

# Medical Assistant Program Student Handbook

"We are the healing hands, carrying forward the legacy of the Sisters of Providence."





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# About the University of Providence

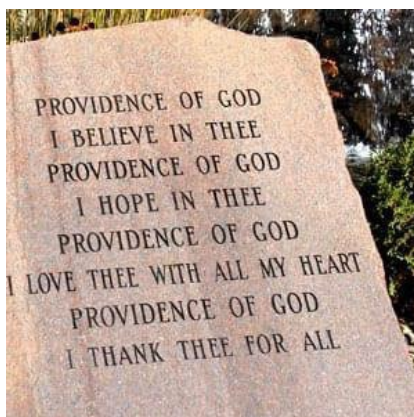
## University of Providence History

The University of Providence continues the 165-year heritage of Catholic education in the tradition of the Sisters of Providence, who opened their first school in the Montana Territory in 1864.

The heritage of the University of Providence has its roots in nineteenth-century Montreal, where a woman named Emilie Tavernier Gamelin founded the Sisters of Providence in 1843, following the deaths of her husband and three children.

Compelled by the love of Christ and inspired by the example of Our Mother of Sorrows, these early Sisters of Providence dedicated their lives to the care of children, the poor, the sick, and widowed.

Under the direction of Mother Joseph of the Sacred Heart, the Sisters of Providence came to the Pacific Northwest in 1856, where they founded the first permanent hospital and school in the Washington Territory. Today, the ministries of the Sisters of Providence continue to serve the State of Montana through Providence Saint Patrick Hospital (Missoula), Providence Saint Joseph Medical Center (Polson), Saint Thomas Child and Family Center (Great Falls), and the University of Providence (Great Falls).



The Sisters of Providence first arrived in Great Falls in 1892 to open the city's first hospital, upon the invitation of the Reverend Father J. James Dols, first pastor of Saint Ann's Cathedral. The Sisters of Providence founded Columbus Hospital in 1892 and Montana's first nursing school, Columbus School of Nursing, in 1894.

In July of 1929, at the request of Bishop George J. Finnigan, CSC, Bishop of Helena, Mother Gaudentia and Sister Lucia Sullivan of the Sisters of Providence began planning the establishment of a normal school for the training of teachers in Missoula, Montana. In the Diocese of Great Falls, the Sisters of the Order of Saint Ursula (Ursulines) began drawing plans for the establishment of a junior college for women in Great Falls, Montana, in 1930.

Realizing the potential conflict of having two Catholic colleges for women in the same state, the Bishops of Helena and Great Falls pushed for a consolidation of these establishment efforts into a single women's college under the direction of the Diocese of Great Falls. In June of 1932, Bishop

Edwin V. O'Hara of Great Falls announced the opening of the proposed junior college with the purpose of enabling "young women of Eastern Montana to receive the valuable training of a Catholic higher education." Named the College of Great falls, the institution would quickly develop into a collection of academic ministries "conducted by the Ursuline Religious in conjunction with the Sisters of Providence."

The Very Reverend Father J.A. Rooney, STL, MA, was named the first President of the College, with Sister Lucia Sullivan of the Sisters of Providence and Mother Ignatius of the Order of Saint Ursula serving as his advisors and acting administrators. The college's first classes were offered at the Ursuline Academy.

In 1933, Sister Lucia Sullivan of the Sisters of Providence established a normal school for the training of teachers. Though independent from the junior college, the normal school was often considered to be part of the larger College of Great Falls ministry. Courses were held in the recently remodeled Our Lady of Providence Hall at Columbus Hospital, a location which inspired the college to name Our Lady of Providence the patron saint of the institution. By 1934, the College of Great Falls would transfer the bulk of its classes, as well as the Registrar and Records offices to Our Lady of Providence Hall.



In 1937, the College of Great Falls became coeducational, and by 1938 transitioned from being solely a junior college with certificate options to a four-year institution offering baccalaureate degrees to the students at the College as well as Columbus nursing students.

By 1942, the Ursuline Order withdrew from the College of Great Falls, resulting in the closure of the institution's associates degree program. As a result, the Diocese of Great Falls would hand over full sponsorship of the college to the Sisters of Providence in 1943. In this same year, the Sisters of Providence elected to end the usage of the title of "Normal School," and simply refer to the entire liberal arts institution as the College of Great Falls.

In 1944, the Sisters of Providence purchased land south of the City of Great Falls on 20th Street. Through the 1950's the Sisters of Providence worked in conjunction with the Very Reverend Father Jacob Donovan, second president of the college, to establish plans for the new campus. Under the leadership of Sister Rita of the Sacred Heart, third president of the college, the College of Great Falls moved from its location on the campus of the Columbus Hospital to its new eleven-building campus in the Fall of 1960. Designed by Page Werner Architects, the new campus cost the Sisters of Providence over \$3 million to complete.

In 1964, the iconic Providence Tower was added to the campus chapel, followed by the opening of the McLaughlin Memorial Athletic Center in 1965. With the growth of a formal men's intercollegiate basketball team, the College selected the Argonaut as its mascot in 1967.

## University of Providence Tradition



Many of the University of Providence's traditions revolve around the Catholic tradition, or the heritage of the Sisters of Providence who founded our institution. Every academic year begins with the celebration of the Mass of the Holy Spirit, quickly followed by campus commemorations of the Feast of Blessed Emilie Gamelin, foundress of the Sisters of Providence.

October 17th is Founders Day at the University of Providence, commemorating both the founders of the University of Providence and the first Sisters of Providence to arrive in the Montana Territory on October 17, 1864.

In December, the campus community celebrates the arrival of the Christmas season with the celebration of Lessons and Carols, a candlelit ceremony of caroling and scripture in preparation for the birth of Christ.

The Lenten season at Providence is often marked by the commemoration of the Via Matris (a traditional devotion to Our Mother of Sorrows), while the Easter Season is highlighted by the annual Mass of Christian Initiation.

Every academic year ends with the celebration of the Baccalaureate Mass at which graduates participate in the annual "Pin Ceremony," a tradition for Providence schools dating back to 1856. A special pinning ceremony is also held for all UP RN-BSN (nursing) graduates on that day.

Beyond rituals, however, one of the greatest traditions of the University of Providence is its spirit of compassionate service, expressed every year in the countless hours of community service completed by students, faculty, and staff. Service forms the living tradition of the Sisters of Providence.

## About University of Providence



The University of Providence is a four-year, private, Catholic liberal arts university with a main campus located in Great Falls, Montana, offering both face-to-face and online programs. The University is committed to its mission of preparing students for living and making a living. Founded by the Sisters of Providence, the University is a ministry of Providence Health Services and continues to create academic programs to address current and future workforce needs for the healthcare system and industry. Shared Providence values of respect, compassion, justice, excellence, and stewardship shape the missions of both the University and Providence Health Services.

The University continually and responsibly evaluates its operations and programs. It offers students a foundation for actively implementing Gospel values and the teachings of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs. The faculty and staff of the University join with students in a cooperative and enthusiastic search for truth, so that students may develop:

- **Character:** Have a positive impact on the world and the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God.
- **Competence:** Further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning.
- **Commitment:** Find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their moral and religious convictions, as well as respecting the dignity and beliefs of other people.

## University of Providence Mission



As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for living and for making a living.

The University of Providence, as a faith-based Roman Catholic university, believes in the biblical principle "I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life." (John 8:12 NABRE)

The University was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls and the civic community, all of whom recognized the need for higher education. Its educational mission, in conjunction with the Sisters of Providence, continues to be the shared endeavor of dedicated people.



### Catholic Identity

Founded by the Sisters of Providence, the University of Providence is a Roman Catholic institution of higher learning called to be the manifestation of the Providence of God in the lives of those we serve.

Sharing in the mission of the Church to proclaim the Good News, the University of Providence continues the teaching and healing ministry of Jesus Christ, being especially mindful of those populations most in need.

Guided by our Catholic faith, and the charism of the Sisters of Providence, we celebrate the inherent dignity of every person as a child of God and strive to form students into compassionate servant-leaders prepared to walk in solidarity with the poor and marginalized.

Our faculty and staff are committed to building a community of higher learning which is rooted in the person of Jesus as revealed in Sacred Scripture and Sacred Tradition. Compelled by love, we strive to form our students in the model of Jesus Christ.



## University of Providence Core Values



### Compassion

Jesus taught and healed with compassion for all. –Matthew 4:24

We reach out to those in need and offer comfort as Jesus did. We nurture the spiritual, emotional and physical well-being of one another and those we serve. Through our healing presence, we accompany those who suffer.

### Dignity

All people have been created in the image of God. –Genesis 1:27

We value, encourage and celebrate the gifts in one another. We respect the inherent dignity and worth of every individual. We recognize each interaction as a sacred encounter.

### Justice

Act with justice, love with kindness and walk humbly with your God. –Micah 6:8

We foster a culture that promotes unity and reconciliation. We strive to care wisely for our people, our resources and our earth. We stand in solidarity with the most vulnerable, working to remove the causes of oppression and promoting justice for all.

### Excellence

Whatever you do, work at it with all your heart. –Colossians 3:23

We set the highest standards for ourselves and our ministries. Through transformation and innovation, we strive to improve the health and quality of life in our communities. We commit to compassionate, safe and reliable practices for the care of all.

### Integrity

Let us love not merely with words or speech but with actions in truth. –1 John 3:18

We hold ourselves accountable to do the right things for the right reasons. We speak the truth with courage and respect. We pursue authenticity with humility and simplicity.

## Accreditation, State Licensure, Certification, and Affiliation

### *Northwest Commission on Colleges and Universities Accreditation*

The University of Providence is a private, Catholic university, incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas and confer academic honors and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings. The University is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education.





## University of Providence Leadership

### Father Oliver Doyle

**President**

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Mission Integration  
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President

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### Brittany Budeski

**Chief Operating Officer**

Leadership

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# About the University of Providence's Medical Assistant Program

## University of Providence Medical Assistant Certificate Program Overview



The University of Providence's Medical Assistant Certificate program offers a dynamic and engaging 10-month journey designed to launch student careers in medical assisting. This comprehensive program begins with a mandatory orientation, where students receive vital materials and an overview of expectations and resources to ensure their academic success. Students get to experience the best of both worlds with our hybrid format: 80% of coursework is conveniently online, while the remaining 20% involves engaging, in-person training for hands-on clinical skills labs and real-life practicum setups. This program is designed to support students in achieving a healthy work-life balance while contributing to our impressive success rate of 98%..

### Medical Assistant Program Orientation

The Medical Assistant Program Orientation begins with an online learning platform, followed by a mandatory live event for further introduction and clarity. This orientation is designed to:

- **Clarify Expectations:** Provide students with a clear understanding of program expectations.
- **Resource Provision:** Offer resources and support to ensure academic success.
- **Gather Requirements:** Request and collect necessary program requirements.
- **Skills Lab Schedule:** Provide the schedule for mandatory skills labs.
- **Learning Styles:** Assist students in identifying and optimizing their learning styles.
- **Program Overview:** Give a comprehensive overview of the program and what students can expect in the coming months.

The Medical Assistant Program orientation sets the foundation for success in the Medical Assistant program by ensuring that students are well-prepared and informed. The goal of the orientation is to ensure a smooth transition into higher education, while providing a community of support to our students.

This orientation is only available and mandatory for students enrolled on our Medical Assistant Certificate Program

### Program Structure

- **Online Coursework:** Students will complete all required coursework online. The online courses are structured with readings, study guide assignments, learning activities, interactive tools, and additional resources. Throughout the program, students have access to online instructors for direct assistance with assignments and support.
- **Skills Labs:** Each course features a minimum of two mandatory in-person skills labs held on weekends, ensuring hands-on training crucial for exceptional patient care. These labs are tailored for flexibility, accommodating the busy schedules of adult learners balancing work, family, and education. Locations for these skills labs include Northridge, CA; Great Falls, MT; and Hillsboro, OR. Students may need to travel to a skills lab location different from their residential address.
- **Real-Life Scenarios:** Throughout the program, students will engage in real-life scenarios and critical thinking exercises led by expert MA instructors. This practical approach ensures that students are well-prepared for the demands of a medical assisting career.

### Practicums:

The final component of the program is a 160-hour unpaid internship, known as the practicum, in a medical clinic or hospital setting. This essential phase allows students to apply their skills and knowledge in a real-world patient care environment, providing invaluable hands-on experience. Students are placed with preceptors in clinics or hospitals other than their current place of employment to ensure a diverse and comprehensive learning experience. The MA Program Coordinator arranges practicum placements, and students must complete their 160 hours at the assigned location, which may be different from their residential address. This practicum integrates online coursework, hands-on skills labs, and real-life clinical practice, offering a balanced pathway to becoming a proficient and compassionate medical assistant. Preceptors play a key role in clinical instruction, supervision, and evaluation of student progress, and they benefit from the satisfaction of sharing knowledge, professional role development, and input into the program and curriculum. Preceptors must be Certified Medical Assistants or hold higher credentials in the state where they precept and must be employed by Providence Health Services or a partner organization.

### Program Completion



For students to complete the Medical Assisting program, they must pass all online course work, attend all clinical skills labs, complete their practicums, and pass the CCMA exam. Failure to complete in any of these sections will result in the student failing their course and failing the Medical Assistant Program. Any students barred from completing their clinical practicums will be immediately dismissed from the Medical Assistant program. This will result in the student failing their course and Medical Assistant program. Students will not be allowed reentry into the Medical Assistant Program under these circumstances.

## Estimated Medical Assistant Certificate Program Expenses

Please note that changes to the cost of the program can happen at any time. Proper notification and updates will be done to cost layout as soon as possible.

Medical Assistant Certificate Cost Breakdown By Semester				
	Semester 1	Semester 2	Semester 3	Total
General Tuition Rate	\$3,300	\$3,300	\$2,200	\$8,800
Clinical Lab Fee	\$206	\$206	\$103	\$515
<b>Total</b>	<b>\$3,506</b>	<b>\$3,506</b>	<b>\$2,303</b>	<b>\$9,315</b>
Healthcare Professional Tuition Rate	\$1,920	\$1,920	\$1,280	\$5,120
Clinical Lab Fee	\$206	\$206	\$103	\$515
<b>Total</b>	<b>\$2,126</b>	<b>\$2,126</b>	<b>\$1,383</b>	<b>\$5,653</b>

Program Related Fees
Textbooks: \$625 (Est)
Stethoscope: \$100
Scrubs: \$40
Shoes: \$100
Background Check/Drug Screen/Immunization Records: \$134
Certification Exam: \$180
Exam-Prep Materials: \$130
EPIC Access: \$50

\*\*Program related fees are subject to change per enrollment cycle. Contact the Financial Aid office to for most up-to-date program fees\*\*

### Learn More



Final Costs	
General	Healthcare Professional
\$9,315	\$5,653

\*\*This cost analysis sheet demonstrates a 'sample' cost structure. Total semester costs and program fees may be subject to change\*\*

Please Note: Close-toed shoes must be worn in the clinic and must be waterproof/non-permeable, black. Tennis shoes or mesh type of shoes are not permitted.

Fee schedules are published in the student catalog. Tuition each semester is due no later than the first day of classes for that semester. Students must pay the balance on their accounts or have made arrangements to pay their tuition by the first day of classes. For additional information, contact the business office at (406) 791-5202.

As a PROVIDENCE and Partner organization employee, the student and their immediate family members are eligible for a tuition discount for general and prerequisite courses at the University.

## Financial Aid

Full-time students in the Medical Assistant Certificate program may be eligible for financial aid, including grants and other forms of financial assistance. However, not all students will qualify, as financial aid is awarded on a case-by-case basis following the evaluation of each application.

University of Providence Financial Aid Contact  
Information: Email: [financialaid@uprovidence.edu](mailto:financialaid@uprovidence.edu)  
Phone #: 406-791-5232  
Fax #: 406-791-5209  
Office Hours:  
Monday & Tuesdays: 8am-7pm  
Wednesday- Friday: 8am-5pm  
Saturday & Sunday: Closed



For More Information and Application Process please visit:

<https://www.uprovidence.edu/financial-services/financial-aid/>

Or scan the QR for quick and direct access:



### Payment Plans

Students who wish to set up payment arrangements on their account should contact the Business Office for details about the University's partnership with Professional Accounts Receivable Management (PARM).

Business Office Ph #: 406-791-5202

## Refunds

The refund schedule for tuition is listed in the academic calendar for each semester. Please refer to the University's Academic Calendar and Refund Schedule for additional information. For Washington and Oregon students, you may also refer the Appendix C - Refund Policy Washington and Oregon Cohorts – MA Certificate Program.

### Appendix C Refund Policy – MA Certificate Program Revised policy, effective Fall 2021

- i. “Washington Cohort” is identified as any student residing in the state of Washington.
- ii. “Oregon Cohort” is identified as any student residing in the state of Oregon.
- iii. After a class for which a student is enrolled begins, a student who withdraws from the course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis.
- iv. The term “withdrawal” indicates a complete withdrawal from all courses. A student who has withdrawn is no longer considered enrolled at UProvidence for the withdrawn term and therefore cannot be verified as enrolled for any reporting purposes.
- v. Full refunds will be given for courses cancelled by the University.
- vi. Financial aid funds are available to assist students with their university bill. However, it is the student's responsibility to ensure that all bills are paid in full.

Student completes this amount of training	School keeps this percentage of tuition	Student is refunded this percentage of tuition
Prior to class start date and up to 6 <sup>th</sup> class day	0%	100%
One week or up to 10%, whichever is less	10%	90%
More than one week (or 10%) and up to two weeks (or 25%), whichever is less	25%	75%
More than two weeks and up to four weeks (or 25% through 50%) whichever is less	50%	50%
More than four weeks (or 50%)	100%	0%

### Drop/Add, Withdrawal Information

- vii. See Academic Calendar for information related to reflection on an academic transcript.
- viii. If students are withdrawing from all courses at UProvidence, they must submit a [Request for Withdrawal](#) form. This form can be requested to the Registrar's office or MA Program Coordinator. Complete withdrawals cannot be completed via ArgoExpress.
- ix. Students who stop attending classes without submitting a formal drop, withdrawal, or complete withdrawal will receive grades of “F” (failure).
- x. Title IV Aid will be refunded according to the Department of Education Federal Refund Policy. Visit [https:// www.uprovidence.edu/become-a-student/financial-aid/](https://www.uprovidence.edu/become-a-student/financial-aid/) for more information about return of Title IV funds.

## Benefis Scholarships & Guild



### Benefis Scholarships

Current employees of Benefis may be eligible for a Benefis Scholarship for the University of Providence Medical Assistant Program. Benefis employees interested in this scholarship can contact Brit Alexander at [britalexander@benefis.org](mailto:britalexander@benefis.org). Benefis covers the entire program's tuition and fees, sending the payment directly to the University. Additionally, students have the option to complete a FAFSA to determine their eligibility for loans and grants. If they qualify, this could result in a refund after Benefis has paid for the tuition and fees. For more information about FAFSA, please contact the Financial Aid office at the University of Providence at: 406-791-5232.

### Guild Sponsorship Information

Providence employees may be eligible for education funding through the Guild Sponsorship. Providence employees interested in education funding are to contact their employers HR department for information and application. The application period for Guild begins 30 days before the semester starts, and approved applicants can receive up to \$5,250 per year. Once the student's application is approved by Guild, students will receive a sponsorship letter. This letter **MUST** be sent to [studentaccounts@uprovidence.edu](mailto:studentaccounts@uprovidence.edu).

The University of Providence will bill Guild for sponsorship funding awarded to students after the second 8-week session begins. After this payment request is made, Guild will send the payment directly to the University students miss the deadline to send the sponsorship letter, they can still apply for reimbursement through the Guild after the semester starts. To conta

### Scholarship and Sponsorship Responsibility

Students who receive scholarships or sponsorships are solely responsible for managing all aspects of their funding. This includes tracking their award status, submitting required documentation, and promptly communicating any relevant information or updates to University Student Accounts.

If a scholarship or sponsorship payment is not received by the required deadline, the student is responsible for any outstanding balance owed to the University. Students who lose their scholarship or sponsorship and cannot cover their course costs will be unable to continue in the Medical Assisting program until they have arranged payment and received approval from University Student Accounts.

The Program Director or Coordinator will not manage communications with financial sponsors or scholarship providers. All correspondence related to funding must be handled directly by the student, their scholarship or sponsorship provider, and University Student Accounts.



## Medical Assistant Program Admissions Process & Program Entry Requirements

To apply for the Medical Assistant Program, applicants must complete the following steps:



- **Online Application:** Submit a completed undergraduate university application online.
- **Official Transcripts:** Provide official transcripts showing completion of a high school diploma or GED.
- **GPA Requirement:** Maintain a minimum GPA of 2.7 for program eligibility.
- **Personal Statement:** Complete the personal statement section in the online application.
- **Undergo:** A background check, immunizations (TB, PPD, MMRV, TDAP, HEP B), and drug screening, as all students will participate in clinical placements in patient care settings.
  - All conditionally admitted students must undergo and finance (\$129) a Criminal Background Check, Drug Screen, Proof of Immunizations, and CPR Certification. This requirement, facilitated through Verified Credentials, ensures compliance with clinical placement safety protocols and patient care standards.
  - **For Providence and Partner Organization Caregivers:** The background check and drug screen requirement is waived provided continuous enrollment and employment with Providence and Partner Organizations. Immunization documentation must be current, verified through Verified Credentials or acquired from local health departments or healthcare providers.
- **Complete Online Immersion/Orientation:** Complete the new student online orientation course (XMA 192 ORI). That includes a mandatory live event with a face-to-face student and Instructor program instructions

Qualified applicants are accepted into the program based on availability, with limited seats offered at each cohort location twice per year.

For More Information, please visit our website at:



<https://www.uprovidence.edu/academics/explore-programs/medical-assistant-certificate/>

Or Please Scan the QR code below for direct access:



## Medical Assistant Program Mission



We honor the legacy of the Sisters of Providence with a strong commitment to excellence in both education and patient care. Dedicated to serving our communities through medical assisting, we strive to surpass healthcare expectations. Our mission is to deliver compassionate care to everyone we encounter while cultivating knowledgeable, ethical, and empathetic medical assistants who significantly enhance the well-being of those in need.

## Medical Assistant Program Core Values



### Compassion

We are committed to providing empathetic and respectful care to all individuals in our communities and to all we encounter.

### Service

We dedicate ourselves to serving our communities through medical assisting, upholding the tradition of our Sisters of Providence and making a positive impact on the well-being of others.

### Excellence

We strive for excellence in all aspects of medical assisting education and practice, ensuring our students develop the skills, knowledge, and ethical standards necessary for high-quality patient care.

### Community

We foster a sense of community among our students, faculty, and the individuals we serve, promoting collaboration, support, and a shared commitment to improving healthcare outcomes.

### Legacy

We honor and continue the legacy of the Sisters of Providence by maintaining a strong commitment to their mission and values, ensuring their vision of compassionate care endures through our work.

### Education

We are dedicated to providing a comprehensive education that prepares our students to be knowledgeable, skilled, and empathetic medical assistants who are ready to meet the challenges of modern healthcare.

### Respect

We respect the dignity and worth of every individual, recognizing and celebrating the diversity within our communities and the unique contributions of each person.

## Medical Assistant Program Purpose



Our Medical Assistant Program is dedicated to transforming students into highly skilled professionals ready to excel in the fast-paced healthcare environment. Designed for those passionate about making a tangible impact, the program combines cutting-edge medical knowledge with hands-on training to ensure students are prepared to deliver exceptional patient care and support.

By integrating the latest medical practices with practical experience, our program provides students with the tools needed to navigate a variety of healthcare settings. Graduates will emerge as versatile, confident medical assistants equipped to contribute effectively to patient care and healthcare administration.

### Program Highlights

- **Comprehensive Curriculum:** Gain in-depth knowledge across essential areas, including clinical procedures, patient care, and medical office management, ensuring a well-rounded education that meets industry standards.
- **High Quality Hands-On Training:** Engage in practical, real-world training through simulated labs and clinical externships, providing students with direct experience in diverse healthcare settings.
- **Flexible Learning:** Benefit from a hybrid learning model that combines online coursework with in-person skills labs and practicums, offering flexibility to accommodate various schedules and learning preferences.
- **Expert Faculty:** Receive instruction from experienced healthcare professionals who bring real-world expertise and insights, enriching the learning experience with practical knowledge and mentorship.
- **Career Readiness:** Access comprehensive career support, resume assistance and interview preparation, to help students transition successfully into the workforce.
- **Supportive Environment:** Experience a collaborative and engaging learning atmosphere that fosters student success through personalized support and a strong sense of community.

## Medical Assistant Program Learning Outcomes



The University's Medical Assistant Certificate program prepares graduates for accountable and professional medical assistant practice by integrating education materials which align with the American Association of Medical Assistants standards of Cognitive, Psychomotor and Affective domains

### The Program Learning Outcomes Include:

1. Provide compassionate and culturally appropriate care across care settings and life span.
2. Provide high quality and safe care with every patient encounter.
3. Perform within the ethical and legal boundaries of the Medical Assistant's scope of practice.
4. Demonstrate communication skills to improve the work environment and patient outcomes.

The program explores topics specific to the practicing medical assistant. Topics provided during the program include, but are not limited to, anatomy and physiology, pharmacology, healthcare ethics, legal issues, infection prevention, administrative practices and finance, nutrition, an internship, and career preparation to support the student moving into his/her role as a medical assistant.

## Medical Assistant Program Completion- Certificate Requirements



To earn the Medical Assistant Certificate of Completion from the University of Providence, students must fulfill the following requirements:

- Complete five 8-week online courses, each requiring onsite face-to-face sessions in the clinical skills learning lab on Saturdays.
- Complete a final course involving 4-5 weeks (32-40 hours per week, totaling 160 unpaid hours) in a clinical setting.
- Accumulate a total of 16 undergraduate academic credits, distributed across 4 MA courses earning 3 academic credits each and 1 MA course earning 4 academic credits.
- Adhere to all University policies, rules, and regulations.
- Clear all financial obligations to the University.

### Additional State Requirements: Washington State MA Certification and Licensure

Candidates pursuing certification in Washington State must meet specific criteria:

- Complete the WA Department of Health (DOH) Medical Assistant Certified or Interim Certification Application, with associated fees.
- Graduate from a medical assistant program accredited by ABHES, CAAHEP, or a recognized regional/national accrediting body, with a minimum of 720 training hours, including a 160-hour externship.
- Pass a national exam within 5 years prior to application submission, such as the Certified Medical Assistant Exam (AAMA), Clinical Medical Assistant Exam (NHA), National Certified Medical Assistant Exam (NCCT), or Clinical Medical Assistant Certification Examination (AMCA).
- Demonstrate proficiency in English language skills, alongside completion of high school education or equivalent.



## Medical Assistant Certificate Program Skills Lab Locations

University of Providence Main Campus  
1301 20<sup>th</sup> St. S.  
Great Falls MT, 59405



California Skills Lab Site  
Providence Facey Medical Group  
9111 Corbin Ave  
Northridge, CA 91324



Montana Skills Lab Site  
Benefis Medical Office Building #4  
1401 25th St S.  
Great Falls, MT 59405



Oregon Skills Lab Site  
Providence Reeds Crossing- Family Practice  
7305 SE Circuit Dr. Ste. 270.  
Hillsboro, OR 97123



### Determination of Skills Lab Placement:

Students' skills lab placement is determined based on their home address at the time of admission. Students who do not reside in California, Montana, or Oregon are ineligible to enroll in the Medical Assistant Certificate Program. For more information about additional locations in Washington, please refer to the MAR-MAC Pathway Course section. Students are required to attend labs at designated locations in their state, which may necessitate traveling out of town or over long distances.



## Medical Assistant Program Leadership



Medical Assistant Program Director  
Nikki Garbarino, CCMA, CMAA  
Ph#: 406-791-5382  
Email: [nikki.garbarino@uprovidence.edu](mailto:nikki.garbarino@uprovidence.edu)



Medical Assistant Program Coordinator  
Jori Ciralli, CCMA  
Ph#: 406-791-5384  
Email: [jori.ciralli@uprovidence.edu](mailto:jori.ciralli@uprovidence.edu)



Medical Assistant MAR-MAC Lead  
Elaine Monroe M.Ed., CMA (AAMA)  
Email: [elaine.monroe@uprovidence.edu](mailto:elaine.monroe@uprovidence.edu)

University of Providence Medical Assistant Program Leadership is dedicated to our mission of providing exceptional medical assistants to serve our communities. We strive to create an outstanding medical assistant program that guides all students on the path to success. We mentor and support our students throughout their journey, offering long-term professional support, guidance, and strength in their medical assisting careers.

## Medical Assistant Program Instructors



### California Instructors

Daisy Sequen- Adjunct Instructor: AAS, Certified Medical Assistant

Cecilia Fierro- Adjunct Instructor: AAS, Certified Medical Assistant, Phlebotomist

### Montana Instructors

Demi Barrett: Adjunct Instructor, AAS, Licensed Practical Nurse, Certified Medical Assistant

Michelle Albin- Adjunct Instructor, Certified Medical Assistant

Jesse Acord- Adjunct Instructor, Certified Medical Assistant

### Oregon Instructors:

Erin Cooper – Adjunct Instructor, Certified Medical Assistant

Jackie Toten – Adjunct Instructor, AAS, Certified Medical Assistant

Lindsey Maurer- Adjunct Instructor, Certified Medical Assistant

Esmeralda Contreras – Adjunct Instructor, BS, Certified Medical Assistant & Registered Nurse

### Washington Instructors:

Lynne Bray – Adjunct Instructor, AAS, Certified Medical Assistant

Dana Gibson – Adjunct Instructor, AAS, Certified Medical Assistant

Jodie Landt- Adjunct Instructor, Certified Medical Assistant

Marcell Wilbur- Adjunct Instructor, AAS, Certified Medical Assistant

Becky Prekker- Adjunct Instructor, Certified Medical Assistant



Our instructors are top-tier educators with extensive knowledge and experience. Some of their backgrounds include master's degrees in education, Specialty Care, Nursing, Healthcare Management, Clinical Care, and other related fields. This diverse expertise provides our students with exceptional mentorship during their program and beyond. Our instructors are passionate about teaching and dedicated to developing the next generation of successful leaders in healthcare. With a program pass rate of 98%, we are grateful for our hardworking instructors and the success they have fostered in so many students. Without them we could not continue our mission and beyond.

## Medical Assistant Program Governance



### Organizational Structure and Framework

The Medical Assistant Certificate program at our university was developed as part of a workforce development initiative in collaboration with Providence. This partnership underscores our commitment to providing high-quality education and training for aspiring medical assistants. The University's academic policies and procedures govern this program unless specified otherwise. Our program reflects the University's dedication to excellence and community-driven healthcare education.

### Governing Committee

The program was approved by the University's curriculum committee, ensuring it meets our rigorous academic standards. Any additions or changes to the curriculum will follow the University's established procedures through the curriculum committee. The program is operated and managed by the Medical Assistant Program Director, an esteemed employee of the University.

### Meetings

To ensure comprehensive program review and alignment with university processes, the Medical Assistant team meetings include representatives from key university departments:

- Medical Assistant Program Director
- Admissions
- Registrar
- Information Services
- Dean for Nursing & Clinical Programs
- Senior Project Manager
- Program Coordinator
- Associate Dean
- Financial Aid

These meetings facilitate effective communication and collaboration across departments, ensuring the continued success and integrity of the program.

## Medical Assisting Program Accreditation, State Licensure, Certification, and Affiliation

### *Northwest Commission on Colleges and Universities Accreditation*

The University of Providence is a private, Catholic university, incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas and confer academic honors and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings. The University is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education.

### *Program Accreditation*

The Medical Assistant Certificate Program at the University of Providence is in the process of accreditation.

### *State Licenses*

The Medical Assistant Program is currently in compliance with the following state regulations on Medical Assisting Programs and meets state licensing or credentialing requirements in California, Montana, Oregon, and Washington.

### *National Exam Certification Requirements*

The Medical Assistant Program also meets the national exam credentialing organization requirements for the NHA-CCMA, NCCT-NCMA, and AMCA-CCMA. The Medical Assistant Program does not meet the national exam credentialing organization requirements for the AAMA.

# Medical Assistant Required Technology, Textbooks, & Materials

## Medical Assistant Program Required Technology



Key technology requirements for the MA Program include:

- A reliable computer with Windows 10 or OS 11 and above, equipped with Firefox or Chrome browsers.
- Minimum hardware specifications: Intel® Core™ i5 Processor or AMD Ryzen 3 Processor, 8GB RAM, and 250GB 5400 rpm Hard Drive or larger.
- Reliable internet access compatible with Firefox, Google Chrome, or Safari browsers.
- Software essentials: Adobe Acrobat Reader, Microsoft Office suite (Word, Excel, PowerPoint, SharePoint, Teams), and Moodle for interactive academic platform access.
- Functional microphone and webcam for virtual learning components.

Students are responsible for maintaining these required software technologies to access materials, completed quizzes, and submit assignments.

For Technical Support, students can reach out to the:

Service Desk

Phone #: 406-791-5326

Email: [servicedesk@uprovidence.edu](mailto:servicedesk@uprovidence.edu)

## Moodle



The University of Providence delivers online courses to students using the highly interactive Moodle platform.

Moodle is the world's largest provider of this type of service, used by over 50,000 different institutions in roughly 200 countries.

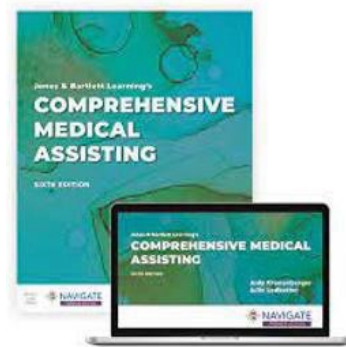
This teaching model allows students to participate in class asynchronously each week of their course(s). This means that students do not need to be online at the same time. This is especially helpful to students who are working full time, raising a family, or campus students who cannot fit a specific course into their schedule.

The Moodle model enables users to extend learning beyond the traditional classroom or other types of distance learning models. Collaboration between instructor and students is essential and builds a true learning community.

Moodle online courses are not independent study courses. They are completely interactive using any Internet ready computer with either Chrome or Firefox as preferred browsers. Both undergraduate and graduate courses may be available to the student online.

Medical Assistant students at the University of Providence are required to use Moodle during the program. Upon admission to the program, students are automatically enrolled and provided with their account details. Students are expected to log into Moodle at least three times a week to access course information, materials, and assignments. Timely submission of assignments is mandatory and should adhere to the guidelines outlined in the instructor's syllabus and course instructions.

## Medical Assistant Program Required Course Textbooks and Materials



Please note: The Medical Assisting Exam Prep-course & MAR-MAC Pathway Course have different learning materials. Please refer to each section in Student Handbook for further information.

Students are required to purchase the following materials:

Both the textbook and study guide need to be purchased NEW! NOT USED.

- Kronenberger, J., & Ledbetter, J. (2024). Jones & Bartlett Learning's Comprehensive Medical Assisting (6th ed.): Jones & Bartlett Learning. ISBN: 978-1284256666 (PURCHASE HARDCOVER + PREMIER). MUST BE NEW! NOT USED
- Kronenberger, J., & Ledbetter, J. (2024). Study Guide for Jones & Bartlett Learning's Comprehensive Medical Assisting (6th ed.): Jones & Bartlett Learning. ISBN: 978-1284256680. MUST BE NEW! NOT USED

University of Providence Bookstore Link:

[https://uprovidence.textbookx.com/institutional/index.php?gad\\_source=1&gclid=EAlaIQobChMI56XjiOuuhwMVBC2tBhODqAuSEAAYASAAEgKkVfD\\_BwE](https://uprovidence.textbookx.com/institutional/index.php?gad_source=1&gclid=EAlaIQobChMI56XjiOuuhwMVBC2tBhODqAuSEAAYASAAEgKkVfD_BwE)

Or For Direct Access to the University of Providence Bookstore, Please Scan the QR Code





## Additional Required Course Materials:



### Navigate:

Upon receiving their textbooks, students will also receive an access code for "Navigate." Navigate offers online access to textbooks and study guides, along with supplementary learning tools relevant to each week's coursework. These resources may be used for assignments and additional study.

#### 1. Requirements needed before accessing Navigate:

1. A valid email address (University of Providence student email)
2. A Course ID- Provided by the Course Instructor
3. 10-digit access code

#### o Accessing Navigate:

- o Visit- [www.jblearning.com](http://www.jblearning.com)
- o Click Redeem Student Access Code.
- o Read and accept the terms and conditions
- o Enter 10-digit access code
- o Click Redeem
- o Confirm the details of your access code by clicking Confirm.
- o Follow the on-screen
- o Enter in University of Providence email address and create a password.
- o Validate email address and password
- o Click the product name to begin learning

Quick QR Scan to JB Learning:



If students need assistance with Navigate technical support can be reached at:

Website: [www.jblearning.com/techsupport](http://www.jblearning.com/techsupport)

Email: [support@jblearning.com](mailto:support@jblearning.com)

Phone #: 1-978-443-5000 (Hours (Mon-Fri 0830-2000 EST))

### NHA (National Healthcareer Association):



NHA learning materials is to assist students with actual verbiage, screening the NHA (National Healthcareer Association) has on their CCMA (Clinical Certified Medical Assistant) exam.

Recourse includes required study guides, assignments, quizzes, and practice tests, can be accessed through the NHA website. Students are required to create an account using their University of Providence email address and legal name (no nicknames or personal emails).

Access the NHA resources via the following link:

[https://certportal.nhanow.com/login?forward\\_url=%2Fprograms%2Fmaterials](https://certportal.nhanow.com/login?forward_url=%2Fprograms%2Fmaterials)

Quick QR Scan to the NHA Resources Page:



## EHR (Electronic Health Record) Learning Platforms-Citrix & Epic:



The University of Providence is proud to be the first higher education institution to offer Epic training to our students. This innovative approach provides our students with a competitive edge by ensuring they are fully prepared for the demands of the healthcare field.

### EHR Learning Platform: Citrix and Epic

Medical Assistant Students utilize Citrix and Epic as their EHR (Electronic Health Record) learning platform to perform critical tasks such as patient charting, documentation, ordering, and patient education. This platform is designed to simulate a real-world EHR environment, preparing students for practical experiences in their future careers.

### Important Requirements:

- **Student Information Form for EPIC EMR Usage:** All students must complete the required Student Information form promptly as part of the Orientation course. This form is crucial for setting up access to the Epic system. This form is provided to students during the mandatory orientation course.
- **Timeliness:** Delays in submitting this form will result in delayed access to Epic and any related graded learning assignments. Timely completion of each step is essential, as it contributes to the backend processes required for your access.

The MA Program Coordinator is responsible for setting up all MA students' Epic accounts. They also assist with any questions related to Epic and Citrix or redirect students to technical support if necessary. After initial access is granted, the MA Program Coordinator will provide additional steps to ensure full setup.

Students are required to monitor their emails daily until their accounts are fully set up, Citrix and Epic are downloaded successfully, and they can access learning course materials in the Epic platform.

Please refer to the Epic & Citrix Guide provided to students in their Orientation course. Epic and Citrix guides can also be requested at any point to the MA Program Coordinator. Please contact Jori Ciralli at [jori.ciralli@uprovidence.edu](mailto:jori.ciralli@uprovidence.edu) for a copy of the Epic & Citrix Guide or for any additional support.

## Verified Credentials



Verified Credentials is a vendor of the University of Providence Medical Assistant Program. This site is utilized by students to directly submit mandatory requirements for the Medical Assistant Certificate Program. Requirements include, background checks, drug screenings, immunizations, labs, and CPR/BLS certification. Students enrolled in the Exam-Prep Course or MAR-MAC Pathway Course are not required to set up a Verified Credentials account or fulfill the associated requirements.

### Registration with Verified Credentials

All students are required to register with Verified Credentials in the Medical Assistant Certificate Program.. Each student should have received a letter containing specific codes to use when registering to gain access to all required sections that include a background check, drug screening, immunizations, labs, and CPR/BLS Certification. This form is available in the Medical Assistant Orientation course. For a copy of this letter, please contact the MA Program Coordinator, Jori Ciralli, at [jori.ciralli@uprovidence.org](mailto:jori.ciralli@uprovidence.org).

### Background Checks

Students are required to undergo a background check as part of the Medical Assistant certificate program's admission process. The background check must show no criminal history or felonies. Any discrepancies will be reviewed by the Medical Assistant Program Coordinator and the Medical Assistant Program Director. Findings that reveal significant issues may result in dismissal from the Medical Assistant Program, with no option for reentry.

### Providence Employee/Caregiver Exception

Students that are a PHS (Providence Health Systems) employee/caregiver with a background check and drug screen completed through PHS with no break in their employment since their initial screening, they do not need to register for the Background Check and Drug Screen section of Verified Credentials. However, they are still required to apply the registration codes for the Additional Requirements section in Verified Credentials.

### Background Checks & Drug Screenings Providence Caregivers:

Students are to contact HireRight to request a copy of their background report and drug screen.

- Phone: 877-990-HIRE (4473)
- Email: [customerservice@hireright.com](mailto:customerservice@hireright.com)

Students need to provide the following information:

- State that they are a University of Providence Student.
- Indicate that the information is for the MA Program.

Note that reports are unavailable for Providence caregivers hired before 2010 or for Providence St. Joseph caregivers before 2019. If this applies to a student, they must pay for a background check and drug screen via Verified Credentials (refer to the Student Letter).

Once students receive their background check and drug screen report from HireRight, students are to email a copy to the MA Program Coordinator, Jori Ciralli, at [jori.ciralli@uprovidence.edu](mailto:jori.ciralli@uprovidence.edu), and provide the document password if required.

Important: In students' final course (Internship and Career Preparation), a repeat background check may be required at the discretion of their clinical site. If requested, students must:

- Enter the background check and drug screen registration codes in Verified Credentials.
- Pay the necessary fees.
- Follow the email instructions from Verified Credentials. Results will be automatically uploaded into Verified Credentials.

### Termination of Employment with Providence

If a student terminates their employment with Providence at any time while in the program, they must notify the MA Program Coordinator immediately. This may affect their practicum placement in XMA-195. To continue in the program, they must submit a new background check and drug screen within one week of notifying the MA Program Coordinator.

### Requirements for Non-PHS Employees or Dependents

All other students, including dependents of PHS employees and non-PHS employees (Benefis, Covenant Health, Kadlec), are required to complete the Additional Requirements, Background Check, and Drug Screen using the codes provided in the Student Letter through Verified Credentials.

### Drug Screenings

All Medical Assistant Students enrolled in the Certified Medical Assistant program are required to take a drug screening that does include Marijuana. Students that test positive for any substances could result form removal of the Medical Assistant program.

### Immunization Requirements

All students enrolled in the Certified Medical Assistant Program must meet the following immunization requirements before beginning their clinical placements. These immunizations are crucial to ensure the safety and health of both the students and the patients they will interact with.

### Hepatitis B

- Complete a 3-dose vaccine series AND
- Provide a Reactive (positive) Hepatitis B Surface Antibody Titer result.

### MMR (Measles, Mumps, Rubella)

- Complete a 2-dose vaccine series OR
- Provide a Reactive (positive) titer result.

### Varicella (Chickenpox)

- Complete a 2-dose vaccine series OR
- Provide a Reactive (positive) titer result.

### Tdap/TD (Tetanus, Diphtheria, Pertussis)

- Receive a booster vaccine every 10 years.

### Influenza

- Receive the influenza vaccine annually.

### TB (Tuberculosis)

- Provide a negative 2-step skin test result OR
- Provide a negative QuantiFERON Gold TB blood test result.

### COVID-19

- Complete a 2-dose vaccine series (Pfizer, Moderna) OR
- Complete a 1-dose vaccine series (Johnson & Johnson).
  - Note for Oregon Residents: Students residing in the state of Oregon are required to receive the COVID-19 vaccine. No caregiver or employer exemptions will be accepted during your role as an MA Student Extern during your internship.

### Vaccine / Immunization Documentation

All vaccines and immunizations received require documentation to be submitted and uploaded by the student into Verified Credentials. Documentation should reflect a similar format to the previous slide.

Vaccine/Immunization documentation must include the following:

- Student Name
- Date of Birth



- Ordering Provider or PCP and the name of the facility where the vaccine/immunization was given.
- Date of vaccine/immunization given and vaccine information (vaccine name, manufacturer name, LOT #, expiration date, site where the vaccine was given, and amount given)

PRESCRIPTIONS WILL NOT BE ACCEPTED if the vaccine/immunization was administered at the pharmacy.

### Vaccine Declination for Exemptions

If a student requires a vaccine declination for exemptions, there are two types of exemption forms available to complete:

#### *Medical Exemption*

The Medical Exemption form requires the following:

- Student information
- Vaccine name
- Doctor's contact information
- Reason for their medical exemption
- Doctor's signature (no signature stamps allowed) and date.



#### *Religious Exemption*

The Religious Exemption form requires the following:

- Student information
- Vaccine name
- Notary public's information, signature, and seal to authenticate validity.

If students require an exemption for a vaccination(s), students are to print out the applicable form, read, and complete it thoroughly. Once the form is completed, email it to the MA Program Coordinator, Jori Ciralli, at [jori.ciralli@uprovidence.edu](mailto:jori.ciralli@uprovidence.edu). Any incomplete document will be rejected and returned for completion and resubmission.

Forms are available in the medical assistant student orientation or can be requested at any time to the Medical Assistant Program Coordinator.

## CPR / Basic Life Support (BLS)

All students are required to obtain CPR/BLS certification for healthcare providers. The following organizations and course details are approved:

### *Organizations*

- Red Cross
- American Heart Association (AHA)
- RQI Healthcare Provider (hospital employees only)

### *Course: BLS for Healthcare Providers*

- Written Test
- In-person skills test
- Training aligns with AHA guidelines.
- High-quality CPR for adults, children, and infants
- AHA Chain of Survival and use of an AED
- Effective ventilations using a barrier device.
- Multi-rescuer resuscitation
- Foreign-body airway obstruction (choking) for adults and infants



## Compliance Deadlines

Failure to meet Verified Credentials requirements by the provided deadlines will result in non-compliance. Non-compliant students must meet with the Program Director to discuss their status in the program. It is strongly encouraged to begin working on these requirements immediately upon entering the Medical Assisting program to avoid delays.

## Consequences of Non-Compliance

Students who do not complete the requirements by the due date and have met with the Program Director may be asked to withdraw from the program, depending on the circumstances. They will be responsible for any unpaid tuition and fees. Students will not be permitted to restart the MA program until the Verified Credential process is complete. Re-entry will be with a new cohort at the next start date.



## Verified Credentials Contact Information

For questions regarding Verified Credentials requirements, please contact the MA Program Coordinator Jori Ciralli at [jori.ciralli@uprovidence.edu](mailto:jori.ciralli@uprovidence.edu).

Verified Credentials contact information is below for easy access to any technical support that include passwords, logins, uploading documents, and instructions for background checks and drug screening locations, or vouchers.

### Need Help?

**Have a question or need help** with your account? No problem, that's what we're here for! You can contact us by any of the following options:

**Call Us:**

952-985-7202 — Local  
800-938-6090 — Toll-Free

**Email Us:**

[clientservices@verifiedcredentials.com](mailto:clientservices@verifiedcredentials.com)

**Get Live Help Online:**

Talk to customer support

**Business Hours:**

M-F, 8 am-5 pm Central Time, excluding major Holidays



# Medical Assistant Course Overviews, Descriptions, & Outcomes

## Medical Assistant Certificate Courses Overview

COURSE NUMBER	TITLE	CREDITS
XMA 102	Anatomy, Physiology, and Pharmacology	3
XMA 101	Anatomy, Physiology, and Nutrition	3
XMA 120	Legal Ethics and Infection Prevention	3
XMA 160	Administrative Practice and Finance	3
XMA 195	Internship and Career Preparation	4

### First Semester Course 1 & 2 (Fall/Spring)

- XMA 102 Anatomy, Physiology and Pharmacology
- XMA 101 Anatomy, Physiology and Nutrition

### Second Semester Course 3& 4 (Spring/Summer)

- XMA 120 Healthcare Ethics, Legal Issues, & Infection Prevention
- XMA 160 Administrative Practices & Finance



### Third Semester Course 5 (Fall/Summer)

- XMA 195 Internship & Career Placement (160 clinical hours-unpaid)

The University of Providence Medical Assistant Certificate program is structured to be completed within 10 months. It begins with a mandatory face-to-face student orientation. Students then undertake all required coursework through a combination of online classes and in-person learning sessions. The program culminates with a 160-hour unpaid internship in a medical clinic or hospital, providing students with the opportunity to apply their newly acquired skills and knowledge in a real-world patient care environment.

### Course Structure

Students will complete five 8-week online courses, each complemented by mandatory onsite clinical skills labs, typically held twice per course. These labs are generally scheduled on Saturdays, though they may occasionally fall on Sundays due to holidays or instructor availability. Students must travel to attend these labs, which are held in Northridge, CA; Great Falls, MT; or Hillsboro, OR.

Additionally, students will complete a final 4–5-week practicum (40/32 hours per week for a total of 160 unpaid hours) in a clinic or hospital setting. This practicum is intended to apply and further develop clinical skills learned during the program and must occur in a different facility from their prior clinical training.

## Course Descriptions & Learning Outcomes

Each Course is designed to have a hybrid learning environment. Students will have a mix of online course learning materials, learning assignments and quizzes, and exams. Along with mandatory skills labs for each course. When students start their XMA-195, students will also add in 160 hours of unpaid on onsite practicum hours at an assigned clinical or hospital location.



The Medical Assistant Certificate Program starts each cohort with a mandatory Orientation that assist students with important information on what to expect the next 10 months.

### Medical Assistant Program Orientation

The Medical Assistant Program Orientation begins with an online learning platform, followed by a mandatory live event for further introduction and clarity. This orientation is designed to:

- **Clarify Expectations:** Provide students with a clear understanding of program expectations.
- **Resource Provision:** Offer resources and support to ensure academic success.
- **Gather Requirements:** Request and collect necessary program requirements.
- **Skills Lab Schedule:** Provide the schedule for mandatory skills labs.
- **Learning Styles:** Assist students in identifying and optimizing their learning styles.
- **Program Overview:** Give a comprehensive overview of the program and what students can expect in the coming months.

This orientation sets the foundation for success in the Medical Assistant program, ensuring that students are well-prepared, well-supported, and informed.

Before starting each course, students must review the “START HERE” module. This section provides essential information, including instructor details, an overview of the upcoming weeks, the course syllabus, and a mandatory course attestation that must be completed before Week One of each course. This section also includes important documents and additional resources for student success.

## XMA-102 - Anatomy, Physiology, and Pharmacology      3 Credits

### XMA-102 Course Description

This course is the first of two classes and provides the student with an introduction to Anatomy and Physiology of the human body, common disease processes, and medical terminology. The course also provides the student with information on basic clinical skills, and medical record documentation. Additional content included addresses the principles of pharmacology, including medications, immunizations, and safe medication practice for the medical assistant. This class also introduces the topic of food safety and technology. As a healthcare professional, it is important that the student understand how foodborne illness can affect the population, including those that are healthy, and those that have chronic illnesses. This also gives the student the opportunity to understand how to prevent food-borne illness. The student is also introduced to the foundations of complementary and alternative medicine. Through understanding and application of these concepts, the student will be able to apply this knowledge in their clinical practice setting.

### XMA-102 Student Learning Outcomes

Upon completion of the course, the learner will be able to

1. Demonstrate an understanding of the structure, function, and organization of the human body and its relationship in the disease process.
2. Identify basic medical terminology, abbreviations, symbols, and the importance of communicating with the medical team, and the patient, as part of providing safe care in the clinical setting.
3. Apply knowledge learned to clinical practice to include patient examination preparation, vital signs (heart rate, respiratory rate, blood pressure, temperature, height, and weight), and assisting the medical provider
4. Identify the components of a patient intake assessment, and documentation of such in the medical record.
5. Explain the principles of pharmacology, medication classification, dosage calculations, safe medication preparation, and administration.
6. Describe the seven pieces of information that a proper medication order includes.
7. Explain the eight parts of a prescription.
8. State the two main classes of medicines according to federal law.
9. Demonstrate an understanding of childhood and adult immunizations utilizing appropriate vaccine schedules, Vaccine Information Sheets (VIS), medical record documentation, and vaccine storage requirements.
10. Explain what foodborne illness is, and why it is so concerning.
11. Discuss strategies for preventing foodborne illness.
12. Explain the principles and practices of complementary and alternative medicine.

---

## XMA 101 - Anatomy, Physiology, and Nutrition      3 Credits

### XMA-101-Course Description

This course is the second of two classes and provides the student with a continuation to Anatomy & Physiology of the human body. This class includes the study of the structure and function of major

organ systems, common disease processes, and accompanying medical terminology. This class also integrates a nutritional component into each body system, further supporting student understanding on how nutrition not only contributes to good health, but how the human body relies on nutrients to optimally function. Unique nutrient needs of people in different stages of the life cycle, including pregnant and lactating women, infants, children, adolescents, adults, and the elderly are examined. Physiological changes and conditions that influence nutrient needs, factors that influence food choices and appropriate dietary recommendations, and recent research are discussed. This course also provides information on basic clinical skills. Through understanding and application of these concepts, the student will be able to apply this knowledge in their clinical practice setting.

### XMA-101-Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Demonstrate an understanding of the structure, function and organization of the human body and its relationship in the disease process.
2. Identify basic medical terminology, abbreviations, symbols, and the importance of communicating with the medical team, and the patient as part of providing safe care in the clinical setting.
3. Describe how vitamins, minerals, and nutrients contribute to proper function of every organ system.
4. Describe dietary nutrients including carbohydrates, fats, proteins, electrolytes, fiber and water.
5. Discuss the body's basal metabolic rate, and its importance in weight management.
6. Describe nutritional needs through the life cycle and, how acute or chronic illness may change those nutritional needs.
7. Discuss suggestions for a healthy lifestyle.
8. Describe the components of a healthy diet.
9. Discuss essential nutrients essential to key body functions.
10. Apply knowledge learned to clinical practice to include preparing the patient for a 12-Lead ECG, conducting a basic vision, and hearing test, and the ability to recognize a diabetic emergency.

---

## XMA 120 - Healthcare Ethics, Legal Issues, & Infection Prevention 3 Credits

### XMA-120-Course Description

This course provides the learner with a basic introduction to healthcare ethics, legal issues and infection prevention. The course will include legal, ethical, and moral considerations needed for the Medical Assistant to perform their role in a safe and competent manner. The learner will be able to explain and apply emergency planning, safety techniques, infection prevention measures including specimen collection and processing techniques.

### XMA-120-Student Learning Outcomes

Upon completion of the course, the learner will be able to

1. Describe ethical, moral, and legal implications of the Medical Assistant role within healthcare, including confidentiality and HIPAA.
2. Describe the difference between employer & personal liability insurance coverage.

3. Develop and compare personal and professional ethics, including cultural and social norms.
  4. Demonstrate an understanding of risk management procedures.
  5. Define and describe laws and regulations in relationship to the Medical Assistant Scope of Practice.
  6. Define Meaningful Use Regulations and compliance requirements.
  7. Define and demonstrate compliance with the Code of Ethics for the Medical Assistant.
  8. Describe procedures which can and cannot be delegated to the Medical Assistant.
  9. Explain the key elements of emergency planning and safety techniques.
  10. Summarize and apply best practices related to asepsis and infection control.
  11. Demonstrate proper specimen collection and processing techniques.
  12. Complete training related to the treatment and prevention of HIV.
- 

### XMA 160 - Administrative Practice & Finance      3 Credits

#### XMA-160-Course Description

This course provides a comprehensive understanding of administrative practices, business etiquette, and finance for today's Medical Assistant. Key topics that are discussed and applied include administrative responsibilities, the psychology of human interaction, effective communication, financial considerations, and challenges in the medical office setting.

#### XMA-160-Student Learning Outcomes

Upon completion of the course, the learner will be able to

1. Understand basic psychology of human behavior that includes defense mechanisms, human growth and development, and death and dying stages.
  2. Demonstrate cultural awareness through application of knowledge.
  3. Demonstrate professional oral and written communication.
  4. Describe managed care, Third Party Liability verification and financial practices, including cash collection.
  5. Define basic diagnostic coding practices and the referral process.
  6. Explain what it means to work as a member of a professional team, including the protection of patient information, HIPAA, and privacy practices.
  7. Apply knowledge regarding appointment management systems, records management, and document appropriately in the Electronic Medical Record.
- 

### XMA 195 - Internship and Career Preparation      4 Credits

#### XMA-195-Course Description

The course provides the student with hands-on training in a practice setting based on the cumulative learnings from the previous four Medical Assistant courses.

In this course, you are required to successfully complete 160 hours of unpaid clinical practicum in an ambulatory clinic setting. This time will simulate a job interview for you and the clinic, treat it as such. Any unprofessional behavior, HIPAA, or medical violation will not be tolerated. You are expected to communicate with your instructor as you would your boss, if you will be late or absent, timely communication is a must. You will also be expected to turn in all required documents in a timely

manner. Failure to communicate, turn in documents or act in a professional manner will result in you being pulled from your practicum site and failing the program. Any absence that is not approved by the instructor in advance will be considered an unexcused absence, more than one unexcused absence will result in failure of the practicum and course. In addition to the unpaid practicum, you will still be required to participate in all online learning activities throughout the 8 weeks.

### XMA-195-Student Learning Outcomes

Upon completion of this course, the learner will be able to

1. Apply skills learned throughout this program in an unpaid precepted clinical practice setting to include navigation of electronic health records (EHR), gather and process documents, using basic computer skills.
2. Develop and demonstrate professional skills needed for a career as a Medical Assistant.
3. Demonstrate readiness for the medical assistant certification exam.
4. Verbalize understanding of the meaning on continuing education and process of acquiring and maintaining ongoing continuing education.

Students are expected to attend at their clinical externship's/practicum's placement sites between 32-40 hours per week for 4-5 weeks, totaling 160 hours. Students' schedules are dependent upon individual extern site expectations and set up in advance by the MA Program Coordinator. Clinical site hours are not allowed to be changed unless it is done by the MA Program Coordinator.

The student may be required to travel out of town for their clinical externship/practicum. Transportation to and from the clinical site is the responsibility of the student. Schedules will be made available to the student before the start of the clinical rotation. The student will complete clinical attendance documents as directed for each clinical date.

Arriving late, returning from breaks or lunch late, leaving before the end of the schedule time without permission will be grounds for disciplinary action including dismissal from the Medical Assistant Program.

If the student is unable to attend the clinical rotation or will need to leave early or arrive late, the student is required to notify the clinical site and the instructor no less than one hour before the missed clinical rotation. Lack of notification will result in an unexcused absence; 1 unexcused absence is approved by the university and a written warning will be given. In the event of a second, unexcused clinical absence will result in a meeting with the Medical Assistant Program Director, which may result in the student's withdrawal from the Medical Assistant Program.

Any Student asked to be removed or place any patients in danger onsite at their practicum location will be immediately removed from the Clinical site location and be immediately dismissed from the Medical Assisting Program with no possibility of reentry into the program. Student will automatically fail XMA-195 and result in failure of the Medical Assistant Program.



## Online Instructor & Course Evaluations



### **Online Instructor & Course Evaluations**

Students are strongly encouraged to complete the Online Instructor & Course Evaluations at the end of each course. These evaluations are available during the final week (week eight) of each course and provide essential feedback that helps enhance course quality, instructor effectiveness, and overall student experience. Your honest and constructive feedback is highly valued and appreciated, as it plays a crucial role in improving the program.

---

### **Expectations**

This section clarifies the standards students are expected to meet when completing course evaluations and engaging in program activities. Students should provide honest, respectful, and constructive feedback. Timely completion of evaluations is expected as a part of the program's commitment to ongoing improvement.

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### **Professionalism**

As part of your professional development, providing feedback is an essential responsibility. Students should approach evaluations with the same professionalism they would bring to any clinical or administrative setting. Feedback should be specific, constructive, and respectful to maintain a professional learning environment.

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### **Timeline**

Evaluations for each course open in week eight and should be completed promptly before the course closes.

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### **Follow-Up by Program Director**

The Program Director and relevant faculty review all evaluation feedback to assess program strengths and areas for improvement. Based on student input, changes may be implemented in future courses to enhance learning experiences. Students are encouraged to reach out to the Program Director if they have additional feedback or specific concerns.

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## Final Grades & Program Completion

Final grades for each course can be obtained by the students one week after the last day of the semester. Grading timeline for each course will follow the University's grading schedule. Please contact the Registrar's Office for additional information.

### Course Grade Requirement:

Students are required to achieve a final course grade of 75% or higher to progress forward in the program.

### Program Completion Requirements for CCMA Certification

In the final course (XMA-195), students are eligible to sit for the NHA CCMA (Certified Clinical Medical Assistant) exam. Passing this exam is a requirement for students who aim to receive their certification in Clinical Medical Assisting, which is often a crucial credential when seeking employment. Additionally, students must complete the core course requirements for XMA-102, XMA-101, XMA-160, and XMA-195 to qualify for the University's Certificate of Course Completion.

After finishing XMA-195, students will receive their digital course completion certificate within two weeks after final grades are posted. A hard copy will be mailed to the address listed in ArgoExpress. It's required for students to keep this address current.



Students that have any AR holds on their accounts will need to be settled with student accounts before the release of any program completion certificates are to be sent. Certificates will be held until approved by Student Accounts and the Registrars office.

Students are responsible for researching and fulfilling the licensing requirements for the state where they plan to work as a CCMA. Since each state has its specific guidelines for certification and licensing in medical assisting, Students will need to research **Montana**, **California**, and **Oregon** licensure requirements:

**Montana:** The Montana Board of Medical Examiners oversees medical assistant regulations. You can find relevant information here:

- <https://boards.bsd.dli.mt.gov/medical-examiners/>

**Oregon:** The Oregon Health Authority provides details about certifications and licensure for medical assistants, along with additional healthcare licensing information:

- <https://www.oregon.gov/oha>

**California:** For California's requirements and regulations for medical assistants, visit the Medical Board of California's site:

- <https://www.mbc.ca.gov/>

# Medical Assistant Course Registration

## Course Registration

Prior to registration, set up an appointment with your faculty advisor, review your degree progress, plan your future schedule and set a reminder when registration opens.

1. Click the Green Login button in the upper right hand corner.

Use ArgoMail/Office 365 Credentials:  
UP Email Address UP  
Email Password

Login

**TIP:** Logging into your ArgoMail/Office 365 account in another tab should log you in automatically.

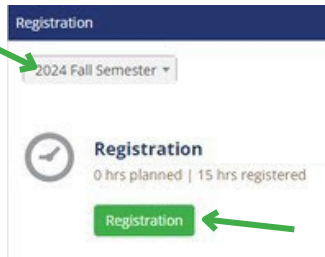
2. Click the Student Tab

Home Student Academics Advising

**TIP:** Feel free to explore each tab and link to familiarize yourself with what is available in MyArgoExpress.

3. Select registration term.

4. Click Registration and see what approval is needed.



Registration

2024 Fall Semester

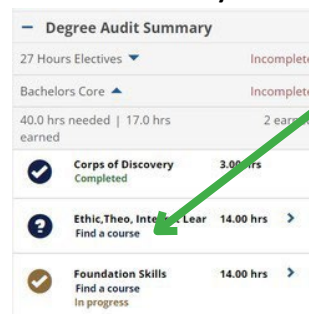
Registration

0 hrs planned | 15 hrs registered

Registration

5. Click Register

6. Expand Degree Audit Summary

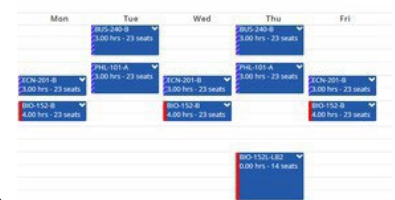


Degree Audit Summary		
27 Hours Electives	Incomplete	
Bachelors Core	Incomplete	
40.0 hrs needed   17.0 hrs earned	2 earned	
✓ Corps of Discovery Completed	3.00 hrs	
? Ethic,Theo, Inter Lear	14.00 hrs	>
✓ Foundation Skills Find a course	14.00 hrs	>

7. Click Find a Course



8. Click the thumbs up to add the course to your planning calendar.



Mon	Tue	Wed	Thu	Fri
	9:00-2:00-B 3.00 hrs - 23 seats		9:00-2:00-B 3.00 hrs - 23 seats	
11:00-1:00-A 3.00 hrs - 23 seats	11:00-1:00-A 3.00 hrs - 23 seats	11:00-1:00-A 3.00 hrs - 23 seats	11:00-1:00-A 3.00 hrs - 23 seats	11:00-1:00-A 3.00 hrs - 23 seats
1:00-4:00-B 4.00 hrs - 23 seats	1:00-4:00-B 4.00 hrs - 23 seats	1:00-4:00-B 4.00 hrs - 23 seats	1:00-4:00-B 4.00 hrs - 23 seats	1:00-4:00-B 4.00 hrs - 23 seats
			1:00-4:00-B 4.00 hrs - 23 seats	

9. Click Registration Checkout
10. Checkmark all courses and click Register

### Registration Checkout

Available to Register

ENG-117-A - WRITING ESSAYS  
Mon, Wed, Fri 9:00-9:50 AM  
Full Term: 01/13/25 - 05/02/25  
17 seats remaining  
Repeat course issue

(3.00 hrs)

Contact

Register

**IMPORTANT:** Your registration will show as **Awaiting Approval** until your Faculty Advisor has approved your schedule. Be on the lookout for recommended schedule changes from your advisor.

Initial check out will reserve your seat in the class until approval has been given.

?QUESTION?

[registrar@uprovidence.edu](mailto:registrar@uprovidence.edu)

## Top 8 Benefits of Using Myargoexpress

### 8 WHAT'S FOR LUNCH?

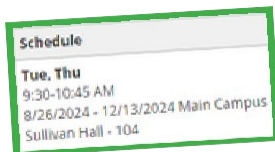
Find the Table of the King Menu for breakfast, lunch, and dinner in the quick links. The menu is updated each week!

### 7 Campus Calendar & Announcements

Stay up-to-date with what is happening on campus and the academic calendar. Important campus announcements will be displayed.

### 6 Access student resources

Find academic forms, ASC, Apply for TRIO, access Moodle, schedule a tutoring appointment and more!

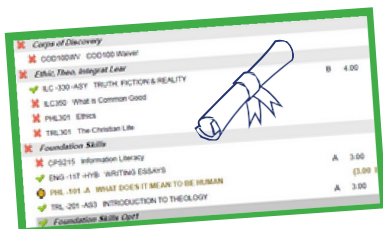


### 5 view your class schedule

View the days, times, rooms, and instructors for your classes.

### 4 Find your advisor(s)

See who your faculty advisor and Academic Success Counselor are. Send an email with a click of a button.



### 3 See your Degree progress

DegreeWorks has been replaced by MyArgoExpress. You can still see your degree audit with a click of a button.

2

Pay your bill  
& get Financial  
Aid

See your detailed tuition and fees, pay your bill, set up a payment plan and access the Argo Aid Station.



1

Register  
for  
Classes!

MyArgoExpress will allow you to register for courses each semester. Keep an eye out for announcements when registrations open up for future terms.

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# Medical Assistant Clinical Skills Labs

## Medical Assistant Clinical Skills Labs



Students are required to attend all Clinical Skills Lab sessions on the specified dates outlined in each course syllabus. As part of the clinical education for medical assistants, each student must familiarize themselves with the clinical procedures for which they will demonstrate competency.

A competency involves a step-by-step process that students must complete before providing patient care. Mastering the procedure and successfully completing the Competency Evaluation ensures that students have the knowledge and skills to perform the task safely and up to the expected standards of patient care.

Students are expected to bring their printed competency checklists for all assigned competencies to each Clinical Skills Lab session. Competency checklist is provided to Students in the “Start Here” in XMA-102. Failure to bring the checklist will result in an automatic 5% deduction from the score for each competency.

During the Clinical Skills Lab sessions, instructors will provide an overview of the assigned competencies and demonstrate them. Each student will practice the skills, ask questions, and seek assistance from instructors as needed. Subsequently, each student must demonstrate the competency to the instructor. Students have up to five attempts to successfully demonstrate each skill. If unsuccessful after five attempts, students must arrange a review session with the instructor to demonstrate competency.

Successful completion of all required competencies and achieving a passing score of 75% in the competency section of the course is mandatory to progress in the program.

Each MA cohort is required to attend 11 mandatory skills labs. Optional skills labs may become mandatory based on various factors, such as the need for additional skills practice, instructor illness, or excused absences from a mandatory skills lab. Students can request additional skills lab sessions with their instructors, but this request must be made at least 2 weeks before the scheduled date of the optional skills lab.



### Clinical Skills Lab Attendance Requirements & Attire

Students are required to attend all Clinical Skills Lab sessions. In case of illness, students must submit a physician's note within 48 hours of missing a Skills Lab to their skills lab instructor. Failure to provide a note within this timeframe will result in an unexcused absence with no makeup session offered. Failure to notify instructor in advance of an absence will also result in an unexcused absence. This will result in course failure with the possibility of failure of the medical assistant program.



Students arriving more than 15 minutes late to a Skills Lab will receive a warning and must make up the missed skills during the current session. Repeat late arrivals without prior instructor notification may lead to an instructor recommendation for course withdrawal, affecting program completion. Failure to communicate with the instructor regarding missed skills labs, makeup dates, or assignments will affect the student's course grade and may result in failure of the course. The student is responsible for communicating and coordinating all makeup sessions.

Pre-approved absences (such as illness, family bereavement, or inclement weather) require students to make up missed Skills Labs. Instructors' approval and arrangement of makeup sessions are mandatory.

If a student misses more than one Skills Lab per course whether excused or unexcused, the Medical Assistant Program Director will review the student's progress. Based on this review, the Medical Assistant Program Director will determine if the student is eligible to continue in the course, considering the program/course time constraints. This evaluation ensures that all students meet the necessary requirements and maintain the high standards expected in the Medical Assistant program and courses.

Makeup skills lab session dates are chosen and approved by the skills lab instructors. Students that refuse makeup dates can receive a failing grade for the missed skills lab session and possible failure of the course. Makeup sessions are not guaranteed and are based on skills lab instructor availability.

Students are required to wear navy-blue scrubs with black waterproof closed-toe shoes (athletic shoes are not permitted) at all Clinical Skills Labs. University of Providence ID cards, lanyards, and uniform patches must be worn at all times while on site.

### Skills Lab Preparation and Participation Requirements

Students are responsible for completing all assigned reading prior to each Clinical Skills Lab and must be familiar with the procedures outlined in the course syllabus. During each session, students will perform all listed procedures and demonstrate proficiency as required.

Students must bring their own Competency Evaluation Forms and Master Competency Checklist to every Clinical Skills Lab session. Students are responsible to ensuring Master Competencies are checked off by clinical skills lab instructor. If student misses a signature from an instructor after leaving clinical skills lab, student is required to complete the skill(s) again before sign-off from Instructor. Failure brings competency checklist to clinical skills lab result in an automatic 5% deduction per missing competency.

### Schedule and Communication:

- **Schedule Distribution:** Clinical Skills Lab schedules are provided to all Medical Assisting students during their mandatory orientation course and each course syllabus. If a student needs to request a copy of their schedule, they may contact the MA Program Coordinator.
- **Personal Responsibility:** Students are responsible for maintaining their own personal schedules for Clinical Skills Labs. This includes arranging their own transportation, which may involve traveling long distances, taking time off work, and childcare.
- **Schedule Changes:** Clinical Skills Lab schedules are subject to change. Possible reasons for changes include, but are not limited to, instructor illness, emergencies, weather conditions, natural disasters, or other urgent situations.
- **Notification of Changes:** Skills lab instructors are required to notify students of any schedule changes as soon as possible. Notification will be made via email and/or phone communication. Students must check their student email the night before each scheduled lab to ensure they are aware of any changes.

### Attendance and Preparedness:

- **Email Requirement:** It is mandatory for students to check their UP email at least three times per week, and specifically the night before a scheduled lab, to stay informed of any updates or changes. Failure to do so does not excuse absence or tardiness due to unawareness of schedule changes.
- **Transportation:** Students must arrange reliable transportation to and from Clinical Skills Lab locations. The responsibility for timely attendance lies with the student, regardless of travel distance.

### Communication Protocol:

- **Instructor Communication:** Instructors will communicate any schedule changes via email and/or phone communication. It is crucial that students respond promptly to these communications to confirm receipt and understanding of any changes.
- **Student Responsibility:** Students must check their email regularly and respond to any communications from instructors or program coordinator regarding schedule changes or other important information. Ignorance of communications will not be accepted as an excuse for missing or being late to labs.

### Compliance:

- **Adherence to Schedule:** Students must adhere to the Clinical Skills Lab schedule as provided and updated by the instructors. Failure to attend labs as scheduled may result in academic penalties, including failing the lab component, which could lead to failing the course and potential withdrawal from the program.
- **Proactive Communication:** If a student foresees any issues with attending a scheduled lab, they must communicate with their clinical skills instructor as soon as possible to discuss potential solutions or accommodations. In case of illness, students must submit a physician's note within 48 hours of missing a Skills Lab to their skills lab instructor. Failure to provide a note within this timeframe will result in an unexcused absence with no makeup session

offered. Failure to notify faculty in advance of an absence will also result in an unexcused absence and course failure and medical assisting program.

## Clinical Skills Lab Agendas

### Agenda Review and Responsibility:

- **Agenda Availability:** Each Clinical Skills Lab has a specific agenda outlining the skills and topics to be covered. These agendas are available in the Moodle course modules, which list the Clinical Skills Lab dates.
- **Student Responsibility:** Students are responsible for reviewing the agenda prior to attending each Clinical Skills Lab. Familiarity with the agenda is essential for effective participation and preparation.



### Agenda Changes and Updates:

- **Subject to Change:** Agendas are subject to change at any time based on instructor activities, student needs, additional learning materials, or other necessary adjustments.
- **Notification of Changes:** Instructors will provide students with an updated agenda prior to the start of the Clinical Skills Lab. This update can be communicated up to the morning of the lab if necessary. It is the student's responsibility to check for these updates and be aware of any changes.

### Learning Outcomes and Master Competency Checklist:

- **Alignment with Learning Outcomes:** Clinical Skills Lab agendas are designed to align with the learning outcomes listed in the course materials. Each lab session aims to reinforce and build upon these outcomes.
- **Competency Checklist:** Students are required to complete and have signed off on their Master Competency Checklist during each Clinical Skills Lab. This checklist tracks the completion and mastery of required skills.

### Compliance and Preparedness:

- **Mandatory Review:** Students must review the agenda before attending each lab session. Failure to do so may result in unpreparedness, which can impact the student's performance and competency assessments and grading.
- **Proactive Engagement:** Students should proactively engage with the materials and be ready to participate fully in all scheduled activities. This includes bringing necessary equipment and supplies as indicated in the agenda.

### Accountability:

- **Documentation:** Instructors will document any changes to the agenda and communicate these changes clearly to all students. Students must acknowledge receipt and understanding of these changes.
- **Performance Evaluation:** Student performance in the Clinical Skills Lab will be evaluated based on their preparation, participation, and completion of the Master Competency Checklist. Non-compliance with agenda requirements may result in academic consequences, including failure of the lab component.

## Skills Lab Grading

Successful completion of all required competencies with a passing score of 75% in the competency section is necessary to progress in the program. The Clinical Skills Lab section contributes 25% to the overall course grade.

### Grading Matrix for Lab (consists of 5 categories):

#### Attendance & Punctuality (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student arrived on time to lab
- Competent=20 Points: Student arrived 5 minutes late to lab
- Nearing Competent=15 points: Student arrived 10 minutes late to lab
- Needs Improvement= 10 Points: Student arrived 15 minutes late to lab
- Poor=5 points: Student arrived 20 minutes late to lab
- Unexcused Absence=0 Pointes: Student arrived at lab later than 20 minutes or had an unexcused absence from lab



#### Professionalism (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student consistently demonstrated exceptional professionalism in attire behavior, positively engaged in the skills lab environment
- Competent=20 Points: Student demonstrated professionalism most of the time in skills lab, with noticeable occasional lapses.
- Nearing Competent=15 Points: Student demonstrated a mix of professional and unprofessional behavior consistently in skills lab.
- Needs Improvement= 10 Points: Student demonstrated a mix of professional and unprofessional behavior consistently.
- Poor=5 points: Student displayed consistent unprofessional behavior or attire throughout the skills lab.
- Unexcused Absence=0 Pointes: Student arrived at lab later than 20 minutes or had an unexcused absence from lab

#### Preparedness (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student arrived fully prepared with all required materials and demonstrates a thorough understanding of the subject matter during skills lab.
- Competent=20 Points: Student arrived at skills lab with required materials, but occasionally lack thorough preparation or understanding.
- Nearing Competent=15: Student arrived at skills lab unprepared or lacks necessary materials, impacting participation and engagement.

- Needs Improvement= 10 Points: Student often lacked required materials and demonstrating little understanding of the subject matter
- Poor=5 points: Student arrived at skills lab without required materials and did not demonstrate understanding of the subject matter.
- Unexcused Absence=0 Points: Student had an unexcused absence from lab

#### Participation & Engagement (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student consistently contributed meaningfully to skills lab discussions, activities, and group work, demonstrating enthusiasm and initiative in learning on time to lab.
- Competent=20 Points: Student generally participated in lab discussions and activities but may require occasional prompting to contribute or engage fully.
- Rarely or never participates in class discussions or activities, demonstrating a lack of interest or engagement in the learning experience and activities, with periods of engagement interspersed with disengagement.
- Needs Improvement= 10 Points: Student participated minimally in skills lab discussions and activities, showing little enthusiasm or engagement in the learning process.
- Poor=5 points: Student rarely or never participates in class discussions or activities, demonstrating a lack of interest or engagement in the learning experience.
- Unexcused Absence=0 Points: Student had an unexcused absence from lab

#### Employability Evaluation (Total: 25 points)

- Exemplary (10 points): Student consistently demonstrates professionalism in demeanor, attire, and interactions. Shows respect for peers, instructors, and workplace norms.
- Competent (8 points): Student generally displays professionalism but may occasionally lack consistency in demeanor or attire. Interacts respectfully with peers and instructors.
- Nearing Competent (6 points): Student inconsistently demonstrates professionalism, with occasional lapses in demeanor or attire. Interactions with peers and instructors may lack consistency.
- Needs Improvement (4 points): Student demonstrates limited professionalism, with frequent lapses in demeanor or attire. Interactions with peers and instructors may be disrespectful or inappropriate.
- Poor (2 points): Student rarely displays professionalism, with consistent lapses in demeanor or attire. Interactions with peers and instructors are often disrespectful or inappropriate.
- Unexcused Absence (0 points): Student consistently fails to demonstrate professionalism, with blatant disregard for demeanor, attire, and interactions.

## Skills Lab Instructor Evaluations



### Online Instructor & Course Evaluations

Students are strongly encouraged to complete the Skills Lab Instructor Evaluations at the end of each course. These evaluations are available at the end of each skills lab. These evaluations provide essential feedback that helps enhance course quality, instructor effectiveness, and overall student experience. Your honest and constructive feedback is highly valued and appreciated, as it plays a crucial role in improving the program.

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### Expectations

This section clarifies the standards students are expected to meet when completing skills lab evaluations and engaging in skills lab activities. Students should provide honest, respectful, and constructive feedback. Timely completion of evaluations is expected as a part of the program's commitment to ongoing improvement.

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### Professionalism

As part of your professional development, providing feedback is an essential responsibility. Students should approach evaluations with the same professionalism they would bring to any clinical or administrative setting. Feedback should be specific, constructive, and respectful to maintain a professional learning environment.

---

### Timeline

Evaluations for each course open at the end of each skills lab and should be completed promptly before after attendance.

---

### Follow-Up by Program Director

The Program Director and relevant faculty review all evaluation feedback to assess program strengths and areas for improvement. Based on student input, changes may be implemented in future courses to enhance learning experiences. Students are encouraged to reach out to the Program Director if they have additional feedback or specific concerns.



## Master Competency Evaluations



Master competency is a mandatory component of the Medical Assisting Program. These competencies guide students and instructors in mastering clinical lab skills. The following standards must be adhered to:

1. **Student Responsibility:**
  - Students are solely responsible for completing master competency evaluations.
  - Students must maintain a current master competency checklist, signed by skills lab instructors.
2. **Documentation and Checklist Maintenance:**
  - If a checklist is lost, misplaced, or damaged, students may need to redo the competency if the skills lab instructor cannot verify completion.
  - This could result in failure of the course.
3. **Submission of Competency:**
  - Completed master competencies must be submitted as part of the course assignment.
  - Failure to submit completed master competencies will result in failure of the course and the Medical Assistant Program.
4. **Integrity and Honesty:**
  - Any student caught forging signatures or being dishonest about competency completion will be immediately removed from the Medical Assistant Program. The student will fail their current course and the program without a chance of reentry.
5. **Timeliness and Communication:**
  - Students must ensure all signatures are completed by the time master competencies are due.
  - Failure to obtain required signatures may result in course and program failure.
  - Students must communicate with instructors if they are behind on competencies or require additional instruction.
6. **Instructor Verification:**
  - Instructors will not sign off on master competencies until students have met the competency standards for each skill.
  - If students believe they have mastered a skill, but an instructor refuses to sign off, or if they feel they are not being adequately instructed, it is the student's responsibility to contact the program Director with proper documentation of the encounters.

7. Director Involvement:

- The program Director will review documentation and conduct an investigation if there are disputes regarding the completion of competencies.
- The Medical Assistant Program Director will oversee the investigation and resolve any issues regarding mastery of skills.

8. Final Evaluation

- Students must demonstrate each procedure step listed on the competency form at a mastery level.
- Answer questions from the instructor to satisfactorily.
- Be signed off on skills at a mastery level by the instructor.
- Students cannot view competency form during final evaluation only before and after



# Medical Assistant Practicums

## Medical Assistant Practicums

Practicums are designed to provide students with real-life, hands-on experience to master the skills taught during the Medical Assistant Program. Students are required to complete 160 hours of unpaid practicum during the final course, XMA-195. The practicum placement and schedule will be arranged by the MA Program Coordinator.

### Practicum Oversight:

The MA Program Coordinator will maintain continuous oversight of student clinical practicums, conducting regular follow-ups with students, preceptors, and practicum site managers throughout the duration of the students' practicum experiences.

### Practicums Schedules:

Practicum schedule will be provided to students no later than the first 3 weeks of starting XMA-102 by the MA program Coordinator. Students are required to watch emails for the schedule and any request for a copy of the schedule will be directed to the MA Program Coordinator.

### Practicum Requirements and Standards:

#### 1. Practicum Placement and Partnership:

- The Medical Assistant Certificate Program partners with healthcare organizations for practicum placements.
- Practicum placements are assigned based on the address provided in the student profiles. Students are responsible for maintaining updated profiles with current contact information and address.
- Students may need to travel to practicum locations different from their residential address and are responsible for making their own travel arrangements, childcare, and managing time off work or any
  - Students are not permitted to complete their practicums at their current place of employment specific to their specialty or site location. Students will be located to a different site if at the same hospital or clinical location.
  - Students who refuse placement will not be granted another practicum location and will result in failure of the course or medical assistant program.

#### 2. Professionalism and Conduct:

- Students must adhere to HIPAA guidelines, workplace professionalism, communication standards, and the code of conduct at all times.
- Professionalism is expected in interactions with clinical managers, supervisors, preceptors, site staff, visitors, and patients.

#### 3. Consequences for Unprofessional Behavior:

- Removal from the practicum site.
- Failure of the course.
- Dismissal from the Medical Assistant Program without the possibility of reentry.

#### 4. Clinical Setting Safety:

- **Compliance with Policies:** Students must adhere to the safety policies and procedures established by the practicum site.
- **Professional Conduct:** Demonstrate professionalism by respecting patient privacy, maintaining a clean work environment, and following safety guidelines.
- **Emergency Preparedness:** Students are to Familiarize themselves with emergency procedures, including evacuation plans and handling medical emergencies.
- **Safety Practices:** Follow all safety practices related to patient care, such as proper body



mechanics, safe handling of patients, and correct use of equipment.

#### 5. Patient Safety:

- **Patient Identification:** Always verify patient identity using at least two identifiers before administering care.
- **Medication Safety:** Double-check medications before administration, follow the five rights (right patient, right medication, right dose, right route, right time), and report any discrepancies immediately.
- **Infection Control:** Adhere to standard precautions and use personal protective equipment (PPE) as required to prevent the spread of infections.
- **Reporting Incidents:** Report any patient safety incidents or near-misses to the practicum site supervisor and MA Program Coordinator immediately.
- **Fall Prevention:** Follow protocols to prevent patient falls, including proper bed positioning, use of side rails, and patient education.

#### 6. Integrity and Honesty:

- Any student caught forging signatures or being dishonest about competency completion will be immediately removed from the Medical Assistant Program. The student will fail their current course, and the program without a chance of reentry.

#### 7. Consequences for Patient Safety Concerns:

- Removal from the practicum site.
- Failure of the course.
- Dismissal from the Medical Assistant Program without the possibility of reentry.

#### 8. Practicum Attendance:

- Students must attend all practicum dates and hours as scheduled by the MA Program Coordinator.
- **Sick Leave:** If calling out sick, students must submit a physician's note within 48 hours. Failure to submit the note within 48 hours will result in an unexcused absence.
- **Notification of Absence:** Failure to notify the faculty in advance of an absence will result in an unexcused absence. Any unexcused absence will result in failure of the course and Medical Assistant Program.
- **Pre-approved Absences:** Students with pre-approved absences must make up practicum hours during Clinical Practicum Week 5.
- **Punctuality:** Students must be on time for practicums. No excused lateness without a doctor's note, which must also be submitted within 48 hours. Any unexcused lateness will result in failure of the course and Medical Assistant Program.

#### 9. Makeup Hours:

- Makeup dates for missed practicum hours are determined by practicum site staff.
- Makeup hours before the completion of the XMA-195 course and program are not guaranteed.
- The MA Program Coordinator will attempt to place students at another location for makeup hours if needed. However, this placement is not guaranteed.
- If makeup hours cannot be scheduled due to unforeseen circumstances, the student may fail the course and program. The Program Director will review the situation directly.

#### 10. Uniform Requirements:

- Students must wear navy-blue scrubs with black waterproof closed-toe shoes (athletic shoes are not permitted) at all practicum sites.
- University of Providence ID cards, lanyards, and uniform patches must be worn at all times while on site.

#### 11. Completion of Practicum Hours:

- Students must complete 160 practicum hours in a clinical or hospital setting. Failure to complete these hours will result in failure of the course and program.
- Practicum hours must be completed at a clinic or hospital other than the student's current department of employment to ensure a diverse and comprehensive learning experience.

If a student misses more than one day at their practicum whether excused or unexcused, the Medical Assistant Program Director will review the student's progress. Based on this review, the Medical Assistant Program Director will determine if the student is eligible to continue in the course, considering the program/course time constraints. This evaluation ensures that all students meet the

necessary requirements and maintain the high standards expected in the Medical Assistant program and courses.

## Preceptor Documents

Students are solely responsible for ensuring that all required documents are provided to their preceptors and that these documents are accurately completed and submitted on time. This responsibility includes maintaining accurate records and signatures.

## Preceptors

Preceptors play a crucial role in mentoring and guiding medical assistant students throughout their educational journey. Preceptors facilitates the students' continuous improvement in patient care delivery, ensuring quality outcomes through evidence-based practices.



## Preceptor Expectations

1. Preceptors are responsible for creating an environment conducive to learning by providing:
  - Clinical instruction and supervision.
  - Evaluation of student progress.
  - Professional, respectful, and timely communication with students and faculty.
2. Benefits of serving as a preceptor include:
  - Satisfaction from sharing knowledge.
  - Professional role development.
  - Input into program and curriculum.
  - Renewal and enrichment.
3. Preceptor Qualifications
  - Must be a Certified Medical Assistant or hold higher credentials in the state where they precept students.
  - Must be employed by Providence Health Services or a partner organization.
4. Preceptor Grading and Feedback
  - Preceptors will provide ongoing formative feedback and summative feedback via an electronic survey each semester.
  - Feedback is based on the course grading rubric. Faculty will review this feedback, but they will make the final decision on the student's grade.



## Responsibilities of the Student:

Students will receive a preceptor folder in the XMA-195 “Start Here” module. It is essential that students review, print, and thoroughly understand the contents of this folder. They must ensure that all documents are provided to their preceptors as required.

1. Provision of Documents:
  - Students must ensure that preceptors receive all necessary documents required for completion. This includes competency checklists, evaluation forms, and any other relevant paperwork.
2. Accuracy and Maintenance:
  - Students are responsible for maintaining accurate records and obtaining all necessary signatures from their preceptors.
  - Students must verify that all documents are completed accurately and legibly.
3. Timely Submission:
  - All documents must be submitted on time as specified by the program guidelines. Late submissions can result in academic penalties, including failure of the course and dismissal from the program.

Failure of turning in any completion of require preceptor documents can result in the failure of the course and medical assisting program.

### Additional Requirements:

- **Concurrent Responsibilities:** During practicums, students are still required to complete all online coursework and attend mandatory skills labs according to the schedule and maintain a passing grade of the course of 75% or higher.

Any Student asked to be removed or place any patients in danger onsite at their practicum location will be immediately removed from the Clinical site location and be immediately dismissed from the Medical Assisting Program with no possibility of reentry into the program. Student will automatically fail XMA-195 and result in failure of the Medical Assistant Program.

### Addressing Difficulties with Preceptors or Clinical Practicum Sites

If students encounter any difficulties or issues with their preceptors or clinical practicum sites, it is crucial to address these concerns promptly and appropriately to ensure a productive and supportive learning environment. The following steps outline the process for resolving such issues:

1. **Initial Communication with the Preceptor:**
  - If comfortable, students should first attempt to resolve the issue directly with their preceptor. Open, respectful communication can often resolve misunderstandings or minor issues.
2. **Documentation:**
  - Students should document the nature of the issue, including dates, times, and specific incidents. Detailed documentation will provide clarity and support if further action is needed.
3. **Contact the MA Program Coordinator:**
  - If the issue is not resolved through direct communication with the preceptor, students should contact the MA Program Coordinator as soon as possible.
  - Provide the MA Program Coordinator with the documented details of the issue. This will help in understanding the context and addressing the concern effectively.
  - The MA Program Coordinator will review the documentation and discuss the issue with the student to determine the best course of action.
4. **Coordinator Intervention:**
  - The MA Program Coordinator may mediate a discussion between the student and the preceptor to address and resolve the issue.
  - If necessary, the MA Program Coordinator may visit the practicum site to observe and assess the situation.
5. **Escalation to the Program Director:**
  - If the issue remains unresolved after intervention by the MA Program Coordinator, the student should contact the Medical Assistant Program Director.
  - The Medical Assistant Program Director will review all documentation and may conduct an independent investigation, including speaking with the student, preceptor, and any other relevant parties.
  - Based on the findings, the Medical Assistant Program Director will determine an appropriate resolution, which may include reassignment to a different practicum site if necessary.

6. Follow-Up:

- The MA Program Coordinator and Medical Assistant Program Director will follow up with the student to ensure that the resolution has been effective, and that the student's learning experience is proceeding positively.
- Continuous feedback from students regarding their practicum experiences is encouraged to maintain high standards of education and training.

Students are encouraged to communicate any concerns or difficulties as early as possible to ensure a supportive and effective learning environment. The MA Program Coordinator and Medical Assistant Program Director are committed to assisting students in resolving any issues and ensuring a successful practicum experience.

# Medical Assistant Exam-Prep Course



## Medical Assistant Exam-Prep Course Overview



The Medical Assistant Exam-Prep course is a single, eight-week 2 credit course designed to provide currently employed or recently graduated medical assistants with exam support. The MA exam-prep course helps students with planning, studying, registering, and paying for the medical assistant national certifying exam. Coursework is offered in an online, asynchronous format with, instructor access, student forums, and official practice exams. No skills labs or practicums are required for this course.

Students in the Medical Assistant Exam-Prep Course are held to the same standards of professionalism and attendance discussed in the student handbook. Please refer to these sections for further details.

### Admissions Requirements

Applicants must meet the following requirements:

Successful completion of a medical assistant program OR Are eligible for MA Certification per state Department of Health regulations.

### Application Deadlines

Applications are accepted for entry onto the course during the Fall (August) and Spring (January) semesters. Applications must be submitted through the Medical Assistant Exam-Prep Course application online at our website:

<https://www.uprovidence.edu/academics/explore-programs/medical-assistant-certificate/#:~:text=Medical%20Assistant%20Exam%2DPrep%20Course,-Program%20Overview>

Or please scan the QR Code for Direct Access



### Exam-Prep Course Cost

Pricing information for the Medical Assistant Exam-Prep course includes:

Tuition: \$640

Exam-Prep Materials: \$80

Exam Registration Fee (Optional): \$125 – \$250

Total Course Cost: \$720

### Required Textbook:

Holmes, D. (RN.). (2022). Elsevier's Medical Assisting Exam Review (6th ed.). Elsevier INC. ISBN-13: 978-0323734127

### Course Description

This course is designed to support employed Medical Assistants (MA) who are seeking national credentialing to obtain their certification to become a Certified Medical Assistant. The course serves as an exam prep course for the MA who has completed a program or, is actively employed as an MA, seeking knowledge supporting the hands-on work performed in the healthcare setting. The course takes place over eight (8) consecutive weeks and is offered in an online format with assignment due dates. The MA is provided opportunities throughout the course to apply the concepts of the course contents to practice tests and have access to answers and explanations to each test item. You will have an assignment that requires you to register and pay for a national exam (Week 6). The MA will participate in various discussion forums and create a student study plan based off activities in this course. In the final week of the course, the MA will complete a cumulative practice exam emulating an actual certification exam which will help support the MA in preparing for their national credentialing exam.

### List of Student Learning Outcomes:

Upon completion of this course, the MA student will be able to:

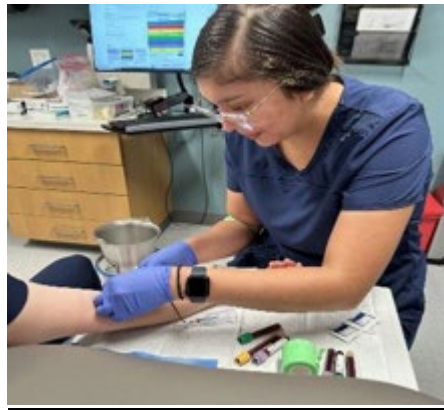
1. Identify trends in the field of medical assisting to include credentialing, EHR Incentive Programs, Professionalism, and Public Health concerns in America.
2. Communicate an understanding of the importance of professional credentialing, national examination preparation, eligibility, registration and test-taking strategies to be used when taking the national credentialing exam.
3. Apply test-taking strategies to a pretest.
4. Apply critical thinking and understanding of personal study habits and challenges and create a study schedule to successfully prepare for the national exam.

5. Obtain an understanding of the four-word components used in medical terminology and apply the four-word components to translate a word for meaning.
6. Identify unacceptable medical abbreviations used in the healthcare setting.
7. Demonstrate an understanding of the structure, function, and organization of the human body and its relationship in the disease process.
8. Describe the role of vitamins, minerals, dietary nutrients that contribute to the proper function of every organ system including various diets which promote and/or contribute to our health and disease states.
9. Understand the basic psychology of human behavior and emotions which includes defense mechanisms, human growth and development, and death and dying stages.
10. Demonstrate an understanding of professional oral and written communication, environment and cultural influences in communications, and the importance of adhering to effective communication skills in your MA practice.
11. Define and Describe the Medical Assistant's understanding and application of professional and legal knowledge in the MA role within healthcare, including confidentiality, patient consent, employment safety and laws, and ethics in relation to the Medical Assistant's Scope of Practice and the MA Code of Ethics.
12. Demonstrate an understanding surrounding knowledge of the basics of office administration to include time management, scheduling appointments, records management, appropriate documentation in the Electronic Medical Record, and office equipment.
13. Describe the importance of financial management in the medical office setting to include the Affordable Care Act, billing, claims processing, coding practices, various third-party payers, maintenance of patient accounts, and payroll.
14. Define clinical best practices with infection prevention and control.
15. Identify the components of patient examination including vital signs, patient positioning, body mechanics, EKG, and the role of the MA.
16. Define the purpose of clinical laboratory testing, CLIA waived testing, proper specimen collection, order of draw, additives, and processing techniques.
17. Explain the principles of pharmacology, medication classification, dosage calculations, and administration of medication.
18. Define surgical asepsis and the role of the MA in the ambulatory care setting including the standards surrounding informed consent, identification of various instruments, and proper care of surgical instruments.

19. Identify the role of the MA in medical office emergency situations and the action(s) the MA can take when a specific emergency takes place in the ambulatory care setting.
20. Explain the key elements of emergency planning, and safety techniques.

# MAR-MAC Pathway Course

## MAR-MAC Pathway Course Overview



The MA-R to MA-C pathway is a career development pathway 3 credit course for currently employed Medical Assistant Registered (MA-R) seeking national certification as a Medical Assistant Certified (MA-C). The Pathway is offered in Washington with two skill lab locations.

Enrollment for the MA-R to MA-C pathway takes place starting the first semester of the Fall (August), Summer (April), and Spring (January) enrollment cycles. The pathway is delivered in a hybrid learning format which combines online coursework and assignments with in-person skill lab training and assessment.

In total, students must attend five mandatory weekend skill labs for successful course completion. Students who complete the pathway with a grade of 75% or higher are eligible to sit for the National HealthCareer Association's Certified Clinical Medical Assistant (NHA-CCMA) exam.

### Admissions Requirements

Applicants must meet the following requirements:

1. Proof of 720+ working hours as a Medical Assistant
2. Washington Students: Active DOH MA-R license
3. Washington Students: Copies of MA-R attestation/endorsement forms
4. Resume and job description for most recent MA position.
5. Employment verification elements including:
6. Job title, dates, description, and signature
7. HR contact information or clinic manager/supervisor
8. Demonstrate proper use of electronic medical records (copy of training certificates)
9. Copy of current American Heart Association BLS CPR card
10. Work on a healthcare team and respect for scope of practice for different roles
11. Letter of recommendation from employer
12. Medical assistant clinical skill evaluation form

## Application Deadlines

Applications are accepted for the Fall and Spring enrollment. All applications must be submitted through the MA-R to MA-C Pathway program application. Applications are submitted online on our website:

<https://www.uprovidence.edu/academics/explore-programs/medical-assistant-certificate/#:~:text=Medical%20Assistant%20Exam%20Prep%20Course,-Program%20Overview>

Or please scan the QR Code for Direct Access



## MAR-MAC Pathway Course Cost

Pricing information for the MA-R to MA-C pathway includes:

- Tuition: \$918
- NHA Study Materials: \$80
- Exam Fee: \$180
- Lab Fee: \$100
- Total Pathway Cost: \$1,278



## Required Textbooks and Course Materials:

This course does not require the purchase of any textbooks. Students are required to access NHA Learning materials built into their course materials for educational use.

## NHA (National Healthcareer Association):



NHA learning materials is to assist students with actual verbiage, screening the NHA (National Healthcareer Association) has on their CCMA (Clinical Certified Medical Assistant) exam.

Recourse includes required study guides, assignments, quizzes, and practice tests, can be accessed through the NHA website. Students are required to create an account using their University of Providence email address and legal name (no nicknames or personal emails).

Access the NHA resources via the following link:

[https://certportal.nhanow.com/login?forward\\_url=%2Fprograms%2Fmaterials](https://certportal.nhanow.com/login?forward_url=%2Fprograms%2Fmaterials)

Quick QR Scan to the NHA Resources Page:



## Course Description

This course is designed as a career development pathway for employed Medical Assistant Registered (MA-R) professionals with a minimum of 2000 work hours seeking national certification as a Medical Assistant Certified (MA-C). To be eligible for enrollment, students must meet the specified prerequisites. This hybrid course consists of sixteen consecutive weeks of online coursework and five in-person Skill Labs. (Please note that this is not a self-paced course as there are assignments due each week.) Students taking the course are eligible to sit for the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) exam. Successful completion of the course requires a minimum of 75% in all online course content and skill lab evaluations. Washington Residents: Successful completion of this course includes completing skill validations for all authorized duties listed under the MA-C RCW 18.360.050 and completing the educational hours that meet the requirement of the Washington State Department of Health for an MA-C licensure.

## List of Student Learning Outcomes:

1. Perform authorized clinical and laboratory procedures within the medical assistant scope of practice in the ambulatory care setting.
2. Perform authorized administration procedures, explain general office policies, and maintain the integrity of patient records in the ambulatory care setting.
3. Demonstrate an understanding of the human body that reinforces knowledge of basic anatomy and physiology and its relationship to disease processes.
4. Properly apply medical terminology and phrases pertaining to the human body and the major diseases and pathological conditions of each body system.





5. Define and demonstrate compliance with federal, state, and local regulations and laws pertaining to the ambulatory care setting.
6. Demonstrates effective interpersonal relations when communicating with care teams and patients in an ambulatory care setting that fosters psychological safety and trust to enhance patient outcomes.
7. Effectively communicate (written, verbal, and nonverbal) with diverse populations in the ambulatory care setting as it relates to patient education, community resources, health maintenance, and disease prevention.
8. Explain the principles of pharmacology and apply best practices according to state law and federal regulations.
9. Complete all career development activities and demonstrate professional readiness needed to take the national certification exam.

### Skill Lab Locations

#### Seattle:

Mill Creek Providence Medical Group Campus  
12800 Bothell-Everett Highway Ste 110  
Mill Creek, WA 98208

#### Spokane:

Meadowwood Building  
24021 East Mission Ave., Suite 105  
Liberty Lake, WA 99019

Students are required to attend all Clinical Skills Lab sessions on the specified dates outlined in the course syllabus. As part of the clinical education for medical assistants, each student must familiarize themselves with the clinical procedures for which they will demonstrate competency.

A competency involves a step-by-step process that students must complete before providing patient care. Mastering the procedure and successfully completing the Competency Evaluation ensures that students have the knowledge and skills to perform the task safely and up to the expected standards of patient care.

Students are expected to bring their printed competency checklists for all assigned competencies to each Clinical Skills Lab session. Failure to bring the checklist will result in an automatic 5% deduction from the score for each competency. Competency checklist is provided to Students in the “Start Here” module of their course.

During the Clinical Skills Lab sessions, faculty will provide an overview of the assigned competencies and demonstrate them. Each student will practice the skills, ask questions, and seek assistance from faculty as needed. Subsequently, each student must demonstrate the competency to the faculty. Students have up to five attempts to successfully demonstrate each skill. If unsuccessful after five attempts, students must arrange a review session with the instructor to demonstrate competency.

Successful completion of all required competencies and achieving a passing score of 75% in the competency section of the course is mandatory to progress in the program.

### Clinical Skills Lab Attendance Requirements

Students are required to attend all Clinical Skills Lab sessions. In case of illness, students must submit a physician's note within 48 hours of missing a Skills Lab to their skills lab instructor. Failure to provide a note within this timeframe will result in an unexcused absence with no makeup session offered. Failure to notify faculty in advance of an absence will also result in an unexcused absence and course failure and medical assisting program.

Pre-approved absences (such as illness, family bereavement, or inclement weather) require students to make up missed Skills Labs. Faculty approval and arrangement of makeup sessions are mandatory. Students arriving more than 15 minutes late to a Skills Lab will receive a warning and must make up the missed skills during the current session. Repeat late arrivals without prior faculty notification may lead to a faculty recommendation for course withdrawal, affecting program completion. Failure to communicate with the instructor regarding missed skills labs, makeup dates, or assignments will affect the student's course grade and may result in failure of the course. The student is responsible for communicating and coordinating all makeup sessions.

Students arriving more than 15 minutes late to a Skills Lab will receive a warning and must make up the missed skills during the current session. Repeat late arrivals without prior faculty notification may lead to a faculty recommendation for course withdrawal, affecting program completion.

Makeup skills lab session dates are chosen and approved by the skills lab instructors. Students that refuse makeup dates can receive a failing grade for the missed skills lab session and possible failure of the course. Makeup sessions are not guaranteed and are based on skills lab instructor availability.

If a student misses more than one Skills Lab per course whether excused or unexcused, the Medical

Assistant Program Director will review the student's progress. Based on this review, the Medical Assistant Program Director will determine if the student is eligible to continue in the course, considering the program/course time constraints. This evaluation ensures that all students meet the necessary requirements and maintain the high standards expected in the Medical Assistant program and courses.

### Skills Lab Preparation and Participation Requirements

Students are responsible for completing all assigned reading prior to each Clinical Skills Lab and must be familiar with the procedures outlined in the course syllabus. During each session, students will perform all listed procedures and demonstrate proficiency as required.

Students must bring their own Competency Evaluation Forms and Master Competency Checklist to every Clinical Skills Lab session. Students are responsible to ensuring Master Competencies are checked off by clinical skills lab instructor. If student misses a signature from an instructor after leaving clinical skills lab, student is required to complete the skill(s) again before sign-off from

Instructor. Failure brings competency checklist to clinical skills lab result in an automatic 5% deduction per missing competency.

### Schedule and Communication:

- **Schedule Distribution:** Clinical Skills Lab schedules are provided to all Medical Assisting students during their mandatory orientation course. If a student needs to request a copy of their schedule, they may contact the MA Program Coordinator.
- **Personal Responsibility:** Students are responsible for maintaining their own personal schedules for Clinical Skills Labs. This includes arranging their own transportation, which may involve traveling long distances, taking time off work, and childcare.
- **Schedule Changes:** Clinical Skills Lab schedules are subject to change. Possible reasons for changes include, but are not limited to, instructor illness, emergencies, weather conditions, natural disasters, or other urgent situations.
- **Notification of Changes:** Skills lab instructors are required to notify students of any schedule changes as soon as possible. Notification will be made via email and/or phone communication. Students must check their student email the night before each scheduled lab to ensure they are aware of any changes.

### Attendance and Preparedness:

- **Email Requirement:** It is mandatory for students to check their UP email at least three times per week, and specifically the night before a scheduled lab, to stay informed of any updates or changes. Failure to do so does not excuse absence or tardiness due to unawareness of schedule changes.
- **Transportation:** Students must arrange reliable transportation to and from Clinical Skills Lab locations. The responsibility for timely attendance lies with the student, regardless of travel distance.



### Communication Protocol:

- **Instructor Communication:** Instructors will communicate any schedule changes via email and/or phone communication. It is crucial that students respond promptly to these communications to confirm receipt and understanding of any changes.
- **Student Responsibility:** Students must check their email regularly and respond to any communications from instructors or program coordinators regarding schedule changes or other important information. Ignorance of communications will not be accepted as an excuse for missing or being late to labs.

### Compliance:

- **Adherence to Schedule:** Students must adhere to the Clinical Skills Lab schedule as provided and updated by the instructors. Failure to attend labs as scheduled may result in academic penalties, including failing the lab component, which could lead to failing the course and potential withdrawal from the program.
- **Proactive Communication:** If a student foresees any issues with attending a scheduled lab, they must communicate with their clinical skills instructor as soon as possible to discuss potential solutions or accommodations. In case of illness, students must submit a physician's.

note within 48 hours of missing a Skills Lab to their skills lab instructor. Failure to provide a note within this timeframe will result in an unexcused absence with no makeup session offered. Failure to notify faculty in advance of an absence will also result in an unexcused absence and course failure and medical assisting program.

## Clinical Skills Lab Agendas

### Agenda Review and Responsibility:

- **Agenda Availability:** Each Clinical Skills Lab has a specific agenda outlining the skills and topics to be covered. These agendas are available in the Moodle course modules, which list the Clinical Skills Lab dates.
- **Student Responsibility:** Students are responsible for reviewing the agenda prior to attending each Clinical Skills Lab. Familiarity with the agenda is essential for effective participation and preparation.



### Agenda Changes and Updates:

- **Subject to Change:** Agendas are subject to change at any time based on instructor activities, student needs, additional learning materials, or other necessary adjustments.
- **Notification of Changes:** Instructors will provide students with an updated agenda prior to the start of the Clinical Skills Lab. This update can be communicated up to the morning of the lab if necessary. It is the student's responsibility to check for these updates and be aware of any changes.

### Learning Outcomes and Master Competency Checklist:

- **Alignment with Learning Outcomes:** Clinical Skills Lab agendas are designed to align with the learning outcomes listed in the course materials. Each lab session aims to reinforce and build upon these outcomes.
- **Competency Checklist:** Students are required to complete and have signed off on their Master Competency Checklist during each Clinical Skills Lab. This checklist tracks the completion and mastery of required skills.

### Compliance and Preparedness:

- **Mandatory Review:** Students must review the agenda before attending each lab session. Failure to do so may result in unpreparedness, which can impact the student's performance. And competency assessments and grading.
- **Proactive Engagement:** Students should proactively engage with the materials and be ready to participate fully in all scheduled activities. This includes bringing necessary equipment and supplies as indicated in the agenda.

### Accountability:

- **Documentation:** Instructors will document any changes to the agenda and communicate these changes clearly to all students. Students must acknowledge receipt and understanding of these changes.
- **Performance Evaluation:** Student performance in the Clinical Skills Lab will be evaluated based on their preparation, participation, and completion of the Master Competency Checklist. Non-compliance with agenda requirements may result in academic consequences, including failure of the lab component.

### Skills Lab Grading

Successful completion of all required competencies with a passing score of 75% in the competency section is necessary to progress in the program. The Clinical Skills Lab section contributes 25% to the overall course grade.

#### Grading Matrix for Lab (consists of 5 categories):

##### Attendance & Punctuality (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student arrived on time to lab
- Competent=20 Points: Student arrived 5 minutes late to lab
- Nearing Competent=15 points: Student arrived 10 minutes late to lab
- Needs Improvement= 10 Points: Student arrived 15 minutes late to lab
- Poor=5 points: Student arrived 20 minutes late to lab
- Unexcused Absence=0 Pointes: Student arrived at lab later than 20 minutes or had an unexcused absence from lab

##### Professionalism (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student consistently demonstrated exceptional professionalism in attire behavior, positively engaged in the skills lab environment
- Competent=20 Points: Student demonstrated professionalism most of the time in skills lab, with noticeable occasional lapses.
- Nearing Competent=15 Points: Student demonstrated a mix of professional and unprofessional behavior consistently in skills lab.
- Needs Improvement= 10 Points: Student demonstrated a mix of professional and unprofessional behavior consistently.
- Poor=5 points: Student displayed consistent unprofessional behavior or attire throughout the skills lab.
- Unexcused Absence=0 Pointes: Student arrived at lab later than 20 minutes or had an unexcused absence from lab

### Preparedness (highest grade 25 points; lowest grade 0 points)

- Exemplary= 25 Points: Student arrived fully prepared with all required materials and demonstrates a thorough understanding of the subject matter during skills lab.
- Competent=20 Points: Student arrived at skills lab with required materials, but occasionally lack thorough preparation or understanding.
- Nearing Competent=15: Student arrived at skills lab unprepared or lacks necessary materials, impacting participation and engagement.
- Needs Improvement= 10 Points: Student often lacked required materials and demonstrating little understanding of the subject matter
- Poor=5 points: Student arrived at skills lab without required materials and did not demonstrate understanding of the subject matter.
- Unexcused Absence=0 Pointes: Student had an unexcused absence from lab

### Participation & Engagement (highest grade 25 points; lowest grade 0 points)

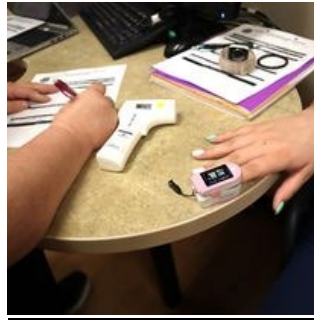
- Exemplary= 25 Points: Student consistently contributed meaningfully to skills lab discussions, activities, and group work, demonstrating enthusiasm and initiative in learning on time to lab.
- Competent=20 Points: Student generally participated in lab discussions and activities but may require occasional prompting to contribute or engage fully.
- Rarely or never participates in class discussions or activities, demonstrating a lack of interest or engagement in the learning experience and activities, with periods of engagement interspersed with disengagement.
- Needs Improvement= 10 Points: Student participated minimally in skills lab discussions and activities, showing little enthusiasm or engagement in the learning process.
- Poor=5 points: Student rarely or never participates in class discussions or activities, demonstrating a lack of interest or engagement in the learning experience.
- Unexcused Absence=0 Pointes: Student had an unexcused absence from lab

### Employability Evaluation (Total: 25 points)

- Exemplary (10 points): Student consistently demonstrates professionalism in demeanor, attire, and interactions. Shows respect for peers, instructors, and workplace norms.
- Competent (8 points): Student generally displays professionalism but may occasionally lack consistency in demeanor or attire. Interacts respectfully with peers and instructors.
- Nearing Competent (6 points): Student inconsistently demonstrates professionalism, with occasional lapses in demeanor or attire. Interactions with peers and instructors may lack consistency.
- Needs Improvement (4 points): Student demonstrates limited professionalism, with frequent lapses in demeanor or attire. Interactions with peers and instructors may be disrespectful or inappropriate.
- Poor (2 points): Student rarely displays professionalism, with consistent lapses in demeanor or attire. Interactions with peers and instructors are often disrespectful or inappropriate.
- Unexcused Absence (0 points): Student consistently fails to demonstrate professionalism, with blatant disregard for demeanor, attire, and interactions.



## Master Competency Evaluations



Master competency is a mandatory component of the Medical Assisting Program. These competencies guide students and instructors in mastering clinical lab skills. The following standards must be adhered to:

### 10. Student Responsibility:

- Students are solely responsible for completing master competency evaluations.
- Students must maintain a current master competency checklist, signed by skills lab instructors.

### 11. Documentation and Checklist Maintenance:

- If a checklist is lost, misplaced, or damaged, students may need to redo the competency if the skills lab instructor cannot verify completion.
- This could result in failure of the course.

### 12. Submission of Competency:

- Completed master competencies must be submitted as part of the course assignment.
- Failure to submit completed master competencies will result in failure of the course and the Medical Assisting Program.

### 13. Integrity and Honesty:

- Any student caught forging signatures or being dishonest about competency completion will be immediately removed from the Medical Assisting Program and will fail their current course and the program without a chance of reentry.

### 14. Timeliness and Communication:

- Students must ensure all signatures are completed by the time master competencies are due.
- Failure to obtain required signatures may result in course and program failure.
- Students must communicate with instructors if they are behind on competencies or require additional instruction.

### 15. Instructor Verification:

- Instructors will not sign off on master competencies until students have met the competency standards for each skill.
- If students believe they have mastered a skill, but an instructor refuses to sign off, or if they feel they are not being adequately instructed, it is the student's responsibility to contact the program Director with proper documentation of the encounters.

### 16. Director Involvement:

- The program Director will review documentation and conduct an investigation if there are disputes regarding the completion of competencies.
- The Medical Assistant Program Director will oversee the investigation and resolve any issues regarding mastery of skills.



### 17. Final Evaluation

- Students must demonstrate each procedure step listed on the competency form at a mastery level.
- Answer questions from the instructor to satisfactorily.
- Be signed off on skills at a mastery level by the instructor.
- Students cannot view competency form during final evaluation only before and after

## Practicums

Practicums are to be completed at the student's current place of employment towards the end of the program. Students must arrange with their employers to fulfill practicum requirements at their workplace. If students are not currently employed as registered medical assistants at a hospital or clinical location, they will be ineligible to complete their practicums and/or the MAR-MAC pathway course. Should students lose their employment at any point during the course, they must immediately notify their course instructor and the MAR-MAC pathway lead. Failure to do so, or the inability to complete the practicum due to loss of employment, may result in an incomplete course and a failing grade.

# University Of Providence Support Services

## Services for Students with Disabilities



In recognizing the unique value of each human being, the Mission Statement of the University of Providence is in accord with the spirit of both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and the 2008 amendments to the Americans with Disabilities Act, and the updated regulations and guidance to Titles II and III of the ADA.

The University of Providence encourages diversity and accepts applications from all minorities. The University of Providence does not discriminate based on race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability. The University of Providence acknowledges that information pertaining an applicant's disability is voluntary and confidential and will be made on an individual basis. If this information is presented, the University of Providence will reasonably attempt to provide an accommodation to overcome the effects of the limitation of the qualified applicant. All inquiries about accommodations should be made to the admissions administrator upon registration of the program. To be qualified, an individual with a disability must meet the basic skill, education, training and other eligibility requirements of the relevant job or vocational program and must be able to perform the essential functions of the relevant job or vocational program, either with or without reasonable accommodation; the employment and academic standards are the same for all individuals enrolled.

The TRIO/Disability Advocate, coordinates assistance for students with documented disabilities. These services assure program access to the University of Providence.

Specifically, the Disability Advocate offers the following services to students with disabilities.

- Academic and personal mentoring.
- Provides reasonable accommodations. Examples include extended testing times, tests proctored in the library or in a quiet setting, preferential seating in classrooms, note takers, textbooks in audio format, accessible classrooms and materials, assistive technology, etc. There is no fee to students with disabilities for reasonable accommodations.
- Assistance in meeting with professors and advisors upon request.
- Promotion of effective self-advocacy skills.

- Referrals to on-off campus resources.

### Student Requirements

- Provide recent documentation of the disability from a qualified professional whose credentials are appropriate to the disability.
- Students meeting disability criteria must meet with the Disability Advocate to determine appropriate accommodations.

### Confidentiality

The Disability Advocate treats all personal information with the strictest confidentiality. Student files are kept in a locked file in the Disability Advocate's office.

If you have any questions or concerns about Disability Services, please reach out to [carilyn.voorhies@uprovidence.edu](mailto:carilyn.voorhies@uprovidence.edu) for more information.

### Accessibility Services

#### Services for Students with Disabilities

In recognizing the unique value of each human being, the University of Providence (UP) is in accord with the spirit of both Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the 2008 amendments to the Americans with Disabilities act, and the updated regulations and guidance to Titles II and III of the ADA.

Assistance is available for students with documented disabilities during their academic careers. These services assure access to the University of Providence by students with disabilities. Reasonable accommodations are modifications or adjustments to the tasks, environment, or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007).

#### An Individual with a Disability is:

Any individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or a record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered (Americans with Disabilities Act of 1990). Section 504 of the Rehabilitation Act (Section 504) prohibits such discrimination at any school, including a church-affiliated school that receives federal funds, such as student financial aid loan programs.

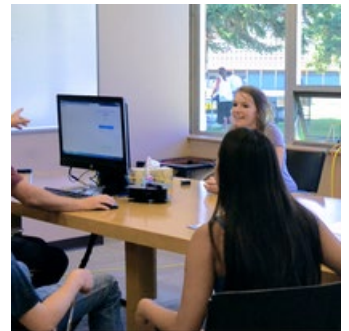
#### What Services does UP make Available to Individuals with Disabilities?

Academic counseling and tutoring  
Personal mentoring

### Computer assistance:

#### Help with admissions and registration process:

- Classroom accommodations – examples include extended test times, tests proctored at the TRIO Center or in reduced distraction area, notetakers, textbooks in audio format, use of assistive technology.
- Program accessibility – examples include course relocation to physically accessible classrooms, sign language interpreters, alternative formats for classroom materials, captioned course materials.
- Assistance in meeting with professors and advisers upon request:
- Promotion of effective self-advocacy skills
- Academic success workshops
- Referrals to both on and off campus resources
- Advocate for an accessible and hospitable learning environment



#### How do I know what accommodations are needed for each student?

Students needing classroom accommodations will need to request accommodations each semester, (preferably 2 weeks before each semester begins). Accommodations will be arranged through the Accessibility Coordinator on an individual basis depending on each student's needs and abilities. Professors will be given notification of the student's needs and information on the assistance that will be provided.

#### Do student accommodations alter class rigor or curriculum standards?

Appropriate accommodations do not jeopardize the essential elements of a course, nor do they weaken the academic standards or integrity of course curriculum. Accommodations simply provide an alternative way of accomplishing course requirements by eliminating or reducing disability-related barriers. The goal of accommodations is to provide a level playing field, not an unfair advantage.

If you have any questions or concerns about Accessibility Services, please reach out to [carilyn.voorhies@uprovidence.edu](mailto:carilyn.voorhies@uprovidence.edu) for more information.

## Academic Success Center



The mission of the academic student support department is to provide individualized and holistic support to the students at the University of Providence. Staff work with students to guide them through their time of growth and opportunity by assisting them with challenges, promoting self-advocacy, connecting them to campus and community resources, and empowering them to create their own success as a student and graduate of UP.

Our department focuses on serving our students in collaboration with the UP community with an emphasis on incorporating our university's core values of compassion, dignity, justice, excellence, and integrity. We intend for our area to be welcoming to all.

Academic Success Counselors are not mental health counselors. They can assist you in finding resources for mental health.

Even the most outstanding students sometimes run into unexpected difficulties during their college experience. The Academic Success Center connects students with the resources they need in order to thrive at the University of Providence. Whatever college life throws your way, we are here to help!

We are a conduit between students, faculty, and staff, and we refer students to the right resources for them. Your counselors at the ASC will help you establish study plans, keep you on track for graduation, assist with sports eligibility, and keep you in good academic standing. We teach you the skills you need to be successful and help you navigate any roadblocks that might appear. We love to visit with students, so please feel free to stop in or call/email and say hello!

### Things we can help you with:

- Stress management
- Time management
- Test Anxiety
- Goal Setting
- Transitioning from high school or another college/university
- Campus referrals



- Developing good study habits
- DegreeWorks
- Academic Success Plans
- Tutoring/TutorMe (both in-person & on-line tutoring)

## Library Services



Information at your fingertips!

Search our library resources and academic research databases to find the materials you are looking for or contact one of our staff members for further assistance.

Check us out on our website at:

<https://www.uprovidence.edu/academics/library-services/c>

Or for direct access, please scan the QR Code:





## Mathematics Center



The STEM Center at the University of Providence are researchers, teachers, and students committed to promoting mathematics education and its applications in STEM disciplines. If students are interested in mathematics, science, and/or information technologies, please consider joining us in this important and rewarding venture.

The STEM Center is committed to supporting science, technology, and math education on the University of Providence campus and across the state by addressing the support needs of first year students at University of Providence and fostering development of an authentic, sustainable STEM culture on the University of Providence campus.

## Writing and Critical Thinking Center

The Writing & Critical Thinking Center provides free writing support to the University of Providence community in the form of:

- One-on-one consultations, in-person and online
- Group consultations
- Workshops
- In-class workshops
- Drop in on campus to see if a consultant is available or scroll down for instructions for making campus and online appointments



## How to Make an Appointment in the UP-Writing Center

Navigate to <http://mywco.com/uprovidence>. Students can also find the link to our scheduler on their Moodle home page.

### Creating an account

If students have never had an appointment at the Center, choose “Click here to register.” Make sure to use their UProvidence email address. Students may choose any password they wish. Once all the information on the registration page is filled out, click “Register” at the bottom of the page.

### Making an appointment

Log into WC Online, which will open the appointment schedule.

White boxes show open appointment times. (Blocks show 1-hour slots, but appointments last 45 minutes, to allow consultants time to complete reports between sessions.)

Select an appointment day, time, and consultant by clicking on the white box itself.)

An appointment window will pop up with the time-slot noted at the top. Double-check that this is the day and time you want.

**IMPORTANT:** All appointment times are in the MOUNTAIN time zone.

Choose the kind of consultation you want face-to-face for an on campus meeting; online for a live online discussion; or tutoring for asynchronous written feedback on your work. Not all consultants offer each type of tutoring. Look below the consultant’s name on the schedule to see what kinds of tutoring each offer.

Fill in the rest of the fields in the appointment box and attach any documents you wish to include. If you chose tutoring, be sure to include the assignment instructions and as much contextualizing information as you can.

Remember to click “Create Appointment” at the bottom of the form.

You will receive a confirmation at the top of the form if you have successfully made your appointment.

#### Instructions for live Online appointments

When your appointment is scheduled to begin, log back on at <http://mywco.com/uprovidence>, remembering that Great Falls is in the Mountain Time Zone.

Click on the colored box that represents the online appointment you booked.

Click the red link that reads “Start or Join Online Consultation” on the appointment information that pops up.

The online tutoring platform will open. You should see a whiteboard space that contains text explaining the different tools available to you during the consultation. To the right of the whiteboard, you should see a chat space which you can use to converse with your consultant. If you wish to use the audio/video function, click on the video icon, and then allow the program to access your webcam and microphone.

Enjoy your consultation.

If you encounter any difficulties in setting up your online appointment, please email the Writing & Critical Thinking Center: [writingcenter@uprovidence.edu](mailto:writingcenter@uprovidence.edu)

For Further Information Regarding Student Academic Support, please visit our website at:  
<https://www.uprovidence.edu/academics/student-academic-support/>

Or for direct access, please scan the QR code:



# University Of Providence Student Records & Transcripts

## Student Records

The Family Educational Rights and Privacy Act (“FERPA”) (20 USC Section 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information on FERPA is available online at



<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. The guiding principle of FERPA is that education records are private and that students have the right to limit their disclosure to third parties.

It is the policy of the University of Providence to comply with the requirements of FERPA. Consistent with FERPA, University students will be granted access to their Education Record and, except in limited circumstances as set forth in the Procedures/Guidelines section of this Policy, a student’s Education Records will not be disclosed without the student’s consent.

## Transcripts



The University of Providence recommends students order official transcripts through the National Student Clearinghouse at [www.studentclearinghouse.org](http://www.studentclearinghouse.org).

1. The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. Each transcript will be \$10.00.
2. Order updates will be emailed to you. You can also track your order online or request updates via text messaging. Transcript delivery options include PDF, mail, rush (additional \$30.00 overnight delivery charge for mailed transcripts) and electronic.
  3. Normally, PDF transcripts will be emailed within 30-60 minutes after the order is completed unless one of the following exceptions applies.
4. If you attended the University of Providence prior to 1990, your transcripts may be stored on paper and available only as a paper copy, not in a pdf format. Please be sure to indicate that you attended prior to 1990.
5. If you attended The University of Providence between 1990 and 2000, there may be a slight delay in processing your transcripts while we update some of your information. All delivery options (mail, PDF, electronic) will be available to you. This delay will only occur the first time you order transcripts.

### Transcript Retention

Application Materials – Enrolled Students	Retention Period	Official Repository	Paper Copy	Authority
High School and Other College Transcripts	5 Years after Separation	Registrar	Yes	AACRAO

# Medical Assistant Program Policies & Student Expectations

## Medical Assistant Program Attendance Policy



### General Attendance Requirements

Each student is expected to actively participate in and complete all required assignments and activities weekly. These tasks are crucial for reinforcing understanding of the covered course content. Students are responsible for their own learning outcomes and are encouraged to ask clarifying questions if any expectations outlined in the course syllabus are unclear. Please direct all questions regarding the course syllabus to the instructor(s) listed in the syllabus.

### Online Coursework Attendance

Students must complete all assigned work as outlined in the course syllabus. Attendance includes logging into Moodle a minimum of three times per week for online coursework. Students who do not participate during the first week of their course(s) may be administratively removed in accordance with the university's "no show" policy. Details on university Academic Policies can be found via the link in the "Help Resources for Students" section located on the START HERE page.

The first week of each course requires students to participate in the assignments. This does not include reading or reviewing the module. Students must submit at least one assignment to remain in the course during the first week according to the University Academic Policies.

Students are required to participate in all online coursework in the University's learning platform, Moodle, and read course materials, submit all assignments, quizzes, or other learning activities during the program. Failure to participate without communication and permission from the course instructor can result in failure of the course.

### Clinical Skills Lab Attendance

Students are required to attend all Clinical Skills Lab sessions. In case of illness, students must submit a physician's note within 48 hours of missing a Skills Lab to their skills lab instructor. Failure to provide a note within this timeframe will result in an unexcused absence with no makeup session offered. Failure to notify faculty in advance of an absence will also result in an unexcused absence and course failure and medical assisting program.



Pre-approved absences (such as illness, family bereavement, or inclement weather) require students to make up missed Skills Labs. Faculty approval and arrangement of makeup sessions are mandatory. Students arriving more than 15 minutes late to a Skills Lab will receive a warning and must make up the missed skills during the current session. Repeat late arrivals without prior faculty notification may lead to a faculty recommendation for course withdrawal, affecting program completion. Failure to communicate with the instructor regarding missed skills labs, makeup dates, or assignments will affect the student's course grade and may result in failure of the course. The student is responsible for communicating and coordinating all makeup sessions.

Makeup skills lab session dates are chosen and approved by the skills lab instructors. Students that refuse makeup dates can receive a failing grade for the missed skills lab session and possible failure of the course. Makeup sessions are not guaranteed and are based on skills lab instructor availability.

Students are required to wear navy-blue scrubs with black waterproof closed-toe shoes (athletic shoes are not permitted) at all Clinical Skills Labs. University of Providence ID cards, lanyards, and uniform patches must be worn at all times while on site.

### Practicum Attendance and Attire

The MA Program Coordinator will provide students with their practicum site location and practicum schedule. Students are required to attend all practicum dates and hours. Students who call out sick for any scheduled practicum days must submit a physician's note within 48 hours of calling out, stating that the student was unable to attend class/work due to a medical illness. Failure to submit a physician's note within 48 hours will result in unexcused absences, leading to failure of the course and the medical assisting program.

Failure to notify the faculty about an absence in advance will result in an unexcused absence, leading to failure of the course and the medical assisting program. All absences must be approved by the course instructor. Students with a pre-approved absence will be required to make up the practicum hours during Clinical Practicum Week 5. This will be coordinated by the instructor, the Program Coordinator, and the practicum site leadership.

Students must be on time to their practicums. No excused lateness will be permitted without a doctor's note. Students must submit a physician's note within 48 hours of being late to practicum, stating that the student was unable to attend class/work due to a medical illness. Failure to submit a physician's note within 48 hours will result in unexcused absences, leading to failure of the course and the medical assisting program.

Makeup dates for missed practicum hours are determined by the practicum site staff. Due to factors such as availability, staffing, preceptor schedules, and clinical hours, makeup dates before the completion of the XMA-195 course and the program are not guaranteed. The Medical Assistant Program Coordinator will attempt to place students at another location for makeup hours if needed; however, this placement is not guaranteed. If makeup hours cannot be scheduled due to unforeseen circumstances beyond the program's control, the student may fail the course and program. The Medical Assistant Program Director will be involved for a direct review of the situation.

Students are required to wear navy-blue scrubs and black, waterproof, closed-toe shoes (athletic shoes are not permitted) at all Clinical Skills Labs. University of Providence ID cards, lanyards, and uniform patches must be worn at all times while on site.

Students must complete 160 hours of practicum hours in a clinical setting. Failure to complete 160 hours provided to the student will result in failure of the course and medical assisting program.

If a student misses more than one Skills Lab per course or more than one practicum date in XMA-195, whether excused or unexcused, the Medical Assistant Program Director will review the student's progress. Based on this review, the Medical Assistant Program Director will determine if the student is eligible to continue in the course, considering the program/course time constraints. This evaluation ensures that all students meet the necessary requirements and maintain the high standards expected in the Medical Assistant program and courses.

#### Late or Missed Work Grading Policy

Assignments/Activities: Instructors will make every effort to accommodate reasonable requests for assignment extensions. Unless prior arrangements have been made with the instructor, unexcused late assignments will incur a ten percent grade deduction per day. After three days without submission, the assignment will receive a zero. Assignments should be submitted/uploaded in Moodle as attachments unless the instructor specifies a different method.

Quizzes/Exams: All quizzes and exams must be completed by 11:59 p.m. of the assigned week. Extensions will not be granted for missed quizzes or exams.

## Medical Assistant Program Professionalism and Communication Expectations



### Overview:

- **Professional Conduct:** Students are to demonstrate respect for everyone in the educational environment, including peers, instructors, and staff. Integrity involves being honest and ethical in all their actions. Accountability means taking responsibility for their actions, including admitting mistakes and making efforts to correct them. Students are to always aim to behave in a manner that upholds the reputation of themselves and the University.
- **Professional Appearance:** Students are to dress appropriately for educational settings and practicum placements. This reflects their seriousness and respect for the profession. This includes wearing clean, neat, and appropriate attire as specified by the program's dress code. A professional appearance also includes personal hygiene and grooming.
- **Readiness to Learn:** Students are to be prepared for all learning activities to show their commitment to their education. This includes completing any pre-class or pre-lab assignments, bringing necessary materials, and being ready to engage in the learning process.
- **Punctuality:** Students are to arrive on time for all scheduled activities showing respect for their instructors and peers. This ensures that they do not miss important information and do not disrupt the class or lab.
- **Respectful Communication:** Students are to always use polite and professional language in all interactions, whether in person, via email, or on discussion boards. This helps maintain a positive and productive learning environment and models the communication skills expected in the healthcare profession.

### University Email Usage:

- **Check Regularly:** Students are to regularly checking their UP email ensures that they do not miss important announcements, updates, or instructions from their instructors and the program.

- **Timely Responses:** Students are to respond to emails within 48 hours to demonstrate reliability and helps keep communication efficient. This is especially important for time-sensitive matters.
- **Use UP Email:** Students are to use University-provided email for all official communications ensures security and professionalism. It also helps the University track and manage communications more effectively.
- **Professional Tone:** Students are to email as if they are in a professional setting. This helps them practice professional communication skills and ensures that their messages are clear and respectful.
- **Reporting Concerns:** If students encounter issues with communication from instructors or peers, contacting the Program Director ensures that their concerns are addressed appropriately and promptly.

**Email Communication Guidelines:** Including specific information in student emails helps their instructors understand and address student concerns more efficiently. This should include:

- **Email Subject:** Students are to provide a clear and descriptive subject line (e.g., XMA \_\_\_: Assignment/Quiz Clarification). This helps the recipient understand the purpose of their email at a glance.
- **Full Name:** Students must include their full name. This helps the instructor identify them and respond accurately.
- **Course Number:** Students must specify the course number, to ensure that their instructor knows which course the query pertains to.
- **Week and Assignment:** Students are to provide the week and assignment name to provide context to their question or concern.
- **Quiz Question:** If applicable, students are to provide the specific quiz question (rather than just the number) to ensure clarity.
- **Steps Taken:** Students are to explain what they have already tried or done. This is required to show their effort and helps the instructor provide more targeted assistance.
- **Questions/Concerns:** Student are to clearly list their questions or concerns to assist the instructor to properly address them effectively.
- **Screenshots/Documents:** Students are to provide visual aids or relevant documents that can help clarify their issue and make it easier for the instructor to assist the student.

### Netiquette – Guidelines for Effective Communication

- **Transparency:** Remembering that discussion forum postings are not anonymous encourages you to maintain a respectful and professional tone.
- **Avoid ALL CAPS:** Using all capital letters is perceived as shouting and can come across as aggressive or confrontational.
- **Constructive Feedback:** Focusing on the content of posts rather than critiquing writing skills helps maintain a positive and supportive learning environment. Offering helpful, objective feedback encourages constructive discussions.
- **Respectful Content:** Avoiding offensive, abusive, or inappropriate content ensures that the learning environment remains respectful and inclusive for everyone.
- **Proper Language:** Using full sentences with correct spelling and punctuation reflects well on you and ensures that your messages are clear and professional.

- **Course-related Queries:** Directing questions to your course instructor first helps streamline communication. Escalating to the MA Program Coordinator or Program Director only if necessary, ensures that concerns are addressed appropriately.

### Student Expectations – Communicating for Success

- **Proactive Communication:** Communicating any learning challenges early allows for the development of a success plan, ensuring students have the support needed to succeed in the course.
- **Timely Submissions:** Completing and submitting coursework by the deadlines outlined in the syllabus shows responsibility and helps students stay on track with their studies. Informing their instructor in advance if an issue arises demonstrates respect for their time and effort.
- **Assignment Extensions:** Instructors are often willing to accommodate reasonable requests for extensions if communicated early. Understanding the penalties for late submissions encourages timely completion of assignments.
- **Submission Method:** Following student instructor's guidelines for submitting assignments ensures that their work is received and graded efficiently. Using Moodle or other specified methods helps maintain consistency and organization.

### Inclusivity and Diversity

- **Respect for Diversity:** Students are to show respect for the diverse backgrounds and perspectives of their peers, instructors, and patients. Students are to embrace inclusivity and work to understand and appreciate cultural differences in all interactions.

### Professionalism Policy

1. **Expectation of Professionalism:** Maintaining professional behavior in all settings, including labs, courses, and email communications, is essential for fostering a respectful and productive learning environment.
2. **Counseling for Unprofessional Behavior:** Any unprofessional behavior will be addressed through counseling by the MA Program Director to discuss the issue and develop strategies for improvement.
3. **Remedial Paper:** In some cases, students may be required to write a paper on professional behavior to reflect on their actions and demonstrate their understanding of professionalism before resuming classes.
4. **Consequences for Ongoing Issues:** Continued unprofessional behavior may lead to program suspension or dismissal, emphasizing the importance of maintaining high standards of conduct. If a student is dismissed for unprofessional behavior, student will not be allowed reentry into the program.

### Classroom & Online Conduct

Students must adhere to the classroom conduct policies as described in the University Catalog. Failure to do so will result in:

- **First Offense:** One warning from the instructor.
- **Second Offense:** Removal from the lab, resulting in failure of the lab, course, and withdrawal from the program.

Severe misconduct, including but not limited to verbal harassment, verbal abuse, physical abuse, intimidation, solicitation, inappropriate language, unwanted touches and suggestions, and property damage, will result in immediate removal from the premises without warning, failure of the course, and dismissal from the program. Students that are removed from the MA program for misconduct, will not be allowed reentry into the program.

### Practicum Conduct

The Medical Assistant Certificate Program partners with healthcare organizations for practicum placements. Students must adhere to HIPAA guidelines, workplace professionalism, communication standards, and the code of conduct at all times. Failure to do so will result in:

- Removal from the practicum site
- Failure of the course
- Dismissal from the Medical Assisting program without the possibility of reentry

Stealing or using other practicum sites supplies will not be tolerated.

Professionalism is expected with all practicum's clinical managers, supervisors, preceptors, site staff, visitors, and patients. Any unprofessional behavior, especially those impacting patient safety, will result in immediate removal from the practicum site, failure of the course, and dismissal from the program without the possibility of reentry.

### Clinical Site Conduct

Students must always maintain professionalism in clinical site locations, including interactions with staff, visitors, and anyone on the premises. This includes:

- Keeping the clinical area clean and well-maintained
- Ensuring all supplies and equipment are returned to their proper place before leaving the skills labs
- Stealing or using other clinical sites supplies will not be tolerated.

Failure to comply with professionalism standards or causing safety concerns at clinical skills lab locations will result in:

- Immediate removal from the practicum site
- Failure of the current course
- Dismissal from the Medical Assisting program without the possibility of reentry

## Technology and Social Media Use

### Technology Etiquette:

- **Device Usage:** Use of devices (laptops, tablets, smartphones) during classes and labs should be for educational purposes only. Personal use is discouraged and may be considered unprofessional.
- **Recording:** Do not record lectures or labs without explicit permission from the instructor.

### Social Media Conduct:

- **Confidentiality:** Students are to never share confidential information about patients, classmates, instructors, or practicum sites on social media.
- **Professional Image:** Students online presence should reflect the professionalism expected of a healthcare professional. Students are to avoid posting content that could be deemed unprofessional or damaging to their reputation or the University's reputation.

## Cellphone Usage

### Cellphone Policy:

- **No Cellphone Use:** Cellphones must be turned off or set to silent and stored away during classes, labs, and practicum hours
- **Emergency Use:** If students need to use their cellphone for an emergency, they are to step out of the classroom or lab quietly and return promptly. Students are to inform their instructor if they expect an urgent call.
- **Consequences:** Failure to adhere to the cellphone policy will result in disciplinary action, including warnings and potential removal from the class or lab for repeated offenses.

## Conflict Resolution

### Handling Conflicts:

- **Professional Approach:** Students are to address conflicts calmly and respectfully.
- **Chain of Command:** Students are required to follow the established chain of communication when resolving conflicts. Students are to start with the individual involved, then escalate to the instructor, Program Coordinator, Program Director, Associate Dean, or Dean if necessary.
- **Documentation:** Students are to keep a record of all communications and steps taken to resolve the conflict
- **Safety:** Students are to always maintain their own and other safety during any conflict resolution. If students do not feel safe addressing anyone involved, they are to seek safety with their instructor or follow chain of command as needed.



## Academic Integrity

### Honesty and Integrity:

- **Original Work:** Students must ensure that all work submitted is their own. Plagiarism and cheating are serious offenses and will not be tolerated.
- **Acknowledgment:** Students are to properly cite any sources or references used in their assignments.
- **Consequences:** Students are to understand that violations of academic integrity will result in disciplinary action, which may include failure of the assignment, course, or dismissal from the program.

## Safety

### Safety Protocols:

- **Compliance:** Students are to adhere to all safety guidelines and protocols as outlined by the University, clinical skills lab sites, and practicum sites. This includes wearing appropriate personal protective equipment (PPE), following infection control procedures, and understanding emergency procedures.
- **Reporting:** Students are to immediately report any safety hazards, accidents, or incidents to their instructor.

### Patient Safety:

- **Confidentiality:** Students are required adhere to HIPAA regulations and always maintain patient confidentiality. Students are not to discuss patient information outside of the clinical setting and ensure that all patient records are securely handled.
- **Accuracy:** Students are to ensure that all patient-related tasks, such as documentation, medication administration, and procedures, are performed accurately and in accordance with established protocols. Double-check patient information to avoid errors.
- **Communication:** Students must communicate effectively with patients and healthcare team members.
- **Infection Control:** Students must follow strict infection control practices, including hand hygiene, proper use of PPE, no food or drink in patient areas, and safe handling of materials.

### Skills Lab Safety:

- **Equipment Handling:** Students are to use all lab equipment and materials according to the manufacturer's instructions and the guidance provided by their instructor. Students are to report any malfunctions or damage immediately.
- **Cleanliness:** Student must keep their lab areas cleaned and organized. Disinfect surfaces and equipment as required and dispose of waste materials properly.



- **Personal Safety:** Students must follow all safety procedures, including wearing appropriate PPE, and be aware of emergency exits, and first aid locations. Students are to adhere to all lab safety rules and guidelines to protect themselves and others.
- **Incident Reporting:** Students are to report any accidents, spills, or unsafe conditions to their instructor immediately.

#### Practicum Clinical Setting Safety:

- **Compliance with Policies:** Students are to adhere to the safety policies and procedures established by the practicum site. This includes following protocols for patient care, safety measures, and reporting procedures.
- **Professional Conduct:** Students are required to always demonstrate professionalism, including respecting patient privacy, maintaining a clean work environment, and following safety guidelines. Any unprofessional behavior can compromise safety and patient care and result in failure of the student's course and medical assisting program without the chance of reentry.
- **Emergency Preparedness:** Students are to be familiar with emergency procedures specific to the practicum site, including evacuation plans and protocols for handling medical emergencies. Know the location of emergency equipment and supplies.
- **Safety Practices:** Students are to follow all safety practices related to patient care, such as proper body mechanics, safe handling of patients, and the correct use of equipment.

#### Emergency Procedures:

- **Emergency Contacts:** Students are familiarizing themselves with emergency contact numbers and procedures at both the University, clinical skills lab locations, and practicum sites. Students are to know how to access emergency services and report emergencies.
- **First Aid Training:** Students required to aware of basic first aid procedures and where first aid supplies are located at your practicum sites and the University. Students are expected to have a current BLS that meets programs requirements.

Failure to meet any of the MA program safety standards or emergency procedure will be immediately removed from the MA Program, failure of course and program without the chance or reentry.

#### Drug Screen Policy

Students enrolled in the Medical Assistant Program are required to complete and pass a ten-panel drug screening in order to remain in the MA Program and be eligible for clinical practicum placement. Students assigned to clinical practicum at a contracted facilities may also be required to undergo and pass additional random and scheduled drug screenings to remain at that clinical facility and in the program.

#### **FAILING OR REFUSAL TO SUBMIT A DRUG SCREEN:**

Students who fail a screening or refuse to submit to a screening within the designated time frame will be ineligible for clinical placement, which will affect their status in the program. Students with a positive drug test may appeal the results of the test within five (5) days of notification of the drug test results. This appeal must be in writing and delivered to the MA Program Director. An appeal by a student who claims that they tested positive due to a prescription drug and was

unable to clarify this matter with the medical review officer (MRO) from the drug testing lab, shall include evidence from a health care provider of the type of prescription, dates of permissible use and dosage amounts. Students whose appeals are denied may re-apply for re-entry into the program after one year. Requests for re-admission will be considered on a case-by-case basis and in accordance with program criteria.

#### NEGATIVE-DILUTED RESULT:

Students who are notified of a negative-dilute\* result will submit to a random drug test within 24 hours of the previous test in order to confirm the negative status of the screening. Additional random testing may also be required.

\*Negative-Dilute refers to a urine specimen that has a greater concentration of water than that of a normal urine specimen.

#### MARIJUANA USE:

Students who test positive for marijuana are unable to continue in a clinical placement, which will affect their status in the program. While the use of marijuana is permitted in Montana, Washington, Oregon, and California, marijuana remains classified as a controlled substance under federal law and its use, possession, distribution and/or cultivation at educational institutions remains prohibited.

## Family Educational Rights and Privacy Act (FERPA)



In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA) the University has adopted the following policies and procedures to protect the privacy rights of students.

### Definitions

The University uses the following definitions in this policy.

Student: any person who is enrolled or has attended the University.

Education records: any record maintained by the University, which is directly related to a student, with the following exceptions:

1. Personal records kept by university employees that are in the author's sole possession and are not accessible or revealed to any other person.
2. Employment records unless the employment records are contingent on the fact that the employee is a student (i.e. work-study students).
3. Records maintained by the Safety and Security Office solely for law enforcement purposes.
4. Records maintained by the Health Center.
5. Alumni records.

### Location of Records

Following are the types of education records that the University maintains, their locations, and their custodians.

1. Admissions records, academic records, academic progress records, and advising records are located in the offices of Admissions and Records. The Registrar is the custodian for these records.
2. Financial Records are located in the Office of Financial Aid. The Director of Financial Aid is the custodian of these records.
3. Nonacademic Records are located in the Office of Student Development. The Vice President of Student Development is the custodian of these records.

### Inspecting Education Records

A student may inspect and review his/her education records upon request to the appropriate record custodian. The student should submit in writing his/her request which identifies as precisely as possible the records he/she wishes to inspect. The custodian will make the necessary arrangements for access within 45 days after receipt of the writ-ten request and will notify the student of the time and place where the records may be inspected.

### Feed for Copy of Records

The fee for a transcript of the student's permanent University of Providence's academic record is \$10 per copy.

### Right of the University to Refuse Access

1. The financial statement(s) of the student's parents.
2. Letters and statements of recommendation for which the student has waived his/her right of access, or which were placed in the file before January 1, 1975.
3. Records connected with an application to attend the University if that application was denied.
4. Education records containing information about more than one student; in which case the University will permit access only to that part of the record which pertains to the inquiring student.
5. Those records which are excluded from the FERPA definition of education records.

### Right of the University to Refuse to Provide Copies

If the student has an unpaid financial obligation to the University, the University reserves the right to deny transcripts or other copies of records which are required to be made available under FERPA.

### Disclosure of Education Records

The University will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have legitimate educational interest in the records. A school official is:
  - a. a person employed by the University in an administrative, supervisory, academic, research, or support staff position.
  - b. a person elected to the Board of Trustees.
  - c. a person employed by or under contract to the University to perform a special task, such as legal counsel or an auditor.

### A school official has legitimate educational interest if the official is:

- a. performing a task that is specific in his/her job description or by a contract agreement.

- b. performing a task related to the student's education
- c. performing a task related to the discipline of a student.
- d. providing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement, or financial aid.
2. To officials of another school, upon request, in which a student seeks to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as needed to assess eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting authorized studies for or on behalf of the University.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate parties in a health or safety emergency.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### Record of Requested for Disclosure

The University will maintain a record of all requests for and disclosures of information from a student's education records. The record will indicate the name of the party making the request and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

### Directory Information

The University designates the following categories of student information as public or "directory information." This information may be disclosed by the institution at its discretion.

Student name (including previous names), current enrollment, dates of attendance, class standing, previous institution(s) attended, major field of studies, awards, honors, degree(s) title and date conferred, and full-time or part-time status, local and permanent address, telephone numbers, UProvidence student email, past and present participation in officially recognized sports and activities, including physical factors (height, weight of athletes).

### FERPA Release

Students will be asked to sign and submit a FERPA release form after their admission but prior to beginning the program. The FERPA release states that the PROVIDENCE Human Resources and PROVIDENCE Medical Clinic administrator will have access to the students' background check, drug screen, immunization and academic records based on the legitimate requirements for all students in a clinical setting.

## University of Providence Academic Policies



The following Academic Policies of the University of Providence can be found on our website at:

<http://https://www.uprovidence.edu/become-a-student/academic-information/academic-policies/>

Or Scan the QR code for quick and direct access:



Academic Misconduct, Academic Probation and Suspension, Adding Classes, Catalog Governing Graduation, Challenge of Courses, Cheating, Credits, Credit Transfer Policy, Class Attendance, CLEP and AP Credits, Course Numbering System, Course Waivers, Designation of Degrees, Double Dipping, Dual Majors, Graduation Participation Policy, Graduation with Honors, Grade Appeal Procedure, Grade

Completion Dates, Grade Change Policy, Grading System, Grade Reports, Incomplete Policy, Graduation Applications, Independent Study and Telecom Home Study, Non-Collegiate Learning Experiences, Plagiarism, Pre-Professional

Academic Advising, President's Honor Roll and Dean's List, Recording of Degrees, Repetition of Courses, Residency.

Requirements, Simultaneous Enrollment, Student Classifications, Student Conduct, Student Credit Load, Student Records and FERPA, Use of Requirements from Different Catalogs

### Unsatisfactory Student Performance Academic Misconduct

The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

- **Cheating** Use or attempted use of unauthorized material, information, study aid, or



electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing, or copying another student's examination or assignment, making, or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

- **Plagiarism** Representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (To see the full wording please visit the Undergraduate Catalog on the University of Providence Website.)

The MA Program's Policy on Plagiarism: No one assignment (paper or discussion post) can have no more than 30% similarity score via Turnitin or Grammarly and no more than 10% similarity to a single source. Students who submit an assignment with more than 30% similarity and/or more than 10% similarity to a single source will receive a zero for the assignment and one written warning that will go on file with the MA Program Director. If a student submits a second assignment in the MA Program with 30% similarity overall and/or more than 10% similarity for a single source, the student will be removed from the MA Program. The student will need to follow the reinstatement policy if they wish to re-enter into the MA Program.

Initial Procedure Regarding Academic Misconduct The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s). The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Instructor's additions to the Academic Conduct policy Accessing a previous Moodle shell for the express purpose of reviewing quiz answers or using assignments/components of previously submitted assignments (self or others) may be considered cheating and/or self-plagiarism/plagiarism.

To view the complete University of Providence Academic Misconduct policy, including the "Academic Related Appeals Process," please see Undergraduate Catalog on the University of Providence website.

### Academic Warning, Probation, and Suspension

Undergraduate students will be evaluated at the end of each semester or upon attempting a minimum of nine (9) semester credits, to ensure they are making satisfactory academic progress toward their degrees. To make satisfactory academic progress and remain in good academic



standing, students must maintain a semester and cumulative GPA of at least 2.0.

Students whose semester GPA is between 1.99 and 1.0 will be placed on academic probation for the next semester of attendance (see Probation). Students whose semester GPA is .99 or below will be suspended for a minimum of one semester (see Suspension). Students whose cumulative GPA is below a 2.0 will be placed on warning (see Warning).

### Probation

Students placed on probation will be required to participate in an individual academic recovery plan and will be limited to a maximum of 16 credits. If, during the subsequent semester of enrollment, or a minimum of nine (9) additional semester credits, the semester GPA remains below a 2.0, the student will be suspended and may not enroll in classes for a minimum of one semester.

Probation students whose semester GPA after one semester on probation, or a minimum of nine (9) additional semester credits, is above a 2.0, will be returned to good academic standing.

### Suspension

After a period of suspension, a student must reapply to the University. Readmission is not guaranteed. If the student is readmitted, the student will be placed on academic probation for the next semester of enrollment (or upon attempting a minimum of nine (9) semester credits). Students will be required to participate in an individual academic recovery plan upon readmission and will be limited to a maximum of 13 semester credits. The student will develop and follow the individualized plan in cooperation with his/her academic advisor, athletic coach, if applicable, and a member of the Center for Academic Excellence. If the semester GPA is below a 2.0, the student will be suspended once again. A second suspension requires at least one year (a fall and spring semester) away from classes and a third suspension results in expulsion and the student will not be allowed to return to the University. Any instance of probation, suspension, or expulsion will be recorded on the academic transcript.

### Warning

The University will also monitor the student's cumulative GPA. After attempting a minimum of one semester or nine (9) semester credits, any student with a cumulative GPA below 2.0 will be placed on academic warning. Students on warning are not required to appeal or participate in the academic recovery plan unless they are also on academic probation (see above). However, students will be notified formally of their warning and reminded that a minimum GPA of 2.0 is required for degree completion from the University. Students may be placed on warning and probation at the same time if both the semester and cumulative GPA are below 2.0.

### Appeal Process

An Academic Suspension may be appealed for extenuating circumstances only. Consideration will be given to extenuating circumstances beyond the student's control (e.g., serious personal illness, injury, the death of an immediate family member, or other extreme duress). To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the appeal committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

### Academic Related Appeals Process

All grade related appeals will be handled in the manner provided below and will apply to both graduate and undergraduate appeals.

Formal appeals must be filed within thirty (30) calendar days of the aggrieved incident. However, before a formal appeal is filed, the student should first attempt to solve the problem on an informal basis utilizing the following procedure

1. The student should speak to the instructor with whom he/she has a complaint.
2. Should step one not provide a satisfactory resolution of the issue, the student should schedule a mediation meeting with the Coordinator of Student/Faculty Relations.
3. Only after the above steps have been followed should the student request that the Coordinator of Student/Faculty Relations notify the Academic Dean that steps one and two have not resolved the problem.
4. The student should write a letter to the Academic Dean carefully describing the reason(s) for his/her complaint. This letter should clearly state what circumstance has created the aggrieved incident and what redress the student seeks.

Within fourteen (14) calendar days of the receipt of the written complaint, The Coordinator of Student / Faculty Relations will refer the matter to the Academic Environment Committee (AEC). The chair of AEC will appoint an ad hoc Appeals Committee to hear the appeal consisting of three of its members and two students appointed by the Student Senate. In the matter of graduate student appeals, students will be graduate students. This Appeals Committee will choose a chair from among its members. In cases of conflict(s) of interest, the chair of AEC will recruit faculty members from outside AEC. The Coordinator of Student/Faculty Relations will facilitate the process and serve as Hearing Officer, a non-voting participant, in academic related appeals. The hearing should take place within 14 days of the committee appointment. The parties must mutually agree on any extensions.

At least seven (7) calendar days in advance of the hearing, the Hearing Officer will notify all parties involved in the appeal of

1. The time and place of the hearing
2. The nature of the complaint
3. The composition of the committee

At least 48 hours prior to the hearing each party will

1. Provide the Hearing Officer with all pertinent documentation.
2. Provide a list of witnesses if either party chooses to call witnesses. A list of these witnesses will be provided to the appeals committee when documentation is provided. Each witness must provide a written statement to the committee no less than 48 hours prior to the hearing.

### During the hearing

1. All parties are permitted to be accompanied by someone for the purpose of support and advice. That person will not be allowed to offer testimony. Unless identified as a witness in step 2 above.
2. The Chair will call witnesses at the appropriate time and dismiss them after

- completing their testimony.
3. Both parties will be in the hearing room at the same time.
  4. Procedure\*
    - a. A maximum of 10 minutes is allowed for student.
    - b. A maximum of 5 minutes is allowed for each student witness.
    - c. A maximum of 10 minutes is allowed for instructor.
    - d. A maximum of 5 minutes is allowed for each instructor witness.
    - e. A maximum of 5 minutes per student is allowed for rebuttal.
    - f. A maximum of 5 minutes is allowed for instructor rebuttal.  
\*Committee members may ask questions at any time during the hearing. Their questions and answers are not included in the time limits listed above.
  5. An audio recording will be made of all testimony.

Appeals Committee hearings are private, and all parties will be dismissed while the committee deliberates. Only committee members who have heard all of the evidence may vote. Within ten (10) calendar days of the hearing's conclusion, the Hearing Officer will forward its findings in writing to all parties concerned including the Academic Dean and the Coordinator of Student / Faculty Relations. The committee's decision is final.

All proceedings and findings of the Appeals Committee are confidential. Committee members' individual notes will be collected and destroyed at the end of proceedings. No record is made of the closed session deliberations of the committee. The Academic Dean and the Coordinator of Student / Faculty Relations will securely store the reports for a period of six years after which they will be destroyed.

### Reinstatement to the Medical Assistant Certificate Program

Students must submit a written request to be re-instated to the program. The letter should be addressed to the Program Director. A review of the student's records and any other pertinent information will be conducted.

If approval for re-instatement is made, the student will resume the program at the point of entry which allows for smooth progression to the next sequence as determined by the Program Director. A statement of the student's problems/reasons for withdrawing or being suspended and the solution for correcting these problems will be signed both by the student and the Program Director prior to the student resuming classes.

## Religious Accommodation Policy



The University of Providence will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program requirement. Students requesting a religious accommodation should make the request, in writing, directly to their instructor with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work.

Examples of religious accommodations may include rescheduling of a Skill Lab or exam or giving a make-up Skill Lab or exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; and releasing a graduate assistant from teaching or research responsibilities on a given day.

## APPENDIX E NON-DISCRIMINATION AND HARASSMENT POLICY

The University of Providence, mindful of its mission as Catholic and Sisters of Providence institution, strives to provide an educational and working environment that is free from all forms of unlawful discrimination and harassment and is committed to providing an environment that values diversity and emphasizes the dignity and worth of every individual, an environment in which every individual is treated with respect. As part of this commitment, the University does not discriminate on the basis of age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, military status, genetic predisposition or carrier status, gender identity, familial status, domestic victim status, pregnancy, citizen status, disability, or any other status protected by state or federal law in administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

This Policy applies to all applicants, students, faculty, staff, and third parties. Furthermore, the University forbids retaliation and/or any form of harassment against an individual as a result of filing a complaint of discrimination or harassment or as a result of participating in an investigation of a complaint of discrimination or harassment.

The Senior Director, Business Operations has been designated to handle discrimination or harassment inquiries regarding this Policy Kylie Carranza Senior Director, Business Operations University of Providence 406.791.5305

Title IX of the Educational Amendments of 1972 provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Title IX Coordinator has been designated to handle sex or gender-based inquiries regarding the University’s Sexual Misconduct Policy Title IX Coordinator Kylie Carranza Senior Director, Business Operations University of Providence 406.791.5305

### Disability Accommodations

It is the policy of the University of Providence to comply with the Americans with Disabilities Act of 1990 (ADA), the Disabilities Amendments Act of 2008 (ADAA), applicable provisions of the Rehabilitation Act of 1973, and applicable local laws that forbid discrimination against qualified individuals with disabilities. Accordingly, the University provides reasonable accommodations to qualified students and applicants for admission who have disabilities where such accommodations would not cause the University undue hardship. The University of Providence strives to foster a culture where such students feel no hesitation about requesting accommodations that will enable them to participate in social, academic, and University-sponsored extracurricular programs.

This Policy does not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the Title IX Process that do not fundamentally alter the Process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even

where the Parties may be receiving accommodations in other institutional programs and activities.

### Ombudsperson for Civil Rights & Disability Complaints

In addition, the President shall appoint Ombudspersons to assist students or employees of the University of Providence who wish to file and have advice in alleged civil rights violations. Where appropriate, a specialist in a particular civil rights area may be appointed. The ombudspersons will be announced by the President on an as needed basis. The Ombudspersons are charged

1. To monitor the University of Providence Affirmative Action Plan itself, and the Human Resources Office for compliance with the plan; and
2. To be advisors for those employees or students who wish to press a complaint in respect to Equal Opportunity or Sexual Harassment or Affirmative Action alleged violations by the University or by individuals on civil rights issues.

### DEFINITIONS

Discrimination—conduct that is based upon an individual's age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, military status, genetic predisposition or carrier status, gender identity, familial status, domestic victim status, pregnancy, citizen status, disability, or any other status protected by state or federal law that is so severe, persistent or pervasive that it excludes an individual from participation in, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, or participation in a University program or activity.

Listed below are examples of conduct that can constitute discrimination if based on an individual's protected characteristic. This list is not all-inclusive; in addition, each situation will be considered considering the specific facts and circumstances to determine if Discrimination has occurred. Singling out or targeting an individual for different or adverse treatment (e.g., more severe discipline, lower salary increases) because of his or her actual or perceived protected characteristic. Failing or refusing to hire or admit an individual because of his/her actual or perceived protected characteristic.

Terminating an individual from employment or an educational program or activity based on his/her actual or perceived protected characteristic. Other Forms of Discrimination—In addition to the above, the following acts of Discrimination are prohibited by this Policy Causing physical harm, verbal abusing, intimidating, or engaging in other conduct that threatens the health or safety of any member of the University community based on his or her actual or perceived protected characteristic.

- Hazing (defined as acts likely to cause physical or psychological harm or social exclusion or humiliation) any member of the university community based on his or her actual or perceived protected characteristic.
- Bullying (defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or degrade another person physically or mentally) any member of the University community based on his or her actual or perceived protected characteristic.
- Hostile Environment Harassment—the unlawful harassment against an individual on the basis of his or her age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, military status, genetic predisposition or carrier status, gender identity, familial status, domestic victim status, pregnancy, citizen status,



disability, or any other status protected by state or federal law when the conduct is either (a) sufficiently serious (i.e., severe, pervasive, or persistent) and objectively offensive so as to deny or limit the individual's ability to participate in or benefit from the university's programs or activities; or (b) the conduct has the purpose or effect of unreasonably interfering with an individual's employment or education.

- The determination of whether an environment is "hostile" must be based on all of the circumstances, giving consideration to whether a reasonable person in a similar situation would have perceived the conduct as objectively offensive. Also, the following factors will be considered (a) the degree to which the conduct affected one or more students' education or individual's employment; (b) the nature, scope, frequency, duration, severity, and location of incident or incidents; and (c) the identity, number, and relationships of persons involved.
- A single or isolated incident of Hostile Environment Harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment.
- Retaliation—taking adverse action against an individual making a complaint under this Policy or against any person cooperating in the investigation of a complaint under this Policy. Retaliation includes intimidation, threats, harassment, and other adverse action including adverse job action and adverse academic action against any such complainant or third party.
- Intimidation—implied threats or acts that cause an unreasonable fear of harm in another.

## PROCEDURES/GUIDELINES

### Reporting Unlawful Discrimination, Harassment or Retaliation to the University

The University can take corrective action only when it becomes aware of problems. Therefore, any individual who believes he or she has experienced or witnessed discrimination, harassment, or an incident of retaliation is encouraged to come forward promptly with their inquiries, reports, or complaints and to seek assistance within the University. Individuals also have the right to pursue a legal remedy for discrimination or harassment that is prohibited by law in addition to or instead of proceeding under this Policy.

Individuals who wish to make a formal complaint ("complainant") to the University about alleged discriminatory or harassing behavior or retaliation not involving sex or gender may contact the following individual Kylie Carranza Senior Director, Business Operations University of Providence 406.791.5305

In addition, the University Ombudsperson for Civil Rights & Disability Complaints may be contacted.

A complaint may be submitted at any time following an incident, although the University's ability to take any action may be limited by the matriculation or employment status of the alleged respondent.

False and malicious complaints as opposed to complaints that even if erroneous, are made in good faith, may be subject to appropriate disciplinary action up to and including termination or expulsion.

### I. External Complaint Procedure for alleged Non-Compliance of the University

An individual desiring to file a complaint with the United States Department of Education alleging that the University is not complying with Federal Civil Rights regulations should contact United States Department of Education REGION VIII Acting Director (303) 844-3677 1244 Speer Blvd., Suite 310 Denver, CO 80204-3582

- II. University's Response to Discrimination, Harassment and Retaliation Complaints  
The procedure utilized in the investigation of any complaint of Federal or State Civil Rights Law, infringement, harassment, or disability (Section 504 of the Rehabilitation Act of 1973 or the Americans with Disability Act) will be the same as those used for the investigation of a complaint of sexual harassment (see the University's Sexual Misconduct Policy below).

## SEXUAL MISCONDUCT POLICY (Title IX)

### I. PURPOSE

The University of Providence (hereinafter collectively referred to as "UP"), seeks to maintain a safe learning, living, and working environments for all members of its community. In addition, UP subscribes to all federal, state, and institutional laws and regulations necessary to ensure that goal. Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against based on sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that

- Defines the meaning of "sexual harassment" (including forms of sex-based violence)
- Addresses how this institution must respond to reports of misconduct falling within that definition of sexual harassment, and
- Mandates a grievance process that this institution must follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

Based on the Final Rule, UP has implemented the following Title IX Policy as of the effective date of August 14, 2020.

As such, this policy is meant to work in harmony with other applicable UP policies and procedures that address sexual and discriminatory misconduct. In the event that the alleged violation falls within the scope of Title IX, this policy serves as the operating process for addressing the violation while also subscribing to any regulations or reporting requirements of other federal and state laws addressed in the UP Sexual Misconduct Policy (Community Policies 2.1.12).

### II. POLICY



All areas of the UP community seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Sexual Harassment of any kind is detrimental to UP's mission, history, and identity. UP will resolve any Covered Sexual Harassment in a timely and effective manner. Compliance with UP's policies and procedures is a necessary step in achieving a safe environment in our educational community.

The policy set forth were developed to promote a safe educational environment in compliance with Final Rule under Title IX of the Educational Amendments of 1972. Those believing that they have been subject to Sexual Harassment, as defined in the Final Rules under Title IX, should immediately contact the Title IX Coordinator. When the Title IX Coordinator has received a Formal Notice of the occurrence, UP is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects

### III. DEFINITIONS

1. **Gender Discrimination** is defined as the following by Title IX
  - a. Discrimination or harassment based upon one's gender (sex)
  - b. Unfair treatment, attitudes, or behaviors towards an individual based upon their gender (sex)
  - c. Gender identity discrimination as covered by Title VII
  - d. Sexism, sexist attitudes, and sex stereotyping
  - e. Unproportioned athletic programs or activities offered to all genders in relationship to the college's enrollment
2. **Sexual Harassment** is defined as the following by Title IX
  - a. Unwanted sexual behavior, advances, or requests for favors
  - b. Unwelcomed verbal, visual, or physical sexual conduct
  - c. Offensive, severe, and/or frequent remarks about a person's sex
  - d. Harassment of a sexual nature which interferes with an individual's right to an education and participation in a program or activity
3. **Sex Violence** is defined as the following by Title IX
  - a. Sexual abuse or assault, battery, or coercion
  - b. Unwanted sexual contact that stops short of rape or completed rape
  - c. Use of force or manipulation of unwanted sexual activity
  - d. Physical acts where a person is incapable of giving consent or is against a person's will
4. **Retaliation** is defined as the following by Title IX
  - a. A strike back in response to another's action or accusation
  - b. a form of revenge or reaction because of a filed complaint against a person
  - c. refusal to promote, advance, or accurately support/qualify a person due to a complaint filed
5. **Hostile Environment** is defined as the following by Title IX
  - a. A situation of discriminatory or sexual nature that has occurred and created a adverse setting
  - b. An intimidating or offensive environment that causes a person to be fearful
  - c. A setting that denies, limits, or interferes with a person's ability to participate in or benefit from a program, activity, or job

### IV. PROCEDURES/GUIDELINES

#### A. HOW DOES THE TITLE IX POLICY IMPACT OTHER CAMPUS DISCIPLINARY POLICIES?

In recent years, “Title IX” cases have become a shorthand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, UP must narrow both the geographic scope of its authority to act under Title IX and the types of “sexual harassment” that it must subject to its Title IX investigation and adjudication process. Only incidents falling within the Final Rule’s definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing through the Title IX Policy defined below.

UP remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule.

Specifically, our campus has A Code of Conduct that defines certain behavior as a violation of campus policy, and a separate Sexual Misconduct Policy that addresses the types of sex-based offenses constituting a violation of campus policy, and the procedures for investigating and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Title IX Policy, or misconduct falling outside the Title IX Policy is discovered in the course of investigating covered Title IX misconduct, the institution retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Code of Conduct or Sexual Misconduct Policy through a separate grievance proceeding.

#### B. MAKING A REPORT REGARDING COVERED SEXUAL HARASSMENT

Any person may report sex discrimination, including sexual harassment (whether or not the person

reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

Kylie Carranza

1301 20th Street South Great Falls, MT 59405 Phone 406-791-5305

Email [kylie.carranza@uprovidence.edu](mailto:kylie.carranza@uprovidence.edu)

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

For additional information on the initial assessment, non-investigatory measures available, determination of title IX response, dismissal of complaints, formal complaint, informal resolution process, investigation, adjudication/hearings, determination of responsibility, appeals, retaliation, privacy and confidentiality, and additional information, please review pages 29 – 47 of the *University of Providence Student Handbook*

## APPENDIX F INCIDENT REPORTING

Students at the University of Providence who have a concern regarding the University's programs, courses (online or in-person), or policies can submit a comment or follow the appeals process located in the student handbook.

Concerns must follow the University of Providence customary resolution procedure prior to being referred to the Montana University System and NC-SARA procedures. Grade appeals and student conduct appeals are not allowed under SARA guidelines.

University of Providence Concerns – For more information on submitting a concern, please fill out the incident report form at this link: <https://www.uprovidence.edu/student-life/student-concerns/>

Inquires or complaints regarding this private vocational school may be directed to the following.

### UNIVERSITY OF PROVIDENCE

1301 20th Street South Great Falls, Montana 59405 Phone | 800-856-9544  
Web | <https://www.uprovidence.edu/student-life/student-concerns/>

### WASHINGTON

This school is licensed under Chapter 28C.10 RCW.  
Workforce Board, 128 - 10th Ave. SW, Box 43105, Olympia, Washington 98504 Phone | 360-753-5662  
E-Mail | [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov) Web | [wtb.wa.gov](http://wtb.wa.gov)

### OREGON

Higher Education Coordinating Commission 3225 25th St SE  
Salem OR, 97302  
Phone | 503-947-5925  
Email | [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov)  
Web | <https://www.oregon.gov/highered/Pages/index.aspx>

### MONTANA

Montana Department of Justice  
Office of Consumer Protection  
225 11<sup>th</sup> Ave  
PO Box 200151  
Helena, MT 59620-0141  
Phone | 406-444-4500 or 800-481-6896  
Web | [www.dojmt.gov/](http://www.dojmt.gov/)

# University Of Providence Contacts

University Contact:	Phone #:
Dr. Angela Jukkala, Interim Dean	406-791-5333
Nikki Garbarino- Director of Medical Assisting	406-791-5352
Jori Ciralli- Medical Assisting Program Coordinator	406-791-5354
Kari Thurston Director of Operations	406-791-5962
VP of Academic Affairs	406-791-5032
Accounting Services	406-791-5263
Accounts Payable	406-791-5266
Admissions Office	406-791-5202
Alumni Office	406-791-5305
Business Office	406-791-5245
Campus Ministry	406-791-5321
Career Services	406-791-5216
Financial Aid	406-791-5215
Galerie Trinitas	406-791-5297
Graduate Studies	406-791-5335
Human Resources	406-791-5976
IT Support	406-791-5326
Library	406-791-5315
Mailroom (Campus Store)	406-791-5260
President's Office	406-791-5300
Public Information	406-791-5366
Registrar's Office	406-791-5204
Student Development	406-791-5308
Telecom/Distance Learning	406-791-5320
University of Providence Main Number	406-791-5202
Admissions & Records*	1-800-856-9544
Business Office	1-800-856-9562
Campus Bookstore	1-800-817-4805
Distance Learning*	1-800-342-9824
Financial Aid	1-800-856-9561
	All of the 800 numbers work in the following areas CO, ID, MT, ND, OR, SD, WA, WY, Alberta BC, Saskatchewan *These numbers are accessible Nationwide