

MAERB Fall Report 2017

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[Headline News: Successful Site Visits under 2015 CAAHEP Standards and Guidelines](#)

In January 2017, MAERB began conducting Site Visits under the 2015 CAAHEP *Standards and Guidelines*. The Program Directors and Site Surveyors who participated in these initial visits worked with a great deal of new material to accomplish their comprehensive review. Appreciative thanks go to the Program Directors who worked with these new resources for their spring 2017 visits . . . and we look forward to continuing the success with the fall 2017 site visits. The MAERB office has learned a great deal from the process and has already implemented small tweaks and changes for improvement.

For those of you who have a visit scheduled for the future, even it is five years away, the MAERB recommends that you go to the website to review the new materials. At www.maerb.org, you will find the new Self-Study template and information about organizing the required electronic resource room. In addition, you will find other resources that focus on the 2015 *Standards and Guidelines*.

[New Annual Report Form \(ARF\) Technology Tool: Fall 2019](#)

The Medical Assisting Education Review Board (MAERB) will be implementing a new Annual Report Form (ARF) Technology Tool. The MAERB will start to use this new tool in fall 2019 for the 2018 data. In fall 2019, we will switch to the Annual Report Form Tool that is provided by CAAHEP, as it has several functionalities that will make it easier for the CAAHEP-accredited medical assisting programs to provide information. In addition to providing outcomes data, the Program Directors will be able to submit to the MAERB additional information about new faculty members and administrators.

Beginning in spring 2018, we will be conducting information sessions about the new ARF Technology Tool. There will be a significant difference in how Program Directors will gather and report data.

To summarize, currently MAERB asks the Program Directors to report retention based upon admission cohorts; in addition, the Program Directors report job placement, graduate survey participation and satisfaction, and employer survey participation and satisfaction based upon admission cohorts. The exam participation and passage is based upon graduation year.

The new method of reporting will still require the Program Director to report retention on admission cohorts, but, in contrast with the current MAERB reporting standards, job placement, graduate participation and satisfaction, employer survey participation and satisfaction and exam survey participation and passage are based upon year of graduation, complying with the more traditional methodology. Below, you will see a visual representation of the shift.

Outcomes/Section of ARF	Current MAERB Method	2019 Future Method
Retention	Admission Cohort	Admission Cohort

**Students Graduate from the program,
and the Program Directors report on the categories below.**

Job Placement	Admission Cohort	Graduation Year
Graduate Survey	Admission Cohort	Graduation Year
Employer Survey	Admission Cohort	Graduation Year
Graduate Analysis	Graduation Year	Graduation Year
Exam Participation and Passage	Graduation Year	Graduation Year

It will require a significant change in the method by which MAERB Program Directors compile and count the outcome data. It is important to note that there are no changes being made for the 2016 and 2017 data that will be submitted on the 2017 and 2018 ARFs, respectively.

The MAERB will be providing new tools and a series of training sessions to ensure that MAERB Program Directors will be able to organize their 2018 data in compliance with the new method.

[Webinar for Program Directors](#)

The MAERB Office is sponsoring a webinar designed for CAAHEP-accredited Program Directors and other interested faculty and/or administrators. The focus will be on Affective Competencies and Rubrics. During the webinar, we will be discussing the MAERB resources and policies to help you with ensuring that you are evaluating the affective competencies and complying with the CAAHEP *Standards and Guidelines*.

We have scheduled two webinars, and the content will be identical for each. You can sign up for either one. If you are unable to attend, we will be recording one of the webinars and the video will be promptly posted on the website for your information. Go to the following link to register for one of the two times listed below: <https://attendee.gotowebinar.com/rt/5016107671343294467>

November 1, Wednesday, 1:00-2:15

November 2, Thursday, 4:00-5:15

Annual Report Form (ARF), 2017

Program Directors who submit their ARF each fall are in the middle of filling out the report. The programs that submit in the spring will need to comply with the following dates.

Spring Submissions, 2017 ARF (2016 admission cohorts and updates)

December 15, 2017: Program Directors receive a notice informing them that, in approximately 30 days, they will be able to access the ARF.

January 12, 2018: Program Directors can access their ARF in order to enter and submit their data.

February 16, 2018: Deadline for ARF submission (no grace period)

MAERB Documents Tab

The Program Director's Handbook was updated during the summer of 2017, and you will find additional information in that resource about practicum sites and administration that was taken from the Practicum and Simulation Survey conducted during fall 2016. In addition, there were several affective samples and rubrics added to the *Educational Competencies for Medical Assistants*. Those assignments and rubrics had previously been available as stand-alone documents.

There were a variety of other minor updates to other existing resources that were posted during the summer. To help Program Directors keep track of the documents, we are now adding the most recent date that a document was revised and posted, as you can see with the image below.

Program Resources/Accreditation Resources

- [PDF](#) Program Director Handbook (updated 8/17)
- [DOC](#) Student Evaluation of the Practicum Site (updated 10/16)
- [DOC](#) Student Survey of Program Resources (updated 10/16)
- [DOC](#) Master Competency Checklist, 2015 (updated 9/2015)
- [DOC](#) Practicum Site Evaluation (updated 9/16)
- [DOC](#) Advisory Committee Agenda and Checklist Template (updated 9/2015)
- [DOC](#) Syllabus Template (updated 9/2015)
- [DOC](#) Resource Assessment Form, 2015 (updated 9/15)
- [PDF](#) Sample Resource Assessment Form, 2015 (updated 9/15)
- [DOC](#) Practicum Evaluation of Students, 2015 Standards (updated 9/16)
- [PDF](#) Educational Competencies for Medical Assistants (updated 8/2017)
- [PDF](#) Organization of Documents for Progress Reports and Other Submissions
(updated 2/16)

The goal in adding the dates is to help Program Directors recognize when a document was updated.

Reminder: Videos on the Standards

In the Educators' tab of the MAERB website, you will find a series of five videos, ranging from 30-40 minutes, that focus on the 2015 CAAHEP *Standards and Guidelines*. Creation of this video series is a direct result of feedback from Program Directors and instructional faculty at the Spring 2016 Webinar about Standard III.D "Resource Assessments."

MAERB Forum at AAMA Conference, Friday, October 6, 2017, 2:00 - 4:00 pm

Please join us on Friday, October 6, 2017 at the MAERB Forum. It will be held from 2:00 - 4:00 pm at the AAMA conference (Room: Rookwood) in Cincinnati, OH. The MAERB will be sharing details about its ongoing activities and soliciting feedback from the Program Directors and other staff of CAAHEP-accredited medical assisting programs. If you are not able to attend the Forum, the MAERB will be putting a video of the information on the MAERB website, and you will be informed when that is posted.

Request for Feedback: Policy 145

The MAERB regularly reviews its policies to ensure that they are providing the Program Directors of CAAHEP-accredited programs with the information that they need. In fall 2016, the MAERB conducted a survey on the Practicum, with the goal of learning more about what was occurring with CAAHEP-accredited programs. There is a new section about the practicum in the *Program Director's Handbook*. The MAERB also added more information to Policy 145.

The MAERB requests feedback on this proposed revised policy to ensure that there are no questions or concerns prior to its being approved by the MAERB. There will then be further discussion at the February 2018 MAERB meeting. The highlighted section is the already existing policy, but the rest of the information is new, even though it has been shared previously with the community in the Practicum and Simulation Report.

To provide feedback, please go to the following link: <https://www.surveymonkey.com/r/37G35GC>

Policy 145: Practicum

- I. Programs have the institutional autonomy to schedule the practicum according to the program design, but students will need to have achieved the psychomotor and affective competencies and covered the underpinning cognitive objectives prior to using them at the Practicum.
- II. The program must provide documentation to students, practicum supervisors, and administrators of the practicum site that clearly states that students shall not receive compensation/payment, monetary or otherwise, for the practicum experience.
- III. As Standard III.C.3.a outlines, the ambulatory healthcare site needs to provide students with the opportunity to use their administrative and clinical skills, but the program determines the specific requirements.
 - a. Students can be placed in practicum sites headed by Nurse Practitioners or Physician Assistants in states in which these two professions are allowed to evaluate patients, diagnose, order and interpret diagnostic tests, initiate and manage treatments, and prescribe medicine.
- IV. Simulation activities cannot be substituted for practicum hours.

EXAMPLES AND PROCEDURES

Scheduling

In Standard III.C.1, it is clearly stated that there “must be an appropriate sequence of classroom, laboratory, and clinical activities.” MAERB advocates the following guideline: *The program should ensure that all applicable cognitive objectives and psychomotor and affective competencies be achieved prior to the start of any practicum.* It is expected that students will be assessed on specific psychomotor and affective competencies prior to practicing them at the practicum site. Many CAAHEP-accredited programs design the practicum as a capstone, with the students completing all the medical assisting curriculum prior to going out on the practicum. When it is designed this way, the program can ensure that the students have achieved all psychomotor and affective competencies prior to the practicum.

Due to scheduling issues, however, some programs have review courses while the students are on the practicum, but those courses do not introduce any new material. There are also some instances when programs need to teach and assess specific competencies in the coursework while the students are on the practicum. In those instances, program directors need to ensure and document that students do not perform competencies at the practicum prior to being taught and assessed on those competencies in the classroom. The program can do that by providing the practicum supervisor with the appropriate information of what the students can and cannot do.

Programs are free to create modular practicums. For example, some programs teach the administrative competencies and then have a brief administrative practicum. During that practicum, students cannot perform any of the clinical competencies, as they have not yet been taught and assessed on them. After the administrative practicum, students return to the

classroom for the clinical work and are taught and assessed on the clinical competencies. The students then continue with the final section of the practicum.

There can be a variety of models, but the expectation remains that the students are to be taught and assessed on any of the skills that they perform at the practicum. No matter which practicum option is used, the program will need to answer this question: How do you ensure that students on the practicum are not asked to perform competencies that have not yet been taught and assessed in the program?

Non-remuneration

The policy on non-remuneration should be clearly indicated in all the following: affiliation agreements; catalog; student handbook; agreements with clinics; orientations for supervisors at the practicum site; information provided to students; and practicum course syllabus.

It is important to note that non-remuneration includes both direct and indirect remuneration. The practicum sites cannot pay the students for their time nor can students be provided with a travel allowance or a meal allowance or any other perk, such as gifts or giftcards, that involves the exchange of funds.

If, however, students are asked to participate in staff meetings that include a lunch, that would not be considered remuneration. That is considered collegiality.

Ambulatory Healthcare and supervision

The ambulatory healthcare setting is mandatory, and, due to regulatory and legislative changes, those settings can be run by either Nurse Practitioners or Physician Assistants, depending upon the state. If the state allows for NPs or PAs to head an ambulatory healthcare clinic, it is acceptable to place medical assisting students at the site. Below are two resources that can be very helpful in determining the regulatory guidelines per state:

- American Association of Nurse Practitioners: <https://www.aanp.org/legislation-regulation/state-legislation/state-practice-environment>
- PA Scope of practice interactive map: <https://www.bartonassociates.com/locum-tenens-resources/pa-scope-of-practice-laws/>