Course Objectives
Upon successful completion of this course, the student will be able to:

1. Describe the similarities and differences between laws, ethics, and bioethics pertaining to the medical field;
2. Outline the legal system as it relates to medical civil, criminal, and tort laws;
3. Apply standard of care principles to healthcare ethical decisions;
4. Examine concepts in medical practice acts, respondeat superior, res ipsa loquitur, professional liability, and medical malpractice for pertinence in healthcare practice;
5. Identify the components of the physician/patient relationship including contracts, self-determination, consent, and the patient bill of rights;
6. Analyze ethical issues related to research, life, death and dying;
7. Explain the HIPAA rules and their application in the workplace; and

Lesson 1
Objective(s): 1, 2, 6

<table>
<thead>
<tr>
<th>Time</th>
<th>In-Class</th>
<th>Time</th>
<th>Preparation for Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Introduction and Overview Medical Law, Ethics and Bioethics The Legal</td>
<td>Hours-3</td>
<td>• Read Chapter 1: Introduction to Medical Law, Ethics, and Bioethics</td>
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<tr>
<td>1</td>
<td>System Lectures:</td>
<td></td>
<td>• Read Chapter 2: The Legal System</td>
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<td></td>
<td>Chapter 1: Introduction to Medical Law, Ethics, and Bioethics</td>
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<td>• Read Chapter 3: Essentials of the Legal System for Healthcare Professionals</td>
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<td></td>
<td>Chapter 2: The Legal System</td>
<td></td>
<td>• Review the website of the American Society of Law, Medicine and Ethics (<a href="http://www.aslme.org">http://www.aslme.org</a>) Articles of interest.</td>
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<td></td>
<td>Chapter 3: Essentials of the Legal System for Healthcare Professionals</td>
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<td>• Search the website of the National Institutes of Health (<a href="http://www.nih.gov">www.nih.gov</a>) for legal information resources.</td>
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<td>Topics:</td>
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<td>• Review for state-specific information on personal injury statute of limitations:</td>
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<td></td>
<td>• Medical Law</td>
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<td><a href="http://www.freeadvice.com/resources/personal_injury_statute_of_limitations.htm">http://www.freeadvice.com/resources/personal_injury_statute_of_limitations.htm</a></td>
</tr>
<tr>
<td></td>
<td>• Medical Ethics</td>
<td></td>
<td>• Locate the State’s Scope of Practice for your specialty i.e. MA, MBC, etc.</td>
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<td>• Quality Assurance</td>
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<td>• Legal Classifications</td>
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<td>• Trials and Courts</td>
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<td>• Physician Legal Issues</td>
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<td></td>
<td>• Bioethics</td>
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</table>
| 1-2 | **Class Discussion:**  
Class Discussion topics may be pulled from your text, assigned websites, or other resources as determined by your instructor. Topics may include: Why study law, ethics, and bioethics? Which model of examining medical ethics do you subscribe? What is an ethics committee and how do they work? What is quality assurance and what does it have to do with medical ethics? What is the difference between legal and moral? What is the significance of common laws for the healthcare professional? What is civil law? What is criminal law? What is a tort law? What do you think about the statement “It is easier to prevent negligence than it is to defend it”? |
| 3 | **Homework/Assignments:**  
- For Chapters 1, 2 and 3 complete:  
  o Review Challenge  
  o Points to Ponder  
- Write a 1-2 page reflection on what you learned from your choice of article from the American Society of Law, Medicine and Ethics.  
- Copy the State’s scope of practice for your chosen field. If your state does not have a scope of practice research your career field’s certifying body and copy their scope of practice. Now write out what that means in your own language. |
<table>
<thead>
<tr>
<th>Page</th>
<th>Lab/Class Activities/Group Assignment:</th>
<th>Project Research/Preparation: Personal vs Professional Ethics Lesson 1 select Topic</th>
</tr>
</thead>
</table>
| 1    | • In small groups, answer the Discussion Cases at the end of the Chapters 1, 2 and 3; present to the others in the class.  
• As a class, create a list of similarities and differences in laws, ethics, and bioethics.  
• In small groups, outline the legal system in relation to the healthcare profession. | **Directions:**  
1. Select one of the Bioethical issue from the list below  
2. Develop a list of your personal ethical and moral feelings toward the issue  
3. Research and list the professional ethics and morals of this issue  
4. Explain how your personal ethics and morals might affect the professional ethics in the medical profession  
5. Explain how you can respond to this dilemma in a professional manner without compromising integrity.  
6. Describe your plan to reconcile your personal ethical and moral feelings/attitudes with your obligation to act as a medical professional. |
| 2    | **Current Bioethical Issues**  
1. In-vitro fertilization  
2. Artificial insemination  
3. Organ Transplant  
4. Genetic Cloning  
5. Right to Die Euthanasia  
6. Fetal Research  
7. Sexual preferences  
8. Sexually related surgery  
9. Alternative family units  
10. AIDS  
11. Allocation of healthcare  
12. Embryonic Stem Cell Research | **Rubric:**  
1. Listed and explained their personal ethics and morals toward the selected topic  
2. Explained how their personal ethics and morals might affect the professional ethics of their field  
3. Provided a thoughtful response to the dilemma between personal and professional ethics  
4. Provided a thoughtful plan to reconcile their personal ethical and moral attitudes with their obligation to act in a professional manner.  
5. Student must achieve a score of 85% to pass |

| 1    | **Grading and Assessment**  
Exam Unit 1  
Participation Grade (discussion/group assignment or Lab participation) See Rubric | **Preparation for Assessment:**  
Review Lecture and Chapters  
Review Completed Homework  
Create a Study Guide for Exam |
| 1    |                                                                 |                                                                 |
| 1    |                                                                 |                                                                 |
Lesson 2  
Objective(s): 3

<table>
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<th>Time</th>
<th>In-Class</th>
<th>Time</th>
<th>Out-Of-Class</th>
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</thead>
</table>
| Hours 1 | Review of Points to Ponder Homework Standard of Care and Ethical Decision Making Lectures:  
  - Appendix A: Codes of Ethics  
  - Chapter 4: Working in Today’s Healthcare Environment  
  - Chapter 5: The Physician-Patient Relationship  

  Topics:  
  - Statute of Limitations  
  - Managing Risk  
  - Respondeat Superior  
  - Ethics Pertaining to Fee Splitting  
  - Types of Medical Practices  
  - Allied Health Professionals  
  - The Healthcare Environment  
  - Rights of Physicians  
  - Patient Rights  
  - Healthcare Consumer Issues | Hours 2 | Preparation for Discussion:  
  - Review Appendix A: Codes of Ethics  
  - Read Chapter 4: Working in Today’s Healthcare Environment  
  - Read Chapter 5: The Physician-Patient Relationship  
  - Review the AAMA Standards of Care and Code of Ethics for Medical Assistants |
| 1 | **Class Discussion:**  
Class Discussion topics may be pulled from your text, assigned websites, or other resources as determined by your instructor. Topics may include: What does reasonable and prudent mean? What is your personal ethics code of conduct? What personal beliefs, values, etc. may influence your decisions regarding patient care? | 2 | **Homework/Assignments:**  
- For Chapters 4 and 5 complete:  
  - Points to Ponder  
  - Review Challenge  
  - Critical Thinking Exercise  
- Choose standards of care from the AAMA to justify answers to the Discussion cases in Chapter 3 or 4.  
- Write a 1-2 page paper, based on the following scenario, specifically addressing the following patient rights a. choice of treatment, b. consent for treatment, and c. refusal of treatment. Demonstrating sensitivity to the patient’s right and HIPAA.  
  - Scenario A 65 year old male is diagnosed with early stage prostate cancer following a prostate biopsy. The doctor explained to the patient this was caught very early and treatment with radiation or chemotherapy has a very high probability of success. The patient states he wants to try more natural homeopathic treatments for this disorder. The physician recommends speaking with his spouse and an oncologist before making the decision to use an alternative treatment. The patient states he has seen his friends on chemo and radiation therapies and he doesn’t want that type of life. He also states he does not want the doctor to tell his wife of his condition. What can the doctor do? Explain how this relates to the Patient’s bill of rights and HIPAA. |

| 1 | **Lab/Class Activities/Group Assignment:**  
- In small groups answer the Put it into Practice section of Chapters 4 and 5  
- Use the internet to research Good Samaritan Laws from your state. Write a brief summary of your findings. | 3 | **Project Research/Preparation:**  
Lesson 2: Outline and sources Personal vs. Professional Ethics. |

| 1 | **Grading and Assessment**  
Exam Unit 2 Participation Grade (discussion/group assignment or Lab participation) See Rubric | 1 | **Preparation for Assessment:**  
Review Lecture and Chapters  
Review Completed Homework  
Create a Study Guide for Exam |
**Lesson 3**  
*Objective(s): 4, 5*

<table>
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<th>Time</th>
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<th>Time</th>
<th>Out-Of-Class</th>
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</table>
| Hours 1 | Review of Points to Ponder Homework  
**The Physician/Patient Relationship and Liability/Malpractice Issues**  
Lectures:  
- Chapter 6: Professional Liability and Medical Malpractice  
- Chapter 7: Public Duties of the Healthcare Professional  
Topics:  
- Effective Dispute Resolution  
- Issues Surrounding Tort Reform  
- Safeguarding Against Malpractice  
- Avoiding Professional Negligence  
- Public Health Records  
- Ethics in the Workplace  
- Public Duties for Physicians  | Hours-2 | Preparation for Discussion:  
- Read Chapter 6: Professional Liability and Medical Malpractice  
- Read Chapter 7: Public Duties of the Healthcare Professional  
- Review the information on medical malpractice law from your state at [http://www.mcandl.com/states.html](http://www.mcandl.com/states.html) |
| 1 | Class Discussion:  
Class Discussion topics may be pulled from your text, assigned websites, or other resources as determined by your instructor. Topics may include: What is the patient bill of rights? What is *respondeat superior*? How does *res ipso loquitur* apply to a medical malpractice suit? What is professional liability? What is the difference between negligence and medical malpractice? | 2 | Homework/Assignments:  
For Chapters 5, 6 and 7 complete:  
- Points to Ponder  
- Review Challenge  
- Critical Thinking Exercise  
1. Provide a written list identifying the top 10 components of the physician/patient relationship.  
2. Write a short paper 1-2 pages discussing either of the following:  
A. Scenario: Patient presents with a communicable disease, which is not reported by the designated staff member. The medical assistant alerts the physician or clinical supervisor or office manager regarding the failure and explains the implications to the provider.  
B. Scenario: A medical assistant does not wear gloves during a dressing change and hands are contaminated with body fluids. What are the implications for the patient and the medical assistant’s health and safety? |
### Lab/Class Activities/Group Assignment:
- In small groups, complete Chapter 6 and 7 Discussion Cases; share your results in a presentation to the rest of the class.
- As a class, provide a definition for morbidity and mortality using the Centers for Disease Control website (http://www.cdc.gov).

### Project Research/Preparation:
Lesson 3: Rough draft, Personal vs Professional Ethics.

### Grading and Assessment
Exam Unit 3 Participation Grade (discussion/group assignment or Lab participation) See Rubric

### Preparation for Assessment:
- Review Lecture and Chapters
- Review Completed Homework
- Create a Study Guide for Exam

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### Lesson 4

**Objective(s):** 4, 5, 8

<table>
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<tr>
<th>Time</th>
<th>In-Class</th>
<th>Time</th>
<th>Out-Of-Class</th>
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</thead>
</table>
| Hours 1 | Review of Points to Ponder Homework Public Duties, Workplace Ethics and HIPAA Lectures:  
- Chapter 8: Workplace Law and Ethics  
- Chapter 9: The Medical Record  
- Chapter 10: Patient Confidentiality and HIPAA  
- HIPAA Health: The Privacy Rule and Health Care Practice CD-ROM  

**Topics:**  
- Privacy in the Workplace  
- Workplace Discrimination  
- Compensation and Benefits in the Workplace  
- Consumer Protection Issues  
- Medical Record Confidentiality  
- Medical Record Storage  
- Information Retrieval  
- Reporting and Disclosure of Information  
- HIPAA Rules and Regulations  
- Ethical Issues  
- Patient Confidentiality  |
| Hours 2 | Preparation for Discussion:  
- Read Chapter 8: Workplace Law and Ethics  
- Read Chapter 9: The Medical Record  
- Read Chapter 10: Patient Confidentiality and HIPAA  
- Explore this website to find your state board of medical practice. Then review the state website for the latest information on legal issues (http://search0.ama-assn.org/main/jsp/templates/primaryJSP/fullview.jsp?keyword=current+legal+issues&FilterList=&advancedSearch=&sort=&pagination=)  
- Review the website for the National Association of Healthcare Quality (www.nahq.org) to learn about consumer-driven quality improvement.  |
**Lesson 5**

**Objective(s):** 6, 7

<table>
<thead>
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<th>Time</th>
<th>In-Class</th>
<th>Time</th>
<th>Out-Of-Class</th>
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</table>

**1-2 Class Discussion:**
Class Discussion topics may be pulled from your text, assigned websites, or other resources as determined by your instructor. Topics may include: Is patient confidentiality more difficult in today’s healthcare environment? Who owns the medical record? What are the newest HIPAA related laws and how will they affect the medical assistant job duties?

**3 Homework/Assignments:**
For Chapters 8, 9 and 10 complete:
- Points to Ponder
- Review Challenge
- Put it into Practice
- Outline: HIPAA
- Essay: Importance of the Medical Record Write a 2-3 page essay applying HIPAA rules in regard to privacy and the release of information. Essay must include how you what constitutes a violation, how would you report a violation of HIPAA and how can you better protect the medical record.

- Review the PowerPoint located at http://www.cdc.gov/phlp/docs/phi101/phi101-unit-5---16jan09-secure.pdf look for information regarding failure to comply with Center for Disease Control (CDC) regulations. (Read the lecture notes as well) Based on your reading write a 1 page summary of the consequence for failure to comply with CDC regulations in the healthcare setting.

**1 Lab/Class Activities/Group Assignment:**
- In small groups, answer the discussion cases from Chapters 8, 9 and 10.
- In pairs, formulate a list of problems for your career field concerning HIPAA. Share your plan for avoiding those issues with the rest of the class.

**2 Project Research/Preparation:**
Lesson 4: Peer review Personal vs. Professional Ethics.

**1 Grading and Assessment**
Exam Unit 4
Participation Grade (discussion/group assignment or Lab participation) See Rubric

**1 Preparation for Assessment:**
Review Lecture and Chapters
Review Completed Homework
Create a Study Guide for Exam
<table>
<thead>
<tr>
<th>Hours</th>
<th>Lectures: Ethical Decisions</th>
<th>Hours</th>
<th>Preparation for Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures:</td>
<td>2</td>
<td>- Read Chapter 9: The Medical Record</td>
</tr>
<tr>
<td></td>
<td>• Chapter 11: Ethical and Bioethical Issues in Medicine</td>
<td></td>
<td>- Read Chapter 10: Patient Confidentiality and HIPAA</td>
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<td></td>
<td>• Chapter 12: Ethical Issues Relating to Life</td>
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<td>- Search the Health and Human Services website for the most up-to-date information on HIPAA related laws (<a href="http://www.hhs.gov">http://www.hhs.gov</a>).</td>
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<td></td>
<td>• Chapter 13: Death and Dying</td>
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<tr>
<td>Topics:</td>
<td>- Ethics in Biomedical Research</td>
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<td>- Standards of Ethical Behavior</td>
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<td>- Ethical Issues in Contraception</td>
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<td>- Ethics Involved in Genetic Counseling and Testing</td>
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<td>- Ethics in Hospice Care</td>
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<td>- Ethical Considerations in Death and Dying</td>
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<td>- Issues Pertaining to Quality of Life</td>
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<td>1-2</td>
<td>Class Discussion:</td>
<td>2</td>
<td>Homework/Assignments:</td>
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<td>Class Discussion topics may be pulled from your text, assigned websites, or other resources as determined by your instructor. Topics may include: Bioethical issues listed above, Patients’ rights to continue or discontinue treatment, Hospice care, Issues of Death and Dying; as well as : What is meant by the statement “Healthcare practitioners often find it more difficult to withdraw treatment after it has started than to withhold treatment”? What are the ethical implications of treating minors for contraceptives? What is whistleblowing and how does it relate to healthcare?</td>
<td>For Chapters 11, 12 and 13 complete:</td>
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<td>- Review Challenge</td>
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<td>- Review Challenge</td>
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<td>- 10 Key Topics Each Chapter</td>
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<td>- Write a paper describing the proper protocol for reporting illegal activities in the healthcare setting such as “wrongful discharge”. Your instructor will provide you with a scenario.</td>
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<td>1</td>
<td>Lab/Class Activities/Group Assignment:</td>
<td>3</td>
<td>Project Research/Preparation:</td>
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<td>• In small groups answer portions identified by the instructor of the discussion cases and points to ponder from Chapters 11, 12 and 13</td>
<td>Lesson 5: Final Draft Turn-in</td>
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<tr>
<td>1</td>
<td>Grading and Assessment</td>
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<td>• Exam Unit 5</td>
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<td>• Participation Grade (discussion/group assignment or Lab participation) See Rubric</td>
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<td>• Final Draft Project</td>
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<td>• Professional Portfolio</td>
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</table>

CAAHEP Standards 2015
CONTENT AREA III: Infection Control
Cognitive (Knowledge)
III.C.7 Identify Center for Disease Control (CDC) regulations that impact healthcare practices

Affective (Behaviors)
III.A.1 Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings.
Content Area IV. Applied Communication

**Cognitive**

IV.C.17 Discuss the theories of:
   c. Kubler-Ross

**CONTENT AREA X: Legal Implications**

**Cognitive (Knowledge)**

X.C.1. Differentiate between scope of practice and standards of care for medical assistants
X.C.2. Compare and contrast provider and medical assistant roles in terms of standard of care
X.C.3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
X.C.4. Summarize the Patient Bill of Rights
X.C.5. Discuss licensure and certification as they apply to healthcare providers
X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant
X.C.7. Define:
   a. negligence
   b. malpractice
   c. statute of limitations
   d. Good Samaritan Act(s)
   e. Uniform Anatomical Gift Act
   f. living will/advanced directives
   g. medical durable power of attorney
   h. Patient Self Determination Act (PSDA)
   i. Risk management
X.C.8. Describe the following types of insurance:
   a. Liability
   b. professional (malpractice)
   c. personal injury
X.C.9. List and discuss legal and illegal applicant interview questions
X.C.10. Identify:
   a. Health Information Technology for Economic and Clinical Health (HITECH) Act
   b. Genetic Information Nondiscrimination Act of 2008 (GINA)
   c. Americans with Disabilities Act Amendments Act (ADAAA)
X.C.11. Describe the process in compliance reporting:
   a. unsafe activities
   b. errors in patient care
   c. conflicts of interest
   d. incident reports
X.C.12. Describe compliance with public health statutes:
   a. communicable diseases
   b. abuse, neglect, and exploitation
   c. wounds of violence
X.C.13. Define the following medical legal terms:
   a. informed consent
   b. implied consent
   c. expressed consent
   d. patient incompetence
   e. emancipated minor
   f. mature minor
   g. subpoena duces tecum
   h. respondent superior
   i. res ipsa loquitur
   j. locum tenens
   k. Defendantplaintiff
   l. deposition
   m. arbitrationmediation
   n. Good Samaritan laws

**Psychomotor (Skills)**

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.4. Apply the Patient’s Bill of Rights as it relates to:
a. choice of treatment  
b. consent for treatment  
c. refusal of treatment

X.P.5. Perform compliance reporting based on public health statutes  
X.P.6. Report an illegal activity in the healthcare setting following proper protocol

**Affective (Behaviors)**

X.A.1. Demonstrate sensitivity to patient rights  
X.A.2. Protect the integrity of the medical record

**CONTENT AREA XI Ethical Considerations**

**Cognitive (Knowledge)**

X.I.C.1. Define:  
   a. ethics  
   b. morals

X.I.C.2. Differentiate between personal and professional ethics  
X.I.C.3. Identify the effect of personal morals on professional performance

**Psychomotor (Skills)**

X.I.P.1. Develop a plan for separation of personal and professional ethics  
X.I.P.2. Demonstrate appropriate response(s) to ethical issues

**Affective (Behaviors)**

X.I.A.1. Recognize the impact personal ethics and morals have on the delivery of healthcare

**Standards listed without procedure numbers should be accomplished through assignments, homework, additional competencies, projects, or assessments, and when successfully completed, should be kept in the student’s permanent file. Competencies must be scored by Standard Number (X.P.1) in the gradesheet. CAAHEP standards that clearly address Medical Assistant’s specifically should be modified for the individual student’s specialty.**

<table>
<thead>
<tr>
<th>CAAHEP Standard</th>
<th>CAAHEP Standard</th>
<th>Procedure Number</th>
<th>Procedure Title</th>
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<tr>
<td>III.A.1</td>
<td>Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings</td>
<td>Assignment Lesson #3</td>
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<tr>
<td>X.P.1</td>
<td>Locate a state’s legal scope of practice for medical assistants</td>
<td>Assignment Lesson #1</td>
<td></td>
</tr>
</tbody>
</table>
| X.P.2           | Apply HIPAA rules in regard to:  
                a. privacy  
                b. release of information | Assignment Lesson #4 |
| X.P.4           | Apply the Patient’s Bill of Rights as it relates to:  
                a. choice of treatment  
                b. consent for treatment  
                c. refusal of treatment | Assignment Lesson #2 |
| X.P.5           | Perform compliance reporting based on public health | Assignment Lesson #3 |
| X.P.6           | Report an illegal activity in the healthcare setting following proper protocol | Assignment Lesson #5 |
| X.A.1           | Demonstrate sensitivity to patient rights | Assignment Lesson #2 |
| X.A.2           | Protect the integrity of the medical record | Assignment Lesson 3 |
| X.I.P.1         | Develop a plan for separation of personal and professional ethics | Research Project |
| X.I.P.2         | Demonstrate appropriate response(s) to ethical issues | Research Project |
| X.I.A.1         | Recognize the impact personal ethics and morals have on the delivery of healthcare | Research Project |
Competency Policy Addendum

**Demonstrations:**
- The student will be presented with an instructor demonstration of each required skill during class sessions. If the demonstration of a skill is missed, the student will be responsible for independently obtaining the appropriate information necessary to become proficient in the skill.
- The student will receive the steps for completing each required task.

**Written Competencies:**
- The student will be presented with required material during class sessions. If the class in which the material discussed is missed, the student will be responsible for independently obtaining the appropriate information necessary to become proficient in the information.
- The student will receive information required to demonstrate understanding of the information.

**Grading of Competencies:**
- Each requirement of the procedures for a competency will carry an assigned value. The point value will reflect each step as being considered a critical, essential or important to the procedural technique. Failure to perform any "critical" element of the competency will result in an automatic failure of the competency.
  - Students should reference the rubric for competencies in their given discipline.
- A minimum of 75% must be attained on the demonstration (or written) competency in order to pass the procedure.
- In the event the student does not meet the minimum score requirement of 75%, the student will be required to repeat the procedure within one week (or by the end of the term). If within the last week of the term, and must receive a minimum of 75% to pass the repeat demonstration.
  - In some programs (due to animal/lab needs), the student may not be able to repeat the demonstration within a week of the instructor/program director will work on a plan for the completion.
- The student will have a total of three attempts to achieve a passing score. If the student fails the third attempt, the student will not pass the competency.
- If the student misses the class period in which the competency is given, the student will receive a “0” and that will count as an attempt.
- No penalties will be assessed for subsequent attempts, and only the final attempt (or passing attempt) will count in the students overall grade for the course.
  - Competency grades will be recorded in the Project/Portfolio category.
- The student should be prepared for relating knowledge about the skill that would pertain to the procedure being performed at the time of the return demonstration.
- A student exhibiting unprofessional conduct or inappropriate dress code during the laboratory practice or testing will warrant a deduction of 10% from the student’s grade for that attempt.
- A student will fail the course. If failing more than one competency by the end of the term unless the program is approved by CAAHEP requiring the student to pass all competencies within each course, unless permission is given by the Program Director to progress given resources available (example, animal/equipment availability).

Students must past all required competencies before being allowed to go out on an externship/practicum, unless otherwise approved by the Program Director. The student may still pass an individual class with one failed competency (unless approved by CAAHEP, where the student must pass all competencies within each course); however, that competency must be mastered prior to going out on externship.

**As stated in the Campus Catalog,** candidates for graduation must successfully pass and complete all competency and skill performance testing required for the program. Students in the Medical Assisting program are required to complete all required competencies in the Medical Assisting program with a passing grade in order to graduate from the program.