

# MEDICAL ASSISTANT PROGRAM

## Program Summary

The Medical Assistant program uses the Wisconsin Technical College System (WTCS) curriculum for medical assistant, which is also used throughout the entire WTCS.

The medical assistant program is taught on the Eau Claire campus. Students are admitted twice a year (August and January) into the daytime track. The August track is two semesters finishing in May. The January track completes in two semesters finishing in December of the admission year. During the last 6 weeks of the program, the student completes a nonpaid practicum experience in a local medical clinic.

Upon successful completion of this CAAHEP accredited medical assistant program, the graduate can take the AAMA CMA exam. Once the graduate has passed the exam, he or she can use the CMA (AAMA) credential. (CMA means Certified Medical Assistant.)

## Mission Statement

The mission of the Medical Assisting Department is to provide the occupational education and training to prepare students to become competent in the entry- level role of Medical Assisting. The Medical Assisting curriculum is based on the standards and guidelines from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

## Program Goals

1. To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.
2. Provide a program to students that is eligible for CAAHEP accreditation, which enables students to take American Association of Medical Assistant national certification exam and upon successful completion of this test, the person can use the title Certified Medical Assistant [CMA (AAMA)].

## Medical Assistant Program Outcomes

Upon Graduation from the Medical Assistant Program, the student will be able to:

1. Perform medical office administrative functions.
2. Provide patient care in accordance with regulations, policies, laws, and patient rights.
3. Perform medical laboratory procedures.
4. Demonstrate professionalism in a healthcare setting.
5. Demonstrate safety and emergency practices in a healthcare setting.

## Accreditation Information

The Chippewa Valley Technical College Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)), upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 9355 113<sup>th</sup> ST N, #7709, Seminole, FL 33775, phone (727) 210-2350

## Occupational Risks

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030.

Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility.

As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include the following:

- Exposure to infectious diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure
- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

### Program Effectiveness

Each year the medical assistant program completes an annual report on program effectiveness for MAERB. The report consists of data for enrollment, retention and graduation, graduate and employer satisfaction, job placement, and national exam passing rates.

Year	Retention	Graduate Participation	Graduate Satisfaction	Job Placement	Employer Surveys Sent	Employer Satisfaction	Exam Participation	Exam Passage
	>=60%	>=30%	>=80%	>=60%	=100%	>=80%	>=30%	>=60%
2022	76.47%	57.58%	100.00%	78.79%	100.00%	100.00%	93.94%	90.32%
2021	76.74%	38.10%	100.00%	90.48%	100.00%	100.00%	95.24%	80.00%
2020	59.52%	53.57%	100.00%	78.57%	100.00%	100.00%	92.86%	96.15%
2019	60.87%	45.83%	100.00%	87.50%	100.00%	100.00%	100.00%	91.67%
2018	67.50%	63.33%	100.00%	93.33%	100.00%	100.00%	100.00%	93.33%
Cumulative	67.80%	52.94%	100.00%	85.29%	100.00%	100.00%	96.32%	90.84%

*Positive Placement is defined by MAERB as "work in medical assisting or a related field, continuing in school or entering the military".*

05/02/2024