



September 21, 2015

Richard R. Hopper, PhD
President and Chief Executive Officer
Kennebec Valley Community College
92 Western Ave.
Fairfield, ME 04937

Dear Dr. Hopper:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 18, 2015** to award **continuing accreditation** to the Medical Assisting Associate degree program at Kennebec Valley Community College, Fairfield, ME.

The recent peer review conducted by the Medical Assisting Education Review Board (MAERB) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the program, including an on-site review, is scheduled to occur no later than **Fall 2023**.

The MAERB will regularly monitor the program's compliance with the outcomes assessment thresholds through the program's Annual Report as well as other documentation that may be requested (Standard IV.B.).

The following citations merit your institution's attention and resolution in order to strengthen the program's compliance with the Standards (for a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

II.B. Program Goals - Appropriateness of Goals and Learning Domains

The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

The Public Member is a medical laboratory technician and has worked in health care for over 30 years.

Submit the following:

Roster of advisory committee indicating that all communities of interest are represented, specifically highlighting the members noted as missing and providing supporting documentation, if applicable:

a. student; b. graduate; c. faculty; d. sponsor administration (position at the institution); e. employers (name of organization); f. Physician, NP, PA, DO; g. Public Member (CV or narrative, describing the public member's qualifications for the public member position)

Minutes of a recent advisory committee meeting for academic year 2015-2016 that show active participation by the new public member, or documentation, such as an email, showing the minutes sent, copy of letter indicating minutes were mailed, link to a videorecording of the meeting, that shows that the program informed all of the absent members of the proceedings of the recent meeting and has received feedback and input from these absent members.

III.C.1. Resources - Content and Competencies

The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the latest edition of the MAERB Core Curriculum (Appendix B).

COGNITIVE DOMAIN (KNOWLEDGE BASE)

III. APPLIED MICROBIOLOGY/INFECTION CONTROL-Cognitive

2. Define asepsis

12. Discuss the application of Standard Precautions with regard to:

- a. All body fluids, secretions and excretions**
- b. Blood**
- c. Non intact skin**
- d. Mucous membranes**

13. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings

IV. CONCEPTS OF EFFECTIVE COMMUNICATION-Cognitive

3. Recognize communication barriers

4. Identify techniques for overcoming communication barriers

8. Recognize elements of fundamental writing skills

13. Identify the role of self boundaries in the health care environment

14. Recognize the role of patient advocacy in the practice of medical assisting

15. Discuss the role of assertiveness in effective professional communication

V. ADMINISTRATIVE FUNCTIONS-Cognitive

1. Discuss pros and cons of various types of appointment management systems

7. Discuss pros and cons of various filing methods

VIII. PROCEDURAL AND DIAGNOSTIC CODING-Cognitive

4. Describe how to use the most current HCPCS coding

IX. LEGAL IMPLICATIONS-Cognitive

4. Summarize the Patient Bill of Rights

8. Compare criminal and civil law as it applies to the practicing medical assistant

X. ETHICAL CONSIDERATIONS-Cognitive

2. Compare personal, professional and organizational ethics

XI. PROTECTIVE PRACTICES-Cognitive

5. State principles and steps of professional/provider CPR

6. Describe basic principles of first aid

The cognitive domain objectives listed above were not taught and/or achievement not measured.

The assessment tools in the folders did not match the specific objectives that were cited.

Submit the following:

Current syllabi/course outlines for the courses in which any of the above-listed cognitive objectives are taught and assessed. The above-listed cognitive objectives need to be highlighted.

Grading policy, grading scale, and pass score applied for the cognitive objectives need to be highlighted on each syllabus.

Official roster of the most recently assessed group of students who took the particular course(s) in which the specific objectives listed above are taught.

Copy of the blank examinations and/or other required assessment tools covering the listed objectives, highlighting which specific question covers the objective in question. Indicate the course number and course title on the particular assessment tool.

Copy of gradebooks (containing grades of tests and other academic projects focused on the cognitive objectives) covering the most recently assessed students who took the course, along with either the official or unofficial transcripts for those students that document the final grade for the course.

PSYCHOMOTOR DOMAIN (SKILLS)

IV. CONCEPTS OF EFFECTIVE COMMUNICATION-Psychomotor

- 3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations**
- 11. Respond to nonverbal communication**

V. ADMINISTRATIVE FUNCTIONS-Psychomotor

- 7. Use internet to access information related to the medical office**

IX. LEGAL IMPLICATIONS-Psychomotor

- 1. Respond to issues of confidentiality**

AFFECTIVE DOMAIN (BEHAVIOR)

VI. BASIC PRACTICE FINANCES-Affective

- 1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients**

The psychomotor and affective domain objectives listed above were not taught and/or achievement not measured.

The assessment tools in the folders did not match the specific competencies that were cited.

Submit the following:

Current syllabi for courses in which any of the above-listed psychomotor and/or affective competencies are taught and assessed. The above-listed competencies need to be highlighted.

Grading policy, scale, and pass score for the competencies, including the requirement for successful completion of all psychomotor and affective competencies.

Official roster of the most recently assessed group of students who completed the specific class in which the competencies outlined above were taught.

Copy of blank skill assessment tool used to assess student achievement on each competency, with the particular step highlighted if the tool assesses more than one competency, and the course number and name indicated on the tool.

Master competency checklist or detailed gradebook covering the most recently assessed group of students who took the course, documenting successful completion of each psychomotor and affective competency by all students who passed the course, along with either the official or unofficial transcripts for those students that document the final grade for the course. Highlight on the checklist or the detailed gradebook the competencies that are outlined above.

V.A.2. Fair Practices - Publications and Disclosure

At least the following must be made known to all applicants and students: the sponsor's institutional and programmatic accreditation status as well as the name, mailing address, web site address and phone number of the accrediting agencies; admissions policies and practices, including technical standards (when used); policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for completion of the program; tuition/fees and other costs required to complete the program; policies and processes for withdrawal and for refunds of tuition/fees.

The following statement of the programmatic accreditation appears in the college catalog:
"Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon recommendation of the Medical Assisting Education Review Board (MAERB), 20 N. Wacker Dr., Suite 1575, Chicago, IL 60606 Phone: 1-800-228-2262 Fax: 312-899-1259, Website: www.aama-ntl.org/endowment, Email: accreditation@aama-ntl.org"

This above-mentioned wording is not in compliance with CAAHEP's policy on advertising. If a program has CAAHEP accreditation, the sponsor must use the following language in at least one of its comprehensive publications, customarily used to officially convey institutional information, when referring to that accreditation:

"The [name of program] is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB)."

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.caahep.org

Submit the following:

Copies of the school catalog and/or official catalog addendum, and copies of all promotional literature used by the institution and/or program that make the programmatic accreditation known to all students and all applicants of the Medical Assisting program.

CAAHEP requests that two copies of a progress report be sent to the **MAERB** by **August 1, 2016** indicating the manner in which these citations are being resolved. *The program must submit the progress report via one of the following: 1) Send two (2) USB thumb drives with all requested information to MAERB at 20 North Wacker Drive, Suite 1575, Chicago, IL 60606 or 2) scan the cover letter (on institution letterhead with appropriate signatures) and documentation into a PDF file and e-mail it to MAERB at maerb@maerb.org.*

Failure to respond satisfactorily to the citations above may result in a withdrawal of accreditation.

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The accreditation standards are established by CAAHEP, MAERB, American Association of Medical Assistants (AAMA) and American Medical Association (AMA).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation. Questions concerning the submission or content of the progress report should be directed to the MAERB Executive Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas K. Skalko". The signature is fluid and cursive, with a large initial 'T' and 'S'.

Thomas K. Skalko, PhD, LRT/CTRS
President

cc: Jon Connolly, PhD, Vice President and Academic Dean
Ann Felicia Salisbury, CMA (AAMA), BS, Medical Assisting Program Director
Jennifer L. Spegal, MT, MEd, CMA (AAMA), Chair, MAERB
Mary L. Dey, CMA-AC (AAMA), BS, Co-Vice Chair, MAERB
Rebecca Walker, CMA (AAMA), BS, CPC, Co-Vice Chair, MAERB
Sarah R. Marino, PhD, Executive Director, MAERB