



PARKLAND COLLEGE MEDICAL ASSISTING PROGRAM ESSENTIAL QUALIFICATIONS

Students matriculating in and graduating from the Parkland College Medical Assisting Program must be able to meet the technical requirements of the academic program and must not pose a threat to the well-being of patients, other students, staff or themselves. As an incoming medical assisting student, you will need, at a minimum, the following types of skills and abilities and will need to maintain and demonstrate these abilities throughout the program.

Students are encouraged to discuss their specific academic needs with the course instructor/program director prior to beginning a course of study. Consultation between Accessibility Services, the student and the program director are encouraged in order to address concerns.

Essential Qualifications	Behaviors
Cognitive	<ul style="list-style-type: none"> • Comprehend and process information. • Perform basic mathematic equations. • Notice when something is wrong or is likely to go wrong. • Concentrate and not be distracted while performing a task. • Make decisions and solve problems in stressful situations. • Ability to problem solve. • Combine several pieces of information and draw conclusions. • Use reasoning to discover answers to problems. • Analyze ideas and use logic to determine their strengths and weaknesses. • Identify problems and review information. Develop, review, and apply solutions. • Access needed information effectively and efficiently. • Make sense of information by studying it. • Integrate information through critical thinking based on information gathered on patients during clinical sessions, and during class sessions that are applied to the nursing process. • Is responsible and accountable for their judgement and can justify actions based on skill and knowledge. • Maintains competency in skills learned.
Affective	<ul style="list-style-type: none"> • Demonstrate awareness of the territorial boundaries of the person with whom communicating. • Demonstrate awareness of how an individual's personal appearance affects anticipated responses. • Analyze communications in providing appropriate responses/feedback. • Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status. • Has realistic expectations of self. • Does not engage in "side-talk" with classmates while instructor is teaching. • Respects the rights of others. • Is a team worker; is cooperative; is assertive and not aggressive. • Displays a patient care attitude seeks opportunities for continuous learning. • Displays mannerly behavior. • Practice with compassion and respect for inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or nature of health problems. • Demonstrate a primary commitment to the patient and to the rights of the patient.

	<ul style="list-style-type: none"> • Promote, advocate for, and strive to protect the health, safety, and rights of the patient. • Demonstrate accountability for judgement and actions. • Act under a code of ethical conduct that is grounded in moral principles. • Demonstrate the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth. • Demonstrate duty to incorporate and integrate the values and ethics of health professions, integrating them with personal values. • Displays honesty, trustworthiness, dependability, reliability, initiative, self-discipline (including refraining from foul language), and self-responsibility. • Maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership. • Recognize own abilities and limitations and set realistic expectations for personal performance.
Psychomotor	<ul style="list-style-type: none"> • Stoop, bend, reach, pull, and push with full range of motion of body joints. • Push or pull an occupied wheelchair, bed, or cart. • Ability to lift, push, pull, or carry heavy objects. • Provide direct patient care including moving and transferring a resident, and providing hygienic care safely, effectively and efficiently. • Provide emergency treatment including CPR as required by facility policy. • Adequate skin integrity, without the presence of open, weeping lesions. • Gross and fine motor abilities sufficient to perform required functions of patient care; hand-wrist movement, hand-eye coordination, and simple firm grasping required for the fine motor-skills and manipulation. • Maintains competency in skills learned. • Adheres to aseptic or surgical technique as required.
Communication	<ul style="list-style-type: none"> • Apply active listening skills. • Use appropriate body language with other nonverbal skills in communicating with patients, family and staff. • Demonstrate recognition of the patient's level of understanding in communication. • Analyze communications in providing appropriate responses/feedback. • Demonstrate respect for individual diversity incorporating awareness of one's gender, race religion, age and economic status. • Recognize communication barriers. • Identify techniques for overcoming communication barriers. • Recognize the elements of oral communication using a sender- receiver process.
Sensory/Observation	<ul style="list-style-type: none"> • Acute visual skills necessary to detect signs and symptoms. • Hear sounds and recognize the difference between them. • Interpret written word accurately, read characters and identify colors on the computer screen.
Behavioral/Emotional	<ul style="list-style-type: none"> • Adapt efficiently to changing environments. • Learn and perform skills without repetition of instructions. • Emotional and mental stability. • Functions effectively under stress. • Demonstrates flexibility and concern for others. • Maintain punctuality, positive work and classroom attitude, respect for others, professionalism and ability to interact with persons with diverse backgrounds. • Demonstrate sensitivity appropriate to the message being delivered.

	<ul style="list-style-type: none"> • Demonstrate awareness of how an individual's personal appearance affects anticipated responses.
Professional Conduct	<ul style="list-style-type: none"> • Is in attendance for class and clinicals; arrives and leaves on time. • Notifies instructor or clinical preceptor in advance of absences except in the event of an emergency. • Shows interest and attentiveness in all class and lab activities. Does not have head on desk, does not sleep during class/lab. • Shows interest and attentiveness in all class and lab activities. • Displays appropriate dress (classroom, lab, and clinical), grooming, hygiene, and etiquette. • Displays appropriate verbal and non-verbal skills. • Is aware of and adheres to classroom cell phone policy. • Demonstrates problem-solving capability. • Maintains appropriate relationships with instructors and peers. • Appropriately handles constructive criticism. • Convey a willingness to assist others. • Meets all deadlines assigned to class assignments. • Work to resolve conflicts and identify solutions that will benefit all parties. • Respond to issues of confidentiality. • Apply HIPAA rules in regard to privacy/release of information. • Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures. • Demonstrates professional behaviors required by their profession, the Interprofessional Teamwork Policy, and the Social Networking Policy. • Demonstrates behavior that engenders faculty trust in their ability to be a member of their chosen profession. • Demonstrates trust, professional and ethical behavior as a requirement for graduation. • Manifests skill in personal management, time management, flexibility, stress management, and dealing with change. • Follows directions/procedures; follows safety practices in the lab and classroom. • Demonstrate awareness of the consequences of not working within the legal scope of practice. • Recognize the importance of local, state and federal legislation and regulations in the clinical practice setting. Follow all course policies.

If you have any concerns regarding these standards, please contact Robin Hayden, Program Director at rhayden@parkland.edu.

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