Unit Plan Narrative

Unit: Medical Assisting Program

Division or Area to Which You Report: Physical Education, Athletics & Applied Health

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1. Mission of this Unit:
   The mission of the Medical Assisting Program is in accord the mission of the college, the concept of a community-centered institution that recognizes and endeavors provide a framework of educational excellence. This has particular significance for the Medical Assisting Program. Within this context, the curriculum in the Medical Assisting Program and the process of teaching and learning is based on the following premises: The Chabot College Medical Assisting Program is intended to prepare the student with the entry level skills and knowledge that may lead to employment as a professional medical assistant. The program’s intent is also to prepare the student for the Certified Medical Assistant (CMA®-AAMA) exam.

2. Description of the Unit:
   a. The achievements from the last year are:
      The continued accreditation is then maintained by annual reports, which measure whether the program is meeting required minimum outcomes assessment thresholds these thresholds were met in 6 out of 7 outcomes. Our statistical evidence comes from graduate and employer surveys. Last year the program graduated 22 students.
   b. The special activities of the Medical Assisting program are that the instruction is competency based. Accreditation requires that the students meet the 32 content areas and the 62 competency areas. Beginning with the 2008 standards the program will be required to keep on file 100% all student competency and content products for a period five years program for accreditation purposes. The students complete one externship in a variety of community sites. The program is always attempting to increase community partnerships.
   c. There is one full time faculty member who coordinates the program and the American Heart association BLS training center. This full time faculty member teaches Health 51A and 51B, clinical skills and also responsible for the clinical placement of the students. Coordination also requires that the requirements for accreditation are met.
There is one adjunct faculty member who teaches administrative skills and usually Health 50 when not assigned to faculty with more seniority. The program also utilizes the Clinical skills coordinator for the clinical skills labs.

d.

There are no prerequisites for the medical assisting program and no special application. There is open access to the medical assisting program for all populations although there are very few males entering the profession. The enrollment to the program is limited by the class size for clinical and administrative labs and clinical site placement. The class size is 20 although up to 30 are added to the program each fall. (Fall 2007 36 students were added to the program but only 25 proceeded to the spring 2008 semester) Due to limited screening of students there is a high rate of attrition during the first semester, but the students that successfully transition to the second semester usually persist to graduation. The attrition in the first semester is usually due to:

- English as a second language, especially oral language
- The student does not realize the commitment of time and work to meet the program objectives
- The student does not have the basic skills to be successful
- The student has not been proactive in obtaining financial assistance and therefore lacks the required texts and supplies
- The student has not secured adequate childcare

The students receive a great deal of assistance to meet the program objectives especially in the requirement of meeting general, clinical and administrative skills competencies. The students also receive a great deal of assistance from Calworks and EOPS. To address the ESL issue the program works with the ESL faculty who are available for a one on one tutorial, most of the problems are in the area of oral language skills.

3. Goals and Objectives of the Unit: Clear the deficits from the accreditation site visit, a progress report was mailed to the AAMA December 2006.

**Status: Completed**

The progress report to the American Association of Medical Assistants Endowment (CRB-AAMAE) was accepted and the Chabot College Medical Assisting Certificate Program will have a comprehensive review no later than May 2015 to maintain continuing accreditation

Ensure that all students successfully complete all content areas and clinical competencies:

**Status: Ongoing**

Each graduate has met the required competency and content requirement, however the paper work and storage of the required papers becomes cumbersome
Work with special populations such as students with English as a second language

**Status: Ongoing**
This is an ongoing problem as students with ESL do well on written assignments but do not perform to a satisfactory level with oral communication.
Students are referred to the ESL one on one tutorial

Increase community clinical sites

**Status: Ongoing**
This is an ongoing activity and becomes more difficult with the increase in proprietary schools also seeking clinical sites.
Other problems in clinical placement is meeting the stringent medical and background checks requirements in a timely manner

Work with the Eden Area Occupation Center to articulate course work from the medical occupations courses

**Status: Ongoing**
Courses articulated (2006-08) are Health 50 and Health 51A. Work continues with criteria to articulate the administrative medical assisting courses Meda 71A and B while meeting program accreditation

Work with Davis Street Family Resource Center to begin medical assisting training for their clients

**Status: Ongoing**
A meeting was held February, 2008 at the Davis Street Family Resource center with Rose Padilla Johnson, executive director and Dawn Valadez, Development director

b. List the activities you will do in support of achieving each of these goals.
I. Complete the annual report and meet required minimum outcomes assessment thresholds

II. Set up a filing system for the storage of required paperwork

III. Continue to work with the Language Arts faculty on the ESL project

IV. Perform more outreach to secure quality clinical sites and job placement for graduates

V. Continue meetings with administration and faculty at the Eden ROP to articulate Meda 71A, and Meda 71B. If students complete the courses they need to be able to register for the remainder of the Meda classes through the early decision.

VI. Continue outreach to the Davis street family resource center