewash equipment
b. fire extinguishers

XII.P.3 Use proper body mechanics

XII.P.4 Evaluate an environment to identify unsafe conditions

Affective Competencies

A.1 Demonstrate critical thinking skills

A.2 Reassure patients

A.3 Demonstrate empathy for patients' concerns

A.4 Demonstrate active listening

A.5 Respect diversity

A.6 Recognize personal boundaries

A.7 Demonstrate tactfulness

A.8 Demonstrate self-awareness

EVIDENCE OF UNDERSTANDING

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

Initials	Statement
	I acknowledge the technical standards as outlined in this handbook.
	I acknowledge it is my responsibility to ask for clarification and/or explanation of any questions or concerns I may have after reading this handbook
	I acknowledge the resources available for successful achievement of my academic goals as a student of UAA and the MA Program
	I acknowledge I may be required to use artificial intelligence, and other emerging technologies in the completion of assignments throughout the courses.
	I know that instances not specifically addressed in this UAA Medical Assisting Student Handbook will be decided by the Program Director, Practicum Coordinator, relevant faculty and the College of Health and School of Allied Health leadership.
	I have reviewed the MAERB Educational Competencies for the Medical Assistant cognitive, psychomotor and affective competencies that are required for successful completion of MA Program at UAA, College of Health, School of Allied Health.
	If I have questions, I am aware that I can ask the Medical Assisting Program Director.
	Students may be required to participate in use of artificial intelligence/ technology or may receive materials generated by AI

Printed name: _____

Signature: _____

Date: _____