



Medical Assisting (Allied Health Program)

Enrollment Packet

Fall 2018

ALL MEDICAL ASSISTING EMAIL COMMUNICATIONS WILL BE CONDUCTED THROUGH DCCC EMAIL SYSTEM ONLY.

All Medical Assisting admission policies and procedures are subject to change as necessary, without notice. Davidson County Community College's Medical Assisting program accepts 24 students. Meeting all enrollment requirements by the deadline does not guarantee entry into the program.

ENROLLMENT PROCEDURES

Phase 1) Apply to Davidson County Community College

- Complete a Davidson County Community College application for admission (*for those not currently enrolled at DCCC*).
- Submit high school transcript, GED/HiSET, NC high school equivalency, or adult high school score report to DCCC (*high school seniors are required to submit a current transcript by the program's competition deadline and a final transcript after graduation*).
- Submit official college transcripts from college(s) attended to DCCC (*only transcripts in which you plan to transfer credit(s) must be submitted*). College transcripts must be official. Transcripts must be in the original sealed envelope and either mailed to P.O. Box 1287 Lexington, NC 27295 **or** sent electronically to admissions@davidsonccc.edu.
- Complete a mandatory Focus2 career assessment (<http://www.davidsonccc.edu/focus-assessment>).

Phase 2) Medical Assisting Admission Review

- After DCCC has received your general admission application and all transcripts have been received and processed for those not currently enrolled, **October 2nd through January 26, 2018**, complete a Medical Assisting Admission Review with an Enrollment Specialist (in person, in the Enrollment Center located in Mendenhall Building (1st floor) on Davidson Campus **OR** the Administration Building at Davie Campus; **no appointment is required**. All phases of this packet and supporting courses of the program will be reviewed for a grade of a "C" and above.

Program	Accepts	Additional Notes
Medical Assisting Diploma/Degree	24	<ul style="list-style-type: none"> • Program begins each fall semester • This is a day time program • Classes are primarily face-to-face • Admitted students are completing the Diploma requirements the first year and have the option to complete the Degree courses during the second year • Core courses meet on the Davidson Campus • A student must meet all course requirements for the diploma program of study with a grade of “C” or better for entry and progression in the MED program.

Phase 3) Ranking Process

The Admission Counselor will begin the Medical Assisting ranking process after the January 26th deadline.

IMPORTANT DATES	
Allied Health Application Deadline	January 26, 2018
Acceptance/Alternate Letters emailed by Admission Counselor (DCCC email account)	March 12, 2018
Deadline to Confirm Seat with Admission Counselor (if accepted)	March 26, 2018
Program Director's Congratulations/Next Step Letter	March 30, 2018

Applicants are awarded points for the following **COMPLETED** courses:

- ACA 090 completed at DCCC; grade SA, SB, or SC: **1 point**
 - BIO 163 or BIO 166 or BIO 169: grade A, B, or C: **1 point**
 - MAT 115 or above: grade A, B, or C: **1 point**
 - Career & College Promise Track: **1 point**
 - Applicants are awarded **1 point** for a cumulative Grade Point Average (GPA) of 3.2 or higher; GPA's below 3.2 earns **0 points** (regardless of credits completed).
 - Current high school students with a completed HS lab science above general biology with a grade of 'A' or 'B' will earn **1 point**.
- ❖ **Applicants with the highest overall points will be offered seats in Medical Assisting program (tie breakers will be determined by GPA).**

- **Alternate List for the Programs**

The remaining Medical Assisting applicants will be placed on an alternate list in rank order and admitted in the program if space becomes available. Applicants qualifying after the January deadline may also be placed on the program alternate list, but must contact their Academic Advisor to review requirements and eligibility. Alternates will not be carried over to the following year and will need to reapply for the next cycle.

- **Late Program Applicants**

If a program does not fill to capacity, late qualifying applicants may be considered. Late applicants must meet all admissions requirements of this enrollment packet and meet with their academic advisor.

Placement on the alternate list is based upon the date applicant meets eligibility and has his/her review.

HEALTH EVALUATION FOR CONDITIONALLY ACCEPTED ALLIED HEALTH STUDENTS

Proof of required immunizations, criminal background check and 12 panel urine drug screen are also required. The cost to obtain the required vaccinations, criminal background check and 12 panel urine drug screen is the responsibility of the student and should be completed in a timely manner for program entry.

See Medical Assisting website for requirements and deadlines.

<https://www.davidsonccc.edu/academics/health-wellness-public-safety/health-programs/medical-assisting>

CRIMINAL BACKGROUND CHECK & DRUG SCREENING FOR CONDITONALLY ACCEPTED ALLIED HEALTH STUDENTS

Clinical sites require a criminal background check and drug screening prior to participation in clinical site visits. Background checks are conducted through a contracted agency and include nation-wide criminal record and sexual predator checks. A 12-panel urine drug screen must be obtained from a DCCC-approved lab. Additional details can be obtained on the website: <https://davidsonccc.edu/conditionally-accepted-ah-clinical-training-requirements> If any facility refuses to allow the student to participate in the clinical experience at that agency as a result of those findings, the student will not be able to progress in the program. Inability to progress will result in failure of the course and removal from the program.

Scheduling of Classes in Medical Assisting Program

Enrollment in the Medical Assisting program will require attendance at class or clinical sites at varying times of the day or evening and varying days of the week. Travel to and from clinical agencies within the region may be necessary. Notification regarding the clinical schedule is given as soon as possible, usually several weeks in advance. Students will be expected to attend clinical sites off campus at the site and time designated.

The Davidson County Community College does not discriminate on the basis of race, color, national origin, religion, sex, or age, disability, pregnancy, political affiliation, veteran's status, sexual orientation, or gender identity in any of its programs, activities or services. Any inquiries contact Denise Barnhardt at (336) 244-4662

Technical Standards for Allied Health Students in DCCC Programs

Purpose: In addition to DCCC requirements and course objectives, there are technical standards that encompass communication, motor skills, sensory and cognitive ability and professional conduct that are essential for the competent study and practice of health care.

The foundations for the Technical Standards for health care students in DCCC programs are as follows:

- The faculty has authority for the course as described in the Faculty Handbook.
- The instructor is to be treated with respect and has the right and authority to direct the class in whatever manner he/she determines will best facilitate the student's learning based upon the instructor's education and experience.
- Mutual respect is an essential component to effective education. It is important that all positions of a discussion are treated with equal respect and courtesy.
- The instructor's obligation is to design a learning opportunity and present it effectively.
- It is the student's responsibility to attend all components of the course and take responsibility for his/her performance in the course.

These Technical Standards are to be used as a guide:

- For admission, retention and graduation policies
- For comprehensive evaluation of subjectively and objectively measured skills, behaviors and attributes
- To articulate a set of standards for students and faculty to refer to for identification, reflection upon and correction of unsatisfactory behavior
- To assist students to reflect on, understand and accept accountability for the overt and subtle aspects of their behavior and how it impacts the learning environment, clients, colleagues, and the academic and health care environments.
- To assess the reasonableness of requests for special accommodations that would allow the student to perform according to the scope of practice without fundamentally altering the program of study

The Technical Standards are referenced in the following manner:

- Student Action Plan
- Intent Form/Enrollment Packet
- DCCC General Catalog
- Program Orientation
- Student Handbook for specific allied health program

Process:

These standards will be posted in the Student Handbook, on Moodle, distributed and reviewed with students at the onset of the program. Once a variation in Technical Standards is initiated, it will remain in effect throughout the student's continuous progress through the program. To communicate between semesters, probation status will be documented with all program personnel.

The following statements and "Examples" represent standards (but are not all-inclusive) that a student in Medical Assisting program would be required to perform in order to successfully complete the program. If a conditionally accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Associate Dean, School of Health, Wellness, and Public Safety.

Medical Assisting

The Technical Standards for **Medical Assisting** Students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

- I. Cognitive
 - A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 2. Example: Apply broad class concepts to unique client situations.
 3. Example: Concentrate to correctly perform medical assisting procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 5. Example: Respond appropriately to constructive feedback.

- II. Communication
 - A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 1. Example: Establish and maintain a professional relationship with patients and colleagues.
 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
 3. Example: Effective communication with others, both verbally and in writing.
 4. Example: Explain procedures and treatments, document actions, record patient responses to treatment in a professional manner.
 5. Example: Convey information in a clear, professional and timely manner.
 6. Example: Listen and respond to others in an accepting and respectful manner.

- III. Motor Skills
 - A. Sufficient motor function to execute movements required to provide general care and treatment to patients in all ambulatory care settings.
 1. Example: Participate, within reasonable limits, to safely assist a patient in moving; for example, assisting patients with crutches, walker, or a cane or transferring patients from an exam table to a wheelchair.
 2. Example: Manipulate equipment to perform treatments including drawing and administration of injections, catheter insertion, and CPR administration.
 - B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 1. Example: Participate completely in classroom activities.
 2. Example: Participate fully in required activities in clinical setting including extended periods of standing, lifting equipment and walking briskly as is reflective of the general practice of medical assisting.

- IV. Professional Conduct
 - A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.

- B. Incorporate professional standards of practice into all activities.
 - 1. Example: Engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.
 - 2. Example: Work effectively with a team in an academic or ambulatory care setting.
 - 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
 - C. Demonstrate integrity and accountability in clinical and academic setting.
 - 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 - 2. Example: Respond appropriately to constructive feedback.
 - 3. Example: Take all tests and final examinations as scheduled.
 - D. Present self in a professional manner in clinical and academic settings.
 - 1. Example: Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 - 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1. Example: Use Moodle to collect course information.
 - 2. Example: Utilize clinical computers to deliver safe patient care.
 - 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
 - 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
- A. Hearing sufficient to assess health needs.
 - 1. Example: Hear an alarm, accurately measure blood pressures by auscultation, assess breath sounds, and hear a cry for help.
 - B. Vision sufficient for assessment necessary to deliver appropriate care.
 - 1. Example: Observe a patient accurately, at a distance and close at hand.
 - 2. Example: Accurately interpret non-verbal communications.
 - 3. Example: Read the scale on a syringe and the dial on the sphygmomanometer.
 - 4. Example: See a change in skin color. Distinguish color changes for the purpose of laboratory testing.
 - C. Sense of touch sufficient to perform a physical procedure and to detect movement.
 - 1. Example: Detect pulsation; palpate an artery or vein.