

The Christ College of Nursing and Health Sciences

Medical Assistant Program

Student Functional Abilities

The Christ College of Nursing and Health Sciences (TCCNHS) medical assistant program has a responsibility to educate students with the goal of becoming competent medical assistant professionals to care for their patients (persons, families, and/or communities) with cognitive knowledge, psychomotor skills, and functionally affective behaviors. The TCCNHS medical assistant program has academic as well as functional abilities that students must be able to perform, with or without reasonable accommodations, in order to successfully progress in, and graduate from our medical assistant program.

Individuals interested in applying for admission to a medical assistant program should review these functional abilities to develop a better understanding of the skills, abilities, and behavioral characteristics necessary to succeed in the program. These functional abilities and examples are not all-inclusive and serve as guidance, not as hard rules. Accommodation requests by students, even those related to functional abilities, will be analyzed and determined on a case-by-case basis and such accommodations will be granted when the College determines it is reasonable to do so.

Functional Abilities

The TCCNHS medical assistant program provides the following description/examples of functional abilities necessary to successfully complete the requirements of the medical assistant program. Key areas for functional abilities in medical assisting include the following three domains:

1. Cognitive: Knowledge; mental skills; observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions.
2. Psychomotor: Manual or physical skills; use of basic motor skills, coordination, and physical movement.
3. Affective: Behaviors related to feelings, attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors.

If you believe you require accommodations to perform these functional abilities, please contact our College Support Services, Student Success Department regarding services and resources.

TCCNHS medical assistant program provides reasonable accommodations, in conjunction with clinical agencies and community partners, to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the medical assistant program.

Adapted from: Marks, B & Ailey, S. A. (2014). White Paper on Inclusion of Students with Disabilities in Medical assisting Educational Programs. Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD).

Adapted from: The Medical Assisting Education Review Board (MAERB) & The Commission on Accreditation of Allied Health Education programs CAAHEP Standards, Revised August 2018

Functional Abilities	Examples
Exhibit Sensory, Motor Coordination, and Function	
<ol style="list-style-type: none"> 1. Demonstrate manual or physical skills; use of basic motor skills, coordination, and physical movement. 2. Execute the use of exteroceptive sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis, vibration), physical strength, and motor function to provide general patient care and use associated patient care equipment. 3. Respond promptly to emergencies as to not hinder the ability of coworkers to provide prompt treatment and care. 	<ul style="list-style-type: none"> • Perform vital signs using manual methods to palpate brachial artery to ensure proper placement of equipment/stethoscope. • Demonstrate the administration of patient care equipment, such as autoclaves, laboratory equipment, sterile equipment, thermometers, etc. • Use proper body mechanics during patient transfers to wheelchair, exam table, and weigh scale. • Respond quickly when contacted, initiate appropriate therapeutic procedures, administer injections, apply pressure to stop bleeding, and perform cardiopulmonary resuscitation.
Acquire Fundamental Knowledge	
<ol style="list-style-type: none"> 1. Acquire cognitive knowledge, mental skills, observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions. 2. Ability to learn in classroom, clinical, simulation, community educational settings 3. Ability to find sources of knowledge and acquire the knowledge. 4. Apply an expanded knowledge base within one's chosen profession with the disposition to engage in life-long learning. 5. Demonstrate competency in scheduling patient procedures and appointments. 	<ul style="list-style-type: none"> • Acquire, understand, and use evidence-based information from demonstrations and experiences in the basic and applied sciences including, but not limited to, information conveyed through online coursework, lecture, group seminar, small group activities, physical demonstrations, and service learning in the community. • Utilize health care systems to ensure patients follow-up with health maintenance and preventative testing according to age-appropriate Health Maintenance Recommendations.

Functional Abilities	Examples
Develop Communication Skills	
<ol style="list-style-type: none"> 1. Communicate quickly and effectively in oral and written English. 2. Demonstrate concepts of effective communication. 3. Exhibit abilities for sensitive and effective interactions with patients (persons, families and/or communities). 4. Display abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members). 5. Exhibit sense-making of information gathered from communication, oral and written. 6. Display social intelligence. 	<ul style="list-style-type: none"> • Read and record in patient records in English accurately and efficiently. • Accurately elicit or document information such as medical history and other info to adequately and effectively update providers with observations about a client or patient's condition. • Accurately convey information to patients and the health care team. • Effectively communicate in teams. • Connect with others to sense and stimulate reactions and desired interactions: <ul style="list-style-type: none"> • Employ empathy, perceive verbal and nonverbal cues, recognize and appropriately respond to emotions such as sadness, worry, fear, and anger in patients. • Elicit pain levels from patients, provide patient teaching as directed by providers and distribute educational brochures and handouts. Report changes in patient status to other members of the health care team.
Observe and Collect Data	
<ol style="list-style-type: none"> 1. Observe patient conditions and responses to health and illness. 2. Observe and report health needs. 3. Observe verbal and nonverbal cues, communicate findings to providers. 4. Implement cognitive knowledge, psychomotor skills, and demonstrate affective behaviors. 	<ul style="list-style-type: none"> • Obtain and report information from observations such as data obtained taking vital signs, blood pressure, blood sugar, urinalysis, etc. • Obtain data from point of care (POC) testing and report findings to healthcare providers. • Obtain and report information from observations of patient's environment and responses to health across the continuum. • Translate data into abstract concepts and demonstrate data-based reasoning.

Functional Abilities	Examples
Demonstrate Cognitive Knowledge and Comprehension of Information	
<ol style="list-style-type: none"> 1. Demonstrates the following elements of cognitive understanding: knowledge of subject matter, mental skills; observable and unobservable skills, such as comprehending information, organizing ideas, and evaluating information and actions for persons, families, and/or communities across the health continuum within the associated environments of care. 2. Display intellectual and conceptual abilities to accomplish the essential tasks of the medical assistant program: <ol style="list-style-type: none"> a) Observing b) Organizing Ideas c) Comprehending d) Evaluating information 	<ul style="list-style-type: none"> • Make observations of persons, families, and/or communities and support the care team in the development, and implementation, and evaluation of care plans. • Literacy in, and ability to, comprehend and share information. • Represent and develop tasks and work processes for desired outcomes.

Functional Abilities	Examples
Incorporate Appropriate Professional Attitudes and Behaviors into Medical Assisting Practice	
<ol style="list-style-type: none"> 1. Demonstrates affective behaviors related to feelings, attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors. 2. Demonstrate concern for others, empathy, composure, integrity, ethical conduct, accountability, interest, and motivation. 3. Employ interpersonal skills for professional interactions with a diverse population of individuals, families and communities. 4. Employ interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members. 5. Display skills necessary for promoting change for quality health care needs. 6. Maintain the emotional health required to: sustain full capacity of intellectual abilities; exercise good judgment; complete responsibilities related to patient care in a timely manner; development and maintain professional, culturally sensitive, and effective relationships with patients. 	<ul style="list-style-type: none"> • Demonstrate self-awareness of feelings and emotional responses to situations that challenge personal value systems. • Maintain effective, professional, and sensitive relationships with clients/patients, students, faculty, staff, and other professionals under all circumstances while protecting patient confidentiality. • Make proper judgments regarding safe and quality care. • Function effectively under stress. • Demonstrate professional role in interactions with patients, intra and inter-professional teams. • Operate in different cultural settings. • Work productively, drive engagement, and demonstrate presence as a member of a health care team. • Demonstrate the ability to be aware of, and appropriately react to, one's own immediate emotional responses and biases. • Adapt to changing environments, display flexibility, and learn to function under conditions of uncertainty inherent in clinical practice. • Accept appropriate suggestions and criticisms, and respond by modifying behavior when necessary.