

Medical Assistant



Student Handbook 2025



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INTRODUCTION TO HBS & YOUR MA PROGRAM

Message from the Medical Assistant Program Director

Dear Medical Assistant Students,

Welcome to the Hunter Business School (HBS) Medical Assistant Program! We are excited that you have chosen to pursue your health career with us. The HBS Medical Assistant Program prepares you to become a multi-skilled professional with the critical skills needed to perform clinical, laboratory and administrative duties in clinics, hospitals, urgent care facilities and other health care agencies.

The HBS Medical Assistant Student Handbook has been prepared to help you learn about the structure and expectations of the program within HBS. It addresses the policies for all students enrolled in the program and also provides the framework for the academic and clinical laboratory policies and requirements that will help lead to a successful outcome.

Medical Assistant students must also refer to the Hunter Business School Student Handbook for all information that is **NOT** specific to the Medical Assistant program. This handbook can be found on our website at www.huntebusinessschool.edu.

Please take the time to read and familiarize yourself with these two handbooks. It is your responsibility to know their content. And, please be sure to save BOTH handbooks so that you may refer to them in the future. If you ever have any questions, please do not hesitate to see me or your advisor at any time to clarify information in the handbook.

Again, I want to say Welcome to HBS's Medical Assistant program!

Sincerely,

Tracey Maletta

Tracey Maletta
Program Director



Administrative & MA Program Staff & Faculty

Jay Fund, *President HBS*

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Ryan Howell <i>Director of Education, Levittown</i>	Tracey Maletta <i>Director of Education, Medford</i>
Parvin Ghadami <i>Eve. Director of Education, Levittown</i>	Valencia Mimms <i>Eve. Director of Education, Medford</i>
Bridgette Headley <i>Admissions Director, Levittown</i>	Janette Chiofalo <i>Admissions Director, Medford</i>
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Leadership Roles in the MA Program

Program Director

The Program Director is responsible for the Program curriculum as well as supervising the day-to-day operations of the MA Program. The MA Program Director reports to the Campus Branch Directors of Education & Campus Directors of Hunter Business School. The Program Chair reports to the Program Director. In addition to teaching duties, the Program Director provides leadership and supervision to program faculty and staff, is responsible for advising students, developing, and implementing new curricula, and evaluating overall program effectiveness and outcomes. The MA Program Director also supports other Hunter Business School departments, administration, and faculty in related school initiatives.

Clinical Coordinator

The Clinical Coordinator is responsible for the coordination of each student's externship rotations at their clinical sites and oversees the clinical education of all Hunter MA students. It is the Clinical Coordinator who assigns the externship placements to each student to provide ample, appropriate, and balanced clinical instruction. The Clinical Coordinator also conducts visits to all the various clinical sites on a regular basis to monitor student attendance, progress, and performance.

Faculty Instructors

The MA Instructor will teach didactic and laboratory courses in a manner that enables student learning and mastery of course material in the MA program. Hunter's MA instructors are rigorously evaluated prior to joining the training staff. They are knowledgeable experts in their individual fields and have proven their skills as expert trainers. MA instructors are dedicated to helping each student succeed through individualized instruction, mentoring, and the creation of class projects that can be used as models for real-world projects after training is complete.

Hunter Business School's Mission

Hunter Business School's mission is to provide students with the opportunity to receive a high-quality education for the career best suited to their abilities, interests, and ambitions in an educational environment characterized by high expectations and staffed by professionals who are knowledgeable, compassionate, creative, supportive, and effective. As a result, we can provide the best training that enables our students to enter or enhance their careers in the shortest amount of time without sacrificing the quality and depth of the training experience.

History & Philosophy

Hunter Business School was founded in 1972 for the purpose of providing quality career training through intensive and innovative programs. The original mission was expanded in 1999 to include a change of ownership and new programs in medical assisting and computer technology. In keeping with this mission, we have added sonography (ultrasound) and practical nursing, programs to complement Hunter Business School's existing offerings. Hunter Business School's mission is viewed as a living, organic expression of potential growth, but still at root remains essentially the same.

HBS's Core Values

The following Core Beliefs are held and supported by Hunter Business School and are reflected in the work of Hunter employees:

- **Worth:** Every individual has inherent worth.
- **Success:** Lifelong learning is essential for success in a changing society.
- **Ethics:** Ethical conduct is fundamental to sustaining our institution.
- **Responsibility:** Individuals are responsible for their choices and actions.
- **Student Learning:** Students learn at different rates and in different ways.
- **Excellence:** Excellence is achievable and always worth the investment.
- **Effective Communication:** Effective communication is accomplished through clear and concise methods to engage our stakeholders and accelerate our work.
- **Self Esteem:** Self Esteem is directly related to individual success.
- **Diversity:** Embracing cultural diversity strengthens the school community.
- **Sharing:** Education is the shared responsibility of the institution's leadership, students, government and community.
- **Culture:** The culture of an organization is a major factor in shaping individual attitudes and behaviors.
- **Flexibility:** Willingness to change is necessary for continuous improvement.
- **Shared Values:** Values and common goals are integral to a healthy organization.

Accreditations, Approvals & Memberships

- The Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).
- Hunter Business School (HBS) is registered & licensed by the New York State Department of Education, Bureau of Proprietary School Supervision (NYSED, BPSS).
- HBS is regionally accredited by the Middle States Association of Colleges and Schools, Commission on Secondary Schools (MSA-CESS).
- Practical Nurse (PN) program is registered by the NYS Professional Education Program Review unit in the Office of the Professions and has met the Department's standards for accreditation of the Board of Regents and the Regulations of the Commissioner of Education. (Levittown Campus).
- Diagnostic Medical Sonography (DMS) program is accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), a committee of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Medford & Levittown Campuses).
- Radiologic Technology (RT) Program is approved by the BPSS & NYS Department of Health (NYSDOH) and is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). HBS's RT Program is also recognized by The American Registry of Radiologic Technologists, (ARRT). (Levittown Campus).

- HBS is an eligible Institution for the training of students from Adult Career and Continuing Educational Services (ACCES-VR).
- Approved by New York State Division of Veterans’ Affairs.
- Member of the Levittown & Medford Chambers of Commerce.

Facilities & Locations

Hunter’s facilities in both its Levittown and Medford, New York locations are designed to fulfill the purposes and outcomes of all its programs by providing an atmosphere conducive to learning. All areas, both instructional and non-instructional, are safe, clean, well-maintained, and in compliance with all applicable laws, building codes, and health and safety regulations. With more than 40,000 square ft. and 34 large classrooms, Hunter’s facilities provide the perfect atmosphere for learning. Both the Levittown and Medford campuses are modern, well-lit, functional and well-equipped with the latest technology. They have ample and well-lit parking and are conveniently located near all major parkways and roads, as well as numerous restaurants for snacks and meals. Classrooms are large and comfortable and have been approved by the New York Education Department’s Bureau of Proprietary School Supervision (BPSS).



Medford Campus

3247 Route 112, Bldg. 3, Suite 2
 Medford, NY 11763
 631-736-7360

Levittown Campus

3601 Hempstead Turnpike
 Levittown, NY 11756
 516-840-2163

Medical Assistant Program Mission Statement

The mission of Hunter Business School’s Medical Assistant program is to provide its graduates with the theoretical foundation, administrative and laboratory skills and clinical experiences to prepare them for a rewarding career in the health care profession. Our Medical Assistant department works to instill values which will aid the students in developing a strong sense of Medical conscience and a commitment to excellence, integrity, and respect in addressing the health care needs of the community. This education coupled with our students’ own unique abilities will prepare them for a successful career in Medical Assisting and foster a desire for lifelong learning.

Medical Assistant Program Philosophy

The philosophy of the Medical Assistant program at Hunter Business School (HBS) supports and assists in the implementation of the overall mission of both the Institution and MA program. HBS

believes that Medical Assistants are an integral part of the health care team. As multi-skilled health care professionals, they provide direct patient care performing various administrative and clinical procedures.

To that end, Hunter provides rich learning experiences and resources that prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and competencies necessary for the successful practice of Medical Assisting. HBS's MA program graduates become emissaries to the community entering into the workforce as well-trained MA personnel and improve the neighboring and regional communities.

Hunter is sincerely committed to achieving goals in the communities of interest our MA program serves, which are broad, yet closely interrelated. They include students, graduates, clinical instructors, employers, physicians, and patients.

The Medical Assistant program prepares students for entry level careers in Medical Assisting, thus contributing to the health care of the community and supplying qualified graduates for the Long Island and New York Metropolitan area medical community workforce. In order to ensure that HBS's MA program continues to fulfill its purpose, it is expected that our MA program graduates will be able to:

- Meet the entry-level administrative competencies as identified by recognized State and National professional membership organizations, certifying and accrediting agencies.
- Meet the entry-level clinical competencies as identified by recognized State and National professional membership organizations, certifying and accrediting agencies.
- Be prepared to successfully obtain industry accepted Medical Assistant credentials.
- Display professional and ethical standards of practice in a variety of healthcare situations.
- Maintain currency within their field through certification and continuing education and value the importance of life-long learning to maintain and promote professional responsibility and accountability.

The standards of practice and educational competencies of Medical Assistants which form the foundation of curriculum development and the selection of learning experiences for students are based on the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Medical Assistant Program Goals

The MA program enables the Medical Assistant Department and HBS to achieve its mission by preparing Medical Assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. It accomplishes this by working to meet the following program goals:

1. Graduating competent entry level Medical Assistants into the community who have adopted healthy, safe, ethical and professional behaviors representative of a Medical Assistant including effective oral, written, and technical communication skills.
2. Providing academic and clinical settings which stimulate student learning.
3. Preparing students to successfully pass the CMA, RMA or other national certification exams.

4. Preparing our MA students to understand the full spectrum of employment possibilities for their chosen field and to successfully accomplish their personal career goals by helping them meet the diverse requirements that their career choices demand.
5. Assisting students in employment placement before or following graduation.
6. Meeting or exceeding all criteria and standards defined by the New York Department of Education, MSA & MAERB/CAAHEP.
7. Organizing and maintaining an Advisory Committee which consists of persons actively engaged in, or supports, the practice of Medical Assisting.
8. Updating, revising or modifying curriculum when identified as necessary by students, faculty, administrators, community, Medical Assisting professionals and Advisory Committee.
9. Maintaining industry standard equipment and laboratory facilities.
10. Emphasizing the importance of membership in the American Association of Medical Assistants and other national, regional and state related professional organizations.
11. Preparing graduates to display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
12. Preparing graduates to participate as team members within various settings of the health care delivery system.
13. Preparing graduates to synthesize basic critical thinking and problem-solving skills to provide safe, effective therapeutic health care.
14. Demonstrate competence in the use of healthcare technology, information systems, and communication devices that are relevant to. MA practice.



Overview of the Program

Hunter Business School's Allied Health Division offers a comprehensive CAAHEP accredited Medical Assistant Program that trains students to perform both administrative and clinical tasks under the direction of a physician or other medical professionals. The program prepares Medical Assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. Medical Assistants serve as a critical link between the patient and the doctor. Medical Assistants serve in many capacities and may be found working in many different health care related environments. During this program, Medical Assistant students learn to perform venipuncture (take blood), prepare patients for examinations, assist with examinations and special procedures, and perform EKG and various laboratory tests. Students spend 160 hrs. in an externship at an actual medical work environment where they are supervised and taught in order to gain valuable on-the-job training. Students who graduate from this program are prepared to pass an MA National Certification Examination.

Code	Course Title	Lecture	Lab	Clinical	Total
MA101A	Asepsis & Assisting with Minor Surgery	15	12	0	27
MA101B	Pharmacology	20	13	0	33
MA102	Communication & Human Relations	60	0	0	60
MA201	Urinalysis & Microbiology	30	30	0	60
MA202	Keyboarding with Microsoft Word	10	50	0	60
MA301	Phlebotomy & Laboratory Procedures 1	30	30	0	60
MA302	A&P 1 with Medical Terminology	60	0	0	60
MA401	Phlebotomy & Laboratory Procedures 2 & CPR	30	30	0	60
MA402	A&P 2 with Medical Terminology	60	0	0	60
MA501	Clinical Skills	30	30	0	60
MA502	Medical Administrative & Business Practices	60	0	0	60
MA601	Electrocardiography & Cardiac Testing	30	30	0	60
MA602	Computerized Medical Billing & EMR	10	50	0	60
MA701	Certification Review (A-F) with Career Development	30	0	0	30
MA801	Externship	0	0	160	160
TOTAL PROGRAM HOURS		475	275	160	910

Day Class Schedule: Classes meet Monday through Friday from 8:50am to 3:00pm. Externships are assigned once all 750 hours of in-school lecture & lab hours have been successfully completed. Externship hours during the day may vary and are subject to the specific schedule of the clinical site.

	Length	Theory & Lab.	Externship
Day	30 Weeks	750	160 Hours
Evening	57 Weeks	750	160 Hours

Evening Class Schedule: Classes Meet Monday through Thursday from 6:00pm to 10:00pm. Externship hours during the evening may vary and are subject to the specific schedule of the clinical site.

Medical Assistant Program Performance Goals

- 1) To provide the graduate with the knowledge, skills, and attitudes needed to function as a Medical Assistant who, as a member of the MA profession, provides safe and competent care.
- 2) To retain at least 80% of admitted students.
- 3) To have at least 80% of the graduates who seek certification achieve success on their first attempt.
- 4) To receive a satisfactory rating of the educational experience from at least 85% of the graduates.
- 5) To have at least 80% of the graduates employed in a healthcare setting as a Medical Assistant within six months of graduation.

Medical Assistant Program Accreditation

Hunter Business School's Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Medical Assisting Education Review Board (MAERB).

According to MAERB, "Accreditation is a system for recognizing educational institutions and professional programs for a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. In the United States, this recognition is extended primarily through non-governmental, voluntary institutional or professional associations. Accreditation performs a number of important functions, including the encouragement of efforts toward maximum educational effectiveness.

The accreditation process requires institutions and programs to examine their goals, activities, and achievements; to consider the expert criticism and suggestions of a visiting team; and to determine internal procedures for action on recommendations from the accrediting body. While accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by governmental funding agencies, scholarship commissions, foundations, employers, and potential students."

Medical Assisting Education Review Board (MAERB)

"The mission of the Medical Assisting Education Review Board is to provide recognition for the quality of the education programs in its system to the public. The MAERB is the only CAAHEP-recognized Committee on Accreditation for education programs in Medical Assisting."

For further information regarding MAERB, feel free to browse their website at www.maerb.org MAERB is located at the following address:

20 N. Wacker Drive
Suite 1575
Chicago, IL 60606
Phone Number: 1 (800) 228-2262 Fax: 1 (312) 899-1259

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and carries out its accrediting activities in cooperation with 23 review Committees on Accreditation. CAAHEP currently accredits more than 2100 entry level education programs in 30 health science professions. For further information about CAAHEP, feel free to browse their website at www.caahep.org CAAHEP is located at the following address:

Commission of Accreditation of Allied Health Programs
9355-113th Street N, #7709
Seminole, FL 33775
Phone: 1 (727) 210 2350 Fax: 1 (727) 210-2354



PROGRAM POLICIES

Request for Reasonable Accommodation

Hunter Business School does not discriminate against individuals on the basis of physical or mental disability and is committed to providing reasonable accommodations to qualified students with a disability and an equal opportunity to access the benefits, rights and privileges of school services and programs in compliance with The American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. This includes accommodations for appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Hunter Business School. Students who believe they need accommodation should contact the Campus Director. If you have a concern or complaint in this regard, please contact the Campus Director. Complaints will be handled in accordance with the school's grievance procedures.

Attendance

See pages 19 -20 in the Hunter Business School Student Handbook for policies related to Attendance. Also see pages 15- 19 regarding important policies related to the impact attendance has on meeting SAP (Satisfactory Academic Progress, Financial Aid, and Financial Aid and Academic Probations.

Medical Assisting Laboratory Safety Rules

In the workplace, as in a medical office, orderliness, cleanliness, and safety must be the guiding rules. A laboratory or clinic area where these cardinal rules are absent results in complete chaos and is a hazardous area in which to work.

Standard Precautions for Infection Control Training and OSHA Regulations

All students will be instructed in and required to adhere to all guidelines regarding Standard Precautions for Infection Control and OSHA regulations. These topics will be presented as part of the MA301: Phlebotomy & Laboratory Procedures 1 course and applied where appropriate throughout training in the program.

Participation in the medical assisting lab activities requires strict adherence to principles of infection control and safety. Safety rules include but are not limited to:

1. Comply with the uniform regulations.
2. Personal Protective Equipment (PPE) is to be worn for each procedure when contact with blood or bodily fluids is involved.
3. Spills must be wiped up immediately. If the spill is blood or bodily fluids, latex gloves must be worn. All items contaminated with blood must be disposed of according to Standard Precautions and OSHA regulations (i.e., in the proper biohazard receptacle).
4. All contaminated needles & syringes must be immediately placed in a **red sharps** container.

5. All work surfaces must be sprayed with 10% bleach solution or an EPA approved disinfectant and wiped down before and after each procedure. Each student is responsible for cleaning up after him/herself.
6. All electrical appliances are to be unplugged at the end of each lab session.
 - a. Report any faulty equipment to the instructor immediately.
 - b. Equipment may not be used without prior instruction from the instructor.
 - c. Do not leave operating equipment unattended.
7. All injuries must be reported to the instructor and Program Director immediately.
8. Keep the countertops, aisles and floors free of unnecessary items. Students will clean up after themselves. This includes proper storage of equipment and instruments, clearing working areas and utilizing proper infection control protocol.
9. Noise must be kept at a minimum.
10. All contaminated sharps and cleaning products must be stored and secured in the cabinets of the classroom in which they were used. Filled Sharps containers must be properly disposed of for pick-up.

Students will receive instruction in lab safety, and the rules that apply in the Medical Assisting Program, prior to being assigned to laboratory/clinical procedures. It is the policy of the program to maintain a safe level of practice for the protection of the students, patients, and faculty from possible exposure to potentially infectious materials during clinical procedures in the classroom setting or at directed clinical practice. Students are informed of specific information during program courses. The instructor of record shall be responsible for enforcing infection control policies.

Food & Beverages

There is absolutely no food or beverages allowed in the lab classes/computer classes, please use the break room.

Classroom Etiquette

HBS instructors treat their students with the highest degree of respect, professionalism, and courtesy. In return, HBS students are expected to do the same for their instructors.

Student Calendar of School Closings

Hunter Business School's policy is that any student found sleeping during class will be marked absent from that class and dismissed from the classroom.

School will be closed on the following days:

Holidays	2025
New Year's Day	January 1
Martin Luther King Day	January 20
President's Day	February 17
Good Friday	April 18
Memorial Day	May 26
Juneteenth	June 19
Independence Day	July 4
Labor Day	September 1
Rosh Hashanah	September 23
Yom Kippur	October 2
Columbus Day	October 13
Veteran's Day	November 11
Thanksgiving	November 27
Thanksgiving Day After	November 28
Christmas Recess	December 24 - January 1, 2026

Evening Students: 2025 Independence Day Recess – June 30, 2025 - July 4, 2025

School Hours of Operation:

Monday through Thursday 8:30 a.m.-10:00 p.m.
 Friday 8:30 a.m. - 3:30 p.m.
 Closed Saturday & Sunday

Weather Closings: The closing of Hunter Business School in inclement weather will be announced on our website at: HUNTERBUSINESSSCHOOL.EDU, and our FACEBOOK Page. In addition, a message will be posted on the school's answering machine with the most up-to-date information.

EXTERNSHIP POLICIES

Externship Philosophy

It is the philosophy of Hunter Business School (HBS) to provide each one of its Medical Assistant students with an externship experience that completes their training received from the school. The externship offers an environment where the student has the opportunity to integrate and implement the knowledge gained at HBS's MA program by performing a variety of on-the-job tasks that may be administrative, clinical, or a combination of both areas of skill. Ultimately, the end of externship transitions into a successful employment experience.

Externship Overview

During this 160-hour externship phase of training, Medical Assisting program students are placed in a medical facility for real-world experience. Students observe experienced medical personnel and perform the duties of a Medical Assistant under the strict supervision of trained professionals. Medical Assisting students are evaluated by the clinical site supervisor on the basis of performance. All students must have successfully completed all 750 hrs. of prerequisite courses: MA101 through MA701.

Prior to entering externship, students gain the knowledge and skills taught in classroom and lab settings to prepare them for their new career. The purpose of the externship is to provide students the opportunity to utilize these newfound abilities with the security of direct and indirect supervision. It is through this system of performance and feedback that students acquire confidence and viable experience to complement their training.

Practicum Coordinator's Role

The Practicum Coordinator (PC) provides quality learning opportunities that assist students in meeting their educational goals and career aspirations in the MA program. The PC has responsibility for selecting, approving and assigning appropriate practicum sites for each student, providing orientation for the clinic's on-site supervisors, providing oversight of the practicum experience, supervision and the on-site evaluation of students and clinical instructors in each clinical affiliate setting, advising, and community relations.

The Practicum Coordinator's role also includes the following:

1. Reviews completed *Student Information Sheets*.
2. Identifies any transportation, outside employment and site-location issues.
3. Meets with any student when an issue has been identified related to #2 above to discuss and resolve the situation.
4. Meets with students' instructors to obtain instructors' view of each student in an effort to help determine the best 'student/externship site fit.'
5. Reviews all available externship sites and compiles a tentative list of where each student will be placed for their externship experience.
6. Makes contact with the office managers at each site listed to determine willingness to take a Medical Assistant Extern.
7. As each site is confirmed, the Practicum Coordinator completes a *Site Information Sheet* that will be provided to the appropriate student at a class meeting approximately one week prior to externship.

8. When a site is unable to take an extern at the time, the Practicum Coordinator will seek a suitable replacement.
9. Approximately one week before a class of students are scheduled to leave for externship, the Practicum Coordinator meets with that class and reviews all externship policies in the MA Program Student Handbook.

During this meeting:

- a. Students submit all completed, required paperwork.
 - b. Students are provided with the *Practicum Evaluation of the Student Form* which must be completed by their onsite Clinical Supervisor and returned to the Practicum Coordinator at the end of the externship experience.
 - c. Practicum Coordinator hands out the final *Site Information Sheet* to each student with their assigned Extern Site including all pertinent information.
10. Schedules the Externship midpoint return-to-school date for each class.
 11. Makes periodic on-site visits to observe students, assess the quality of the student's experience at the site and to ensure the externship is proceeding as expected.
 12. Resolves all complaints or issues that may arise between a student and his or her externship site. When seeking to resolve an issue with an externship site, the student must follow the appropriate chain of command by **first** seeking out the Practicum Coordinator.

Prerequisites

Since the externship period is the culmination of a student's program and permits the student to practice in a realistic work setting prior to graduation, it is a prerequisite for a student to satisfactorily complete all classroom portions of the program prior to being admitted into the externship program. Therefore, all students must have successfully completed all 750 hrs. of prerequisite courses: MA101 through MA701.

All failed courses and competencies must be passed before being assigned an externship.

Competency Non-Completion Policy

1. Medical Assistant Program students **must** complete **all** course competencies prior to being allowed entrance into their Externship portion of the program.
2. Any competency that has not been completed after a course has ended **must** be completed under the supervision of a program instructor.
3. Non-completed competencies **cannot** be made up during regularly scheduled class time.
4. All remaining competencies, for which the student has received a zero, must be completed prior to being allowed to begin Externship. Original final grades will remain the same.
5. *CPR is the one exception to the above. If the original CPR class is missed during MA:401, Phlebotomy and Laboratory Procedures II, the student **must** attend the next available CPR class (prior to being allowed to begin Externship) that does not interfere with their regularly scheduled courses.
6. Non-completed competencies may affect a student's graduation date.

Medical Assistant Complete Physical Exam Policy

A complete physical exam, including a PPD, MMR and Varicella Titers, is required. Students are responsible for additional costs for their physical exam. Students who do not submit documentation of their completed physical exam will be unable to participate in any lab procedures. Please obtain the form from your admissions representative.

For our day Medical Assistant Students: you must submit your physical by the beginning of the second Module. If you have not handed in a medical, you will not be allowed to continue in the program. If you still have items to complete on the physical, EX: booster, titers, you must speak with the Chairperson and they may allow you to complete the physical by the end of the third Module. This would be at the discretion of the Chairperson.

For our evening Medical Assistant Students: You must submit your physical by the beginning of the third Module. If you have not handed in a medical, you will not be allowed to continue in the program. If you still have items to complete on the physical, EX: booster, titers, you must speak with the Chairperson and they may allow you to complete the physical by the end of the fourth Module. This would be at the discretion of the Chairperson.

Attendance for Externship

All absences during externship **must** be made up. Students will not receive a passing grade until all 160 hours have been completed.

Absences should be reported to the school by telephone between 8:30am and 9:00am throughout the externship. The **student** is also responsible for contacting the externship site at the same time. In our experience, nothing gives a more unfavorable impression than a student not notifying his/her externship site of an absence prior to the day's office hours.

Repeated tardiness by the student will not be tolerated and gives the externship site the right to dismiss the student from the site. If this occurs, **Hunter Business School is no longer obligated to provide the student with another site; and, therefore, the student may be dismissed from the program.**

Externship Hours

Once an externship has been arranged and begun, students must complete 160 hours of training. It is generally expected that day program students complete a minimum of 30 hours p/week, and evening students complete a minimum of 16 hours p/week. That said, students cannot always count on this. Students should keep a record of their accumulated hours throughout the externship period.

- Students are expected to accommodate themselves to the regular hours of their externship site, including Saturdays and/or evenings if necessary. If a student holds a part-time job and the hours for the externship conflict, then the student's school program must take precedence. Students must be available for any site assignment given to them.
- Students on externship observe the regularly scheduled office hours of the clinical site assigned, rather than the school's vacation, holiday or snow hours if these hours' conflict.

- Since the 160 hours are required for graduation, the student is responsible for making up all hours missed due to hours canceled by the office.
- If a student's externship hours are changed by the office from those originally assigned, the student should immediately notify the Practicum Coordinator of this change. This will prevent any communication gaps, inconveniences, and possible embarrassment to the student and Program.
- If a student requests or takes a few days' absence from externship duties, he/she should recognize that not only is valuable on-the-job experience being lost, but also that there is an added risk of being unable to successfully complete the required externship hours; hence graduation date will be pushed back. It is **not** possible for the Practicum Coordinator to guarantee that the student can complete the program if rescheduling problems develop on the externship site. Again, all absences must be made up. Students must maintain 100% attendance and hand in all evaluations.

Job Interviews

MA student externs must make the Career Services Department aware of the hours he/she is available for job interviews. Any interviews for Medical Assistant positions should be made during the extern's free time. Students are not allowed to schedule interviews during externship hours. Hours missed for interviews during the internship **will not** be excused and must be made up!

Leave of Absence

A student cannot graduate without successfully completing the 160 hours of his/her externship. Students enter their externship immediately after completing the classroom portion of the Medical Assistant program. If for any reason a student cannot enter or complete his/her externship program, he/she will be considered a drop and must formally re-enter into the program to complete its externship portion. The student will have a period of three months from the date he/she is considered a drop to re-enter for the externship at the discretion of Hunter Business School. This frame of time must not be exceeded since an effective externship experience is designed to immediately follow classroom theory and lab work.

Remuneration and Employment

Hunter Business School policy clearly states that absolutely no remuneration (payment) may be accepted by the student for duties performed during regularly scheduled externship hours.

Although externship sites may hire a student at the completion of the program, under no circumstances are they ever obligated to do so.

Conduct at Externship Site

As stated in the Academic Policy and Regulations of Hunter Business School, each student is responsible for abiding by the rules, regulations, and procedures set forth by the Hunter Business School Student Handbook. The student is expected to consistently conduct himself/herself with maturity and professionalism at all times. Failure to do so may lead to the student's dismissal.

The forms of misconduct in the “Model Code for Rights, Responsibilities, and Conduct,” published by the Law of Student Division of the American Bar Association, are listed below. Each one in itself is sufficient reason for a student to be dismissed from school or from the externship since the externship is considered an extension of the school.

1. Theft or intentional damage to school property or the property of a student or staff member.
2. Physical or verbal abuse of any person on school property or at a function sponsored or supervised by the school.
3. Persistent failure to comply with the directions given by members of the staff in the performance of their assigned duties.
4. Intentional disruption or obstruction of teaching, administration, meetings or programs, or any other official school activity.
5. Deliberate dishonesty, including cheating, plagiarism, giving false information, forgery or altering institutional documents.
6. Violating the law on school property so as to damage or jeopardize the school’s reputation or community standing.
7. Using, being in possession of, or being under the influence of alcohol or controlled drugs while on school property.

Any unprofessional behavior listed here or otherwise, that is exhibited by the student should be reported immediately to the Externship Coordinator by the externship site. The extern may be dismissed from the site, and therefore, from the Medical Assistant Program if he/she is unprofessional. **This includes being suspected of theft in the office or taking drugs during externship.**

*****If a student leaves their externship site or is released from their externship site, FOR ANY REASON, they will be responsible for finding a new site to complete the program AND there will be an automatic GRADE DROP!*****

Dress Code

Dress code is essential and leads to the development of professional attitudes and behaviors. Learning how to communicate and deal with a variety of people, coping with frustration, problem solving, disciplined technical skills and applications, and dress are just a few of the ingredients that go into the makeup of a “professional.” In these areas we have high standards because we are committed to your being prepared for the high expectations of employers.

The Medical Assistant program dress code was established to allow students to become comfortable with the kind of dress expected by employers. This standard is part of programs expectations for graduation, and no less than full compliance is expected at all times. Students are encouraged to pursue the development of these attitudes and behaviors because it will be in their best interest when it comes time to enter into practice.

The dress code for the Medical Assistant students is as follows:

On Campus

- Clean/pressed & well fitted scrub top and pants
- White or black shoes or white leather canvas, oxford type sneakers. Shoes must be white

or black leather professional shoes or plain oxford-type sneakers (no stripes, logos, etc.)

- Name tag
- Stethoscope
- Blood pressure cuff.
- Professional hair color (natural shades) and style.

On Clinical Sites

- Dress code requirements are to be followed while attending your externship sites. It is your responsibility to adhere to the dress code policies set by your individual clinical sites. If you are not in compliance with stated dress code, disciplinary actions will be taken.
- Name tag should be visible and student should be prepared with necessary supplies.

Proper appearance, neatness and personal grooming reflects professionalism must be maintained at all times.

Enforcement of Dress Code

Those students who are out of dress code will be sent home by their instructor, and their hours absent will be counted.

Activities/Duties

The student is permitted by Hunter Business School to participate in any externship site activities which are allowed by the externship site and for which the student has been prepared in the course of his/her training at Hunter Business School provided these activities are supervised by a licensed physician. The physician will be responsible for the supervision of the student's office activities while the student is at the internship site.

Each site will have a designated Site Supervisor that oversees the extern's activities. The Site Supervisor will cosign time sheets, and complete weekly evaluations and the final evaluation. The Externship Coordinator and the Site Supervisor will be in communication via phone or site visits in regards to the extern.

Hunter Business School expects and encourages the student to take the initiative and seek out learning opportunities during the externship program to make the experience a valuable one.

Rule Violations

Rule violations may result in an automatic dismissal from the externship program and forfeiture of the opportunity to earn a certificate in the Medical Assistant Program.

Problems During Externship

The externship site physician and staff are encouraged to immediately contact the Externship Coordinator in the event any problems or questions arise regarding the extern on site.

The student is also encouraged to contact the Externship Coordinator with any problems or questions which may arise during the course of his/her externship. The student is requested to leave

his/her name and a brief message. If the Practicum Coordinator is not available for any reason, the student may speak with the Program Director or leave a message.

Selection and Assignment of Externship Sites

It is unrealistic for a student to expect that the externship site will be in his/her neighborhood setting. Of necessity, externship sites may be anywhere in the Suffolk/Nassau areas.

A student may suggest his/her own externship site with the following provisions.

1. The suggestion must be made to the Practicum Coordinator at least two months prior to the externship.
2. The site must meet all of the requirements set forth in the externship Handbook.
3. The site must be approved by the Practicum Coordinator.

Once an externship site is confirmed, **NO CHANGE** will be considered.

Externship sites will be selected and assigned by the Hunter Business School Externship Coordinator under the same guidelines utilized in the Equal Employment Opportunity Act. We will not unlawfully consider an individual's race, religion, color, national origin, ancestry, physical or mental disability, medical condition, marital status, veteran's status, sexual orientation, age, or sex in any decision regarding the selection of an externship site or the placement of a student in his/her externship program.

The policy will be strictly adhered to in accordance with all moral, ethical and legal consideration that is accepted in the medical field of practice. The school will not tolerate any discriminatory practices in the allied health care field and believes there is no room in allied health care occupations for any student who subscribes to discriminatory practices. Any student considered in violation of Hunter Business School policy will be considered for dismissal from the externship program and/or Medical Assistant Program.

Hepatitis B Vaccination

It is strongly advised that all health care workers, including students, receive the Hepatitis B vaccine. If the student decides that he or she does not want the vaccine, a signed refusal must be on file. Declining recommended immunizations may affect a student's ability to be placed at any given clinical facility.

AAMA CMA & AMT RMA Certification Exams

In order to be eligible to sit for the AAMA CMA or AMT RMA Exam you must have successfully completed our 910 Hr. CAAHEP Accredited Medical Assistant Program.

Hunter Business School agrees to pay \$90.00 towards your first attempt at passing one of the above exams and becoming a certified or registered MA if you meet all the following requirements:

- You must pass a pre-certification test with 80% or better.
- You must return to the HBS Campus to attend Externship Recap which occurs at the midpoint of externship and update your resume during this time.
- You must hand in all your timesheets and evaluations mandated during externship.

- You must have 90% attendance at completion of the 910 hrs. **without make-up time.**
- At completion of the program your GPA must be 2.0 or higher

- You must take the exam within the specified time the certifying agency considers you a recent graduate.

All certification exams are optional and are NOT included in the program's tuition price. Specialty NCCT exams such as Phlebotomy and EKG are separate from NCCT's MA Certification exam and not included in this HBS offer.

Certification Exam Options

The following are the certification exam options for graduates of the MA Program:

1. Certification exam offered by the American Association of Medical Assistants (AAMA):
 - Certified Medical Assistant Exam leading to the CMA credential
2. Certification exams offered by the American Medical Technologists (AMT):
 - Registered Medical Assistant Certification Exam leading to the RMA credential
 - Registered Phlebotomy Technician Certification Exam leading to the RPT credential
3. Certification exams offered by the National Center for Competency Testing (NCCT):
 - Medical Assistant Exam leading to the NCMA credential
 - Phlebotomy Technician Certification Exam leading to the NCPT credential
 - ECG Technician Certification Exam leading to the NCET credential

AAMA Medical Assisting Code of Ethics

The Medical Assisting Code of Ethics of the AAMA 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:

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

Additional Information / Current Information

For the most updated information or any additional information, please feel free to contact the Medical Assistant department:

Tracey Maletta - Program Director
Medical Assistant Program
Hunter Business School
516-796-1000 (Levittown)
631-736-7360 (Medford)
tmaletta@hunterbusinessschool.edu



Appendix A: Technical Standards for the Medical Assistant Program

Hunter Business School’s Technical Standards for the Medical Assistant Program are the essential non-academic requirements of the program that a student must be able to successfully perform in order to complete the Medical Assistant Program and become employed in the field. Examples of this program’s technical standards are provided below.

Hunter requires the Medical Assistant Department to define and publish specific technical standards required for admission to the program, and to determine that the applicants’ or students’ health will permit them to meet the technical standards.

If you or your Admissions Representative is **not** sure that you will be able to meet these technical standards, please consult with the Program Director or Program Chairperson for further information and to discuss your individual situation.

Visual Skills/Hearing/Motor/Communication Skills Standards/Computational Skills:

The practice of Medical Assisting involves communicating with patients and direct patient care activities. Certain cognitive and psychomotor capabilities are required for the safe and skillful performance of these activities. In order to satisfactorily progress through the medical assistant program a student must possess the following:

1. Visual acuity such as that needed for preparation and administration of medications, observation and measurement of laboratory values, physical assessment activities, and administrative tasks.
2. Hearing ability as that required to receive verbal messages from patients or staff members and to utilize hearing and monitoring devices such as a stethoscope. The student/graduate must also be able to hear and transcribe medical dictation using conventional transcription equipment.
3. Motor skills and coordination as needed to implement the skills required to meet the health needs of patients and also to operate computers and other technical equipment.
4. Communication skills such as those of speech, reading, and writing as needed to interact with and interpret patient needs and communicate these as necessary to provide safe and effective care.
5. Mathematical skills that are needed for calculating drug dosages and financial record keeping for the physician office.
6. Ability to coordinate patient care and manage activities within an ambulatory care facility.
7. Ability to move and lift certain heavy objects and/or transfer patients according to need.

Please sign this form to indicate that you have read and understood the program’s technical standards and believe that you can meet them.

Applicant’s Signature

Print Name

Date

Appendix B: Procedure Checklist

NAME: _____ CLASS CODE: _____

COURSE NAME	CHAPTER	PROCEDURE	DATE COMPLETED	INSTRUCTOR'S INITIALS/NAME	GRADE
MA:101A Asepsis & Minor Surgery	31-3	Perform Medically Aseptic Handwashing			
	31-5	Select, Apply, Remove and Dispose of Appropriate PPE			
	31-6	Sanitize Instruments			
	31-8	Wrapping Items for Sterilization in an Autoclave			
	31-9	Perform Autoclave Sterilization			
	OSHA 31-1	Participate in Blood-borne Pathogen Training			
	31-2	Participate in a Mock Exposure Event with Documentation of Specific Steps			
	47-1	Prepare and maintain a sterile field while donning sterile gloves			
MA:101B Pharmacology	49-2	Prepare a prescription			
	50-1	Calculate Proper Dosages of Medication for Administration			
	51-2	Verify the rule of medication administration 7 rights and Prepare and Administer Oral Medication			
	52-2	Prepare Medication from a Multi- or Single-Dose Vial			
	52-4	Administer an Intradermal Injection			
	52-5	Administer an Subcutaneous Injection			
	52-6	Administer an Intramuscular Injection			
	Dosage Calculation	Perform a dosage calculation for an oral medication order that needs to be converted from household to metric and Verify calculations			
MA:102 Communication & Human Relations	2-1	Demonstrate Professional Behavior			
	3-1	Locate a State's Legal Scope of Practice for Medical Assistants			
	4-1	Identify and Respond to Nonverbal Communication			
	19-1	Demonstrate Professional Telephone Techniques			
	19-2	Document Telephone Messages Accurately			
	19-5	Generate a referral for a patient, using a list of community resources			
	23-2	Perform Compliance Reporting Based on Public Health Statutes			
	23-3	Report an Illegal Activity in the Health Care Setting Following Proper			

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COURSE NAME	CHAPTER	PROCEDURE	DATE COMPLETED	INSTRUCTOR'S INITIALS/NAME	GRADE
MA:201	41-1	Complete an Incident Report Related to an Error in Patient Care			
Urinalysis	41-2	Comply with Safety Practices			
&	41-3	Demonstrate Proper Use of Eyewash Equipment			
Microbiology	41-4	Clean a Spill			
	41-5	Demonstrate The proper use of Fire Extinguisher			
	41-6	Use a Microscope			
	42-2	Screen and Follow up Test Results			
	42-3	Instruct a Patient on the Collection of a Clean-Catch, Midstream Urine Specimen			
	42-4	Perform and document the results of beta HCG testing (urine)			
	42-5	Perform and document the results of a urinalysis a. Manual b. Automated			
	42-6	Obtain Urine Sediment for Microscopic Examination			
	42-11	Obtain a Throat Culture			
	42-12	Perform a Rapid Strep Screening Test for Group A Strep			
	53-8	Develop Safety Plans for Emergency Preparedness			
	Hand-out	Safety Checklist			
MA:202	21-4	Use proper Ergonomics			
Keyboarding	20-1	Compose a Professional Correspondence Utilizing Electronic Technology			
&	57-1	Prepare a Résumé			
MS Word	57-2	Prepare a Cover Letter			
MA:301	43-1	Puncture Skin with a Sterile Lancet			
Phlebotomy	43-2	Obtain Venous Blood with a Sterile Needle and Syringe			
& Laboratory	43-3	Obtain Venous Blood with a Vacuum Tube			
Procedures I	43-4	Obtain Venous Blood with the Butterfly Needle Method			
	Skill 1	Complete an incident report related to an error in patient care			
	Skill 2	Disposal of injection or phlebotomy needles			
	Skill 3	Prepare a biohazard container for pick-up and transport including the required documentation.			
COURSE NAME	CHAPTER	PROCEDURE	DATE COMPLETED	INSTRUCTOR'S INITIALS/NAME	GRADE
MA:401	44-1	Determine Hemoglobin Using a Hemoglobinometer and record Results			
Phlebotomy	44-3	Perform an Erythrocyte Sedimentation Rate (ESR)			

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& Laboratory	44-4	Screen Blood Sugar (Glucose) Level			
Procedures II	Skill 1	Perform a quality control measure on a CLIA waived test			
	Skill 2	Perform an Inventory of Equipment and Supplies with Documentation			
	54-2	Assess and irrigate a wound			
	54-3	Assess and perform a dressing change.			
MA:402	Skill 1	Instruct a patient regarding a dietary change related to patient's special dietary needs			
Anatomy & Physiology II					
MA:501	32-1	Perform Patient Screening			
Clinical	32-2	Obtain and Record a Patient Health History			
Skills	33-1	Measure and document Height and Weight Using a Balance Beam and Electric Scale			
	33-2	Measure and Document Oral Temperature with a Disposable thermometer and digital thermometer			
	33-4	Measure and document Core Body Temperature with a Tympanic (Aural) Thermometer			
	33-5	Measure and document Temperature with a Temporal Artery Thermometer			
	33-7	Measure and document the Radial Pulse and Respirations			
	33-8	Measure and document blood pressure using the following methods: 1. anaerobic blood pressure cuff 2. digital blood pressure cuff (in addition to the manual method)			
	34-3	Use proper body mechanics to position a patient for a gynecological Exam			
	35-1	Prepare a Patient for and Assist with a Routing Physical Examination			
	36-4	Screen Visual Acuity with a Snellen Chart			
	36-8	Perform Peak Flow Testing			
	36-9	Accurately Measure and Record Oxygen saturation using appropriate equipment			
	37-1	Prepare the Patient for and Assist the Provider with a Gynecological Exam and Pap Test			
	38-1	Measure and document Length, Weight, and Head and Chest Circumference of an Infant or Child using appropriate equipment			
	38-2	Plot Data on a Growth Chart			
COURSE NAME	CHAPTER	PROCEDURE	DATE COMPLETED	INSTRUCTOR'S INITIALS/NAME	GRADE
MA:502	25-1	Perform Procedural Coding			
Business	25-3	Perform Diagnostic Coding			
Practice	25-4	Utilize Medical Necessity Guidelines			
	24-1	Interpret information on an insurance card and Verify Insurance Coverage and Eligibility for Services			

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	24-2	Obtain Precertification or Preauthorization (Predetermination) and Inform a Patient of Financial Obligations for Services Rendered			
	27-1	Complete an Insurance Claim Form			
MA:601	Skill 1	Instruct and prepare a patient for a procedure or a treatment			
EKG	45-1	Perform Electrocardiography			
	45-2	Holter Monitoring			
	CPR	AHA CPR and First aid			
MA:602	Procedure-1	Input patient data using an electronic system enter a physician-ordered diagnostic test or prescription. (MOSS 9.1)			
Computerized	Procedure-2	Input patient data using an electronic system enter new patient demographic information or Update established patient demographic information (MOSS 2.1)			
Medical Billing	Procedure-3	Perform Accounts Receivable Procedures posting (a) charges, (b) payments, (c) adjustments (MOSS 6.1, 10.6, 12.1)			
& EMR	Procedure-4	Input accurate patient billing information in an electronic system (MOSS 10.3)			
	Procedure-5	Inform a Patient of Financial Obligations for Services Rendered (MOSS 5.3)			
	Procedure-6	Apply HIPAA Rules in Regard to Patient Privacy and Release of Information When Scheduling a Patient Procedure (MOSS 5.8)			
	Procedure-7	Assist a patient in understanding an Explanation of Benefits (EOB) (MOSS 11.5)			
	Procedure-8	Manage appointment schedule, using established priorities for 1) new patient (MOSS 3.1) 2) established patient (MOSS 3.5)			
	Procedure-9	Schedule a simulated inpatient or outpatient procedure. Obtain the consent for treatment form (MOSS 5.1)			

Appendix C: Student Survey of Program Resources

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

The Program Director was accessible and responded to concerns and questions	1	2	3	4	5	N/A
The faculty were accessible and responded to concerns and questions	1	2	3	4	5	N/A
The number of faculty is adequate to ensure student learning and support	1	2	3	4	5	N/A
The Program Director and faculty were knowledgeable about the field of medical assisting.	1	2	3	4	5	N/A
There was private space available to meet with the Program Director and faculty about any concerns	1	2	3	4	5	N/A
The Practicum Coordinator prepared me effectively for the practicum experience	1	2	3	4	5	N/A
The Practicum Coordinator provided support and help during the practicum experience.	1	2	3	4	5	N/A
The clerical support staff are helpful and efficient.	1	2	3	4	5	N/A
Classrooms and Laboratories are adequate in size.	1	2	3	4	5	N/A
The laboratory equipment is sufficient to perform required laboratory exercises.	1	2	3	4	5	N/A
The type and amount of supplies are sufficient for student performance of required laboratory exercises.	1	2	3	4	5	N/A
Computer resources/Information Technology are adequate to support the curriculum.	1	2	3	4	5	N/A
The instructional materials used were effective in helping me understand the material.	1	2	3	4	5	N/A
The library provides sufficient materials to support classroom assignments.	1	2	3	4	5	N/A
Tutoring is available when needed.	1	2	3	4	5	N/A

For the question below, rate the overall resources, with 5 being excellent and 1 being poor, and there are options in between those two categories.

Overall quality of the resources supporting the medical assisting program.	1	2	3	4	5
--	---	---	---	---	---

How long have you been a student in the program? _____

Based on your experience, which program resources did you find to be the strongest and provide you with the most support?

Why?

Based on your experience, which program resources could be improved? How? Please respond to this question if you rated any of the categories above as a 1 or 2.

Thank You! Date: _____

Appendix D: Student’s Evaluation of Practicum Experience

This survey is designed to provide feedback regarding the job of the program Practicum Coordinator, On-Site Externship Supervisor, and to help evaluate your overall practicum experience and determine the appropriateness of individual practicum sites. All data will be kept confidential and will be used for program evaluation purposes only.

Name of Practicum Site: _____

Address of Site: _____

Quantitative Evaluation

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.
5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree
N/A = Not Applicable

At this practicum site, I						
1. Was provided orientation to the office/facility.	5	4	3	2	1	N/A
2. Was adequately supervised and informed of whom to ask for help if I needed it.	5	4	3	2	1	N/A
3. Was provided with regular constructive feedback.	5	4	3	2	1	N/A
4. Was given the opportunity to perform a variety of administrative skills.	5	4	3	2	1	N/A
5. Was given the opportunity to perform a variety of clinical skills.	5	4	3	2	1	N/A
7. Was treated respectfully by healthcare providers and other staff.	5	4	3	2	1	N/A
8. Was in an environment that safeguarded my health and safety.	5	4	3	2	1	N/A
9. Was provided the opportunity to practice communication skills within the healthcare environment.						
12. Was provided a final written performance evaluation.	5	4	3	2	1	N/A
13. Received support and help from my program’s Practicum Coordinator.	5	4	3	2	1	N/A

Were you asked to perform any skills for which you were not prepared by your Medical Assistant program?

Yes _____ No _____

If yes, please identify:

Qualitative Evaluation

Were you asked to perform any additional skills that were not taught as part of your program?
 Yes ___ No ___

If yes, please identify:

Would you recommend this site for future practicum students? Yes ___ No ___

What is your reason for either recommending or not recommending the practicum site?

What part of the practicum experience did you like best and/or least?

Please share any additional comments or suggestions.

Print Student's Name: (optional)	
Date:	

Thank You!

Appendix E: Practicum Evaluation of Student (2015 MAERB Core Curriculum)

Name of Site: _____

Name of Practicum Student Being Evaluated: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Indicate in the appropriate box the student's level of competency, if applicable, or access to the specific task.

Psychomotor & Affective Competencies	Competent	Needs Work	Student was able to observe	Not Available at this site
I. Anatomy & Physiology				
I.P.1. 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:				
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. Produce up-to-date documentation of provider/professional level CPR				
I.P.13. Perform first aid procedures for:				
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 patients record				
II.P.3. Document on a growth chart				
II.P.4. Apply mathematical				
II.P.5. Convert among measurement systems				
III. Infection Control				
III.P.1. Participate in blood borne pathogen training				
III.P.2. Select appropriate barrier/personal protective equipment (PPE)				
III.P.3. Perform handwashing				
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 wastes				
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 date using an electronic system				
VI.P.4. Perform an inventory of supplies				
VII. Basic Practice Finances				
VII.P.1. Perform accounts receivable procedures to patient accounts including posting: a. charges b. payments c. adjustments				
VII.P.2. Input accurate patient 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 Considerations				
XI.P.1. Demonstrate professional response(s) to ethical issues				
XII. Protective Practices				
XII.1. Comply with safety practices				
XII.2. Demonstrate proper use of: a. eyewash equipment b. fire extinguishers				
XII.3. Use proper body mechanics				
XII.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				

Additional Comments

What type of administrative duties did the student perform? What type of administrative duties did the student observe?

What type of clinical duties did the student perform? What type of clinical duties did the student observe?

What type of oversight did the Practicum Coordinator (PC) of the medical assisting program provide for the student & the site supervisor? Were you able to contact the PC with any problems? Was there regular contact?

Signature of individual completing this evaluation: _____

Credentials & Title: _____

Date: _____

Appendix F: Externship Site Guidelines & Protocols

Externship Site Guidelines & Protocols

Dear Externship Students,

The following outlines the basic guidelines and protocols that should always be followed during your time at an externship facility on a daily basis:

Attire:

- Solid color scrubs unless otherwise directed by your supervisor.
- White sneakers.
- Long hair must be tied back at all times.
- Name tag/photo I.D. should be worn at all times unless otherwise directed by your supervisor.
- No perfumes/colognes, heavy makeup, excessively long nails, or large jewelry at any time.
- **NO SMOKING BEFORE OR DURING YOUR SHIFT AT ANYTIME.**

Schedule:

- You must follow the schedule initially discussed with your supervisor. No changes are to be made unless changed by a supervisor or by discussing with Mrs. Santos.
- Any request to remove or change hours must be discussed and approved with Mrs. Santos prior.
- Please do not call out of the site unless absolutely necessary. **IF YOU DO CALL OUT OF THE SITE DOCUMENTATION MUST BE PROVIDED FOR THE DAY/DAYS ABSENT.**

Protocols:

- Introduce yourself to the staff (Dr's, M.A.'s, Nurses etc.).
- Always be polite and introduce yourself to the patients.
- The use of cell phones are **prohibited** at the site. They must always be kept on silent and only used during break time.
- Absolutely no talking about patients in open areas of the office.
- No personal information is to be spoken about in the office at any time at all.
- Be sure to follow the instructions given to you by the staff.
- Take initiative in the office and ask what you can do.
- Breaks must be discussed with the supervisor.
- Always treat the employees of the office and patients with respect.
- Remember to smile and be kind.
- When your shift ends, make sure to let the staff know & say good-bye when you are leaving.
- **ALL WEEKLY PAPERWORK MUST BE SENT IN ACCORDINGLY!! FAILURE TO DO SO WILL RESULT IN A LETTER GRADE OF AN "F".**

Please contact Mrs. Vanessa Santos with any questions or issues that may arise during your externship. She can be reached by email at: vsantos@hunterbusinessschool.edu

As a student extern, you will learn a great deal. Some of the duties include, **but are not limited to:**

- Cleaning and stocking of exam rooms
- Tidying up the waiting area
- Interacting with patients consistently throughout the day
- Provide the best quality patient care
- Taking vitals
- Taking blood
- EKG's
- Filing
- EMR/EHR
- Patient confirmations
- Patient call backs
- Spirometry
- Swabs
- U/A's
- Various other clinical and administrative work

Please note: *Failure to comply with Hunter Business School and/or Externship Site guidelines may lead to the immediate dismissal from your externship.*

Print Name: I _____ have fully and thoroughly read the Externship Site Guidelines & Protocols that must always be followed during my time at an externship facility. I understand that failure to comply with these guidelines & protocols may result in the immediate dismissal from the externship site.

Signature: _____

Date: _____

Appendix G: Acknowledgement of Medical Assistant Student Handbook

This handbook contains important information and guidelines with which all students must become familiar. Students are responsible for reading, understanding and following all policies and procedures printed in the handbook.

Application of these policies and procedures will not be waived because of negligence or other contradictory information received from other sources. The information and guidelines found in this handbook are in addition to those found in the School Catalogue or General Hunter Business School Student Handbook. Students must be aware that entry into the Medical Assistant Program establishes a contract governed by the policy and procedure discussed in this handbook.

I, _____, confirm that I have received and reviewed a copy of the Medical Assistant Program Student Handbook and I am aware of my responsibilities. I am therefore accountable for its content.

By signing below, I fully accept the following:

1. I agree to follow and abide by all the regulations, policies and procedures contained in the Student Handbook and addendum.
2. I understand that the Student Handbook and addendum discuss student rights and the grievance procedure.
3. I am bound by the content of the Student Handbook and any amendments or revisions published and circulated by the School.
4. The School reserves the right to change any of the policies contained in the Student Handbook and any addendums with or without prior notice to the students. The student agrees to adhere to any changes in policy as they are given to them.

Nothing in this handbook or addendum shall be interpreted to limit Hunter Business School's rights and duties under the laws of the State of New York

Print Name

Student Signature

Date



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For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at: www.HunterBusinessSchool.edu/ConsumerInfo