MAERB Spring Report 2020

Contents

New Requirement: Submission of Assessment Tools with Self-Study

Beginning with the fall 2020 semester, all programs with an initial or continuing accreditation site visit will be required to submit their curricular assessment tools, demonstrating that they are teaching and assessing the MAERB Core Curriculum, together with the submission of their Self-Study, four months prior to the visit. Due to this new requirement, the site visits will be scheduled for a day and a half rather than two full days.

The medical assisting programs will need to organize all the curriculum materials electronically according to the alphanumeric classification of the MAERB Core Curriculum. The new Self-Study template is included on the Documents tab and is labeled for visits in fall 2020 and beyond.

In the Self-Study Report template, the MAERB has provided a schema for exactly how to organize and label the materials at the end of the SSR in the section focused on curriculum materials.

The requirement for providing the assessment tools has not changed; rather, the timing for the requirement has changed. In the past, Program Directors had the tools available during the site visit in the resource room. There are several benefits to requesting these assessment tools in advance:

1. Program Directors will be able to locate any omissions of the teaching and assessment of the MAERB Core Curriculum as they are completing the Self-Study.
2. The Site Surveyors will be able to review the quality of the assessment tools and provide feedback to the Program Director prior to the site visit.
3. Site Surveyors will have more time at the site visit to talk with people and learn about the program.

The MAERB looks forward to continuing to support CAAHEP-accredited medical assisting programs in their teaching and assessment of the MAERB Core Curriculum. To help you with this new process, you

February 2020

will find a training video, titled "Assessment Tools with Self Study," at the MAERB website (www.maerb.org) on the Educators tab, under "Training Videos and Handouts."

In addition, there will be additional training sessions scheduled for the spring of 2020. The training sessions will be identical to the video, but you will have the opportunity to write in questions. In addition, the three training sessions scheduled will be identical, so, if you are interested in participating, you need to only schedule time for one. We will be holding more training sessions in fall 2020.

Those interested will need to register for the training sessions using the links below.

Monday, March 16, 2020, 10:00 AM – 11:15 PM Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/uJcpceuqrDIjyoHyP4N1M_ex8C9_IvLTIg

Wednesday, March 18, 2020, 2:00 PM – 3:15 PM Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/tZMucumtrz8qde1DlfNAZGSiBBaPrgRqeA

Tuesday, March 24, 2020, 1:30 PM – 2:30 pm Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/v5cpf-6hpjkp2VU_QfYz7oMxvOAWLakMew

New Annual Report Form (ARF) Rollout—Technological Updates and Good News!

Due to a technological glitch, the 2019 ARF that was conducted in the fall of 2019 required Program Directors to fill out an Excel form rather than use an online technological tool. The good news is that the new ARF technology is complete, and the Program Directors who completed their 2019 ARF in spring 2020 were able to use the online version.

In the future, MAERB will be moving ahead with the online version of the ARF. The MAERB staff will be inputting the data that was submitted in fall 2019 into the online version so that Program Directors will not need to do any extra work.

In addition, beginning in fall 2020, Program Directors will need to submit the following information online with their ARF each year:

- **Policy 205**: Program Directors will be required to submit their ARF Tracking Tool (labeled on the website as the 2019 and beyond ARF Tacking Tool) that has been updated to match the top row of data that will be included on the 2020 ARF (i.e., admission data for those admitted in 2019 and all other outcome data for those who graduated in calendar year 2019).
- **Policy 230**: Program Directors will be required to submit the annual Advisory Committee Meeting Minutes for the calendar or academic year of 2019.
- **Policy 225**: Program Directors will be required to submit their 2019 Annual Resource Assessment.

Below is the chart that indicates the fundamental difference between the previous ARF and the system for the ARF that was implemented in fall 2019. With the online ARF Technology, for the 2019 admission cohort, you will be submitting retention information, indicating who is in progress, who dropped, and

who graduated. Then for the 2019 graduates, you will be including information about job placement, graduate satisfaction, employer satisfaction, and exam participation and passage.

Outcomes/Section of ARF	Previous MAERB Method		2019 and beyond Method
Retention	Admission Cohort		Admission Cohort

**Students Graduate from the program,
and the Program Directors report on the categories below.**

Job Placement	Admission Cohort		Graduation Year
Graduate Survey	Admission Cohort		Graduation Year
Employer Survey	Admission Cohort		Graduation Year
Graduate Analysis	Graduation Year		Graduation Year
Exam Participation and Passage	Graduation Year		Graduation Year

In the past, Program Directors have reported retention, job placement, graduate survey participation and satisfaction, and employer survey participation and satisfaction based upon admission cohorts, while exam participation and passage has been based upon the graduation year.

The new method of reporting will still require the Program Director to report retention based upon admission cohorts, but all the remaining outcomes will now be based upon year of graduation, which is the standard methodology for most accrediting bodies.

Annual Report Form (ARF) 2020, Deadlines

Fall Submissions, 2020 ARF (2019 admission cohorts and updates to prior years)

August 14, 2020: Program Directors receive a notice informing them that in approximately 30 days the 2020 ARF will be accessible online.
September 17-18, 2020: Program Directors are sent their user ID and password for the 2020 ARF.
October 23, 2020: Firm deadline for submission of the 2020 ARF

Spring Submissions, 2020 ARF (2019 admission cohorts and updates to prior years)

> **December 11, 2020**: Program Directors will receive a notice informing them that in approximately 30 days the 2020 ARF will be accessible online.
> **January 14-15, 2021**: Program Directors will be sent the link to the 2020 ARF.
> **February 19, 2021**: Firm deadline for submission of the 2020 ARF

Annual Report Form—Substantive Issues

Any new process brings about new questions, and the MAERB office would like to share two issues that came up with the implementation of the new technology.

Formal Admission Process vs. Trigger Course: On the 2019 ARF, Program Directors were asked to respond to several questions, and one of those questions focused on how the program determines its admission cohort.   Programs that have an official, formal admission process that is unique to its program are required to use that process to create their admission cohort. For example, when students apply to the program through an admission process that is specific to the medical assisting program and are accepted, the students who enroll in the first course after the admission process would be considered the admission cohort. If a student were to drop during the official drop/add process, that student would not be part of the admission cohort, but if a student were to drop out later, that student would be counted as a drop.

There are programs for which there is no formal admission process specific to the medical assisting program. In other words, there is open admission and students simply enroll in the medical assisting courses. In those instances, the program would rely upon a Trigger Course, and the Trigger Course definition, described in Policy 205, is the first course in the medical assisting program curriculum in which the student is taught and achievement measured on any psychomotor and/or affective competencies within the MAERB core curriculum. The formal admission cohort will be the group of students who have successfully completed the trigger course.

In summary, if a program has a formal admission process, the program is required to use that to create its admission cohort, but, if a program relies on the admission process of its institution, the program uses a Trigger Course to create the admission cohort.

There have been a lot of questions about this issue during the 2019 Annual Report Form process. Program Directors who have additional questions are encouraged to contact Sarah Marino (smarino@maerb.org) with questions. In addition, there will be a conversation about this topic at the MAERB Forum in Lake Buena Vista, Florida, in September 2020.

Exam Data: Several Program Directors reported that they had difficulty getting exam data from some of the certifying exam organizations. The MAERB has access to the data from the American Association of Medical Assistants (AAMA), and that data is inserted into the Annual Report Form each year. Program Directors are responsible for ascertaining the accuracy of that data. For the other exams, such as the RMA (AMT), NCMA (NCCT), CCMA (NHA), and the CMAC (AMCA), Program Directors are required to get their graduates' data from the other organizations. We will be investigating the situation in the coming months to determine what we can do to resolve this situation to make it easier for program directors.

Because we are dealing with external organizations, there will be limits to what we can do, but we will be sharing with the community the effects of our research.

MAERB at 2020 AAMA Conference

The MAERB will be at the AAMA 64th Annual Conference in Lake Buena Vista, FL, from September 11-14, 2020. We will be hosting several events at the dates and times below:

Friday, September 11, 2020: MAERB Forum, 1:30-3:30 PM
- Open to everybody

Saturday, September 12, 2020: Initial Accreditation Workshop, 8:00 am – 5:00 pm
- Separate registration, $200 fee (information on MAERB Website—available mid-March)

Saturday, September 12, 2020: Self-Study Workshop, 8:00 am – 5:00 pm
- Especially designed for programs that are already accredited and whose next site visit is tentatively scheduled for 2021 or 2022
- Separate registration, $200 fee (information on MAERB website—available mid-March)

The registration information for the Initial Accreditation Workshop and the Self-Study Workshop will be posted on the MAERB website in mid-March or so, after the AAMA Conference information is posted. A separate notice will be sent out to you when it is posted.

Recruiting Site Surveyors, Training September 14, 2020

The MAERB is recruiting Site Surveyors to visit programs that are undergoing a comprehensive review for either continuing or initial accreditation. If you are interested in applying, please go to the MAERB website for more information. We are looking for medical assisting program directors, educators, and practitioners. In addition, academic allied health administrators are also eligible to apply. You will find more information on the MAERB web site (www.maerb.org) on the Surveyors Tab. For people who are accepted as surveyors, there is a required one-day training that must be completed prior to serving as a site visitor. The training will be on Monday, September 14, 2020 from 8:00 am to 6:00 pm, and it will be held in Lake Buena Vista FL., at the AAMA Conference. Please contact Bethany Hardman (bhardman@maerb.org) with any questions.

Self-Study Workshop and Program Director Boot Camp

The MAERB will be holding a Self-Study Workshop and a Program Director Boot Camp in Louisville, Kentucky on May 27 and May 28, 2020. The two events are pre-conference workshops held just prior to ACCREDITCON, which is sponsored by CoAEMSP, the CAAHEP Committee on Accreditation for Emergency Medical Services.

The two-day Self-Study Workshop will take place on Wednesday, May 27, 2020, from 1:00 pm – 5:00 pm and Thursday, May 28, 2020, from 8:00 am – 12:00 pm. The Program Director Boot Camp will take place from 1:00 pm – 5:00 pm on Thursday, May 28, 2020.

You can register for an event at the following link: https://events.eply.com/2020ACCREDITCON-Guest

You do not need to register for ACCREDITCON as these two events sponsored by MAERB are "stand-alone" events. You can find information about lodging at this link: https://www.accreditcon.org/hotel/

ACCREDITCON begins on May 21-31, 2020, and you are invited to register for that as well. Take a careful look at the sessions: https://www.accreditcon.org/accreditcon-sessions/ You will find the majority of them focus on EMS topics, so please consider what is best for you and your timeframe.

Training Webinars: 2019 and beyond ARF Tracking Tool

It is never too early to start preparing for next year's ARF. As was mentioned above, Program Directors will be required to submit a tracking tool that substantiates the aggregated data that they have submitted for the ARF. The MAERB will be holding several webinars for Program Directors to demonstrate effective ways to use the ARF Tracking Tools. The dates, times, and registration links for the webinars are listed below. All the webinars will cover identical content. There is currently a training video posted on the MAERB's website (www.maerb.org) on the Documents tab. The training video is under the section, "Annual Report Form," and it is titled, "ARF Outcome Tracking Tool."

In addition, there will be webinars scheduled in November and early December as well. The goal in offering several webinars is to provide a (slightly) more interactive experience.

Thursday, April 2, 2020 1:00 PM – 2:15 PM Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/tJQrfuyrpjsr0k_1TksZ5re1MqJSZCmA0Q

Monday, April 6, 2020 03:00 PM – 4:15 PM Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/uZYodeqtqTgrMwfao2MropBwSpQgoQIoIg

Friday, April 17, 2020 10:30 AM Central Time (US and Canada)
Register in advance for this meeting:
https://zoom.us/meeting/register/vpErce6rqDMubm9WC64Gz9EjGMYfE_K9NA

There will be additional webinars held in fall 2020.

Policy Changes and Updates

The MAERB Policies and Procedures Committee met in January 2020 to review the Policies and Procedures Manual. There were some minor changes made in working to Policy 215. Those changes emphasized that the cognitive objectives needed to be taught before or in conjunction with the psychomotor and affective competencies that those cognitive objectives explained.

The MAERB Policy and Procedures Committee is also requesting feedback from its communities of interest on the following policy that is highlighted in grey below. It is vital, for any program that wants to incorporate an apprenticeship element to its program, to contact the MAERB office prior to implementation, as quite frequently any shift in the program requires a curriculum change process.

Policy 133: Apprenticeship Components

1. Programs have the option of adding an apprenticeship component to a CAAHEP-accredited program if the apprenticeship component does not replace any of the required components of a CAAHEP Accredited Program.
2. An apprenticeship component needs to be approved prior to adding it to the CAAHEP-accredited program.

EXAMPLES AND PROCEDURES

There are a variety of apprenticeship programs, but the following are the three most common:

1. Registered apprenticeship: These are state-sponsored programs that set up apprenticeship experiences that lead to an apprentice certificate. It is a workforce development initiative that can be partnered with an academic program, with some juggling.
2. Relationship apprenticeship: An academic organization and a healthcare entity partner provide students with work experience that is performed in conjunction with the educational experience of the program.
3. Industry-Recognized apprenticeship: Organizations would be recognized as offering programs that provide apprenticeship experiences. There is the possibility that they would partner with an educational organization for a formal degree.

There are also times in which the term, apprenticeship, is used in a different context. For example, there are employers who are hiring employees at an apprenticeship level and funding those employees to attend a medical assisting program. In this instance, the academic program is not including an apprenticeship, but there are times in which there are connections between the workplace and the accredited program.

Apprenticeships can serve as an important pathway for students to begin in a supervised work environment, but they do not replace the academic components of an accredited program. In the apprenticeship component, the student is serving as an employee rather than as a student, so the program does not necessarily have control over what the student performs. The CAAHEP-accredited program, however, does need to have control over the academic program and the practicum.

It is important to remember that there is no such entity as a CAAHEP-accredited apprenticeship program; rather there are CAAHEP-accredited programs with an apprenticeship component, as CAAHEP only accredits educational programs. In other words, for programs with an apprenticeship component, the medical assisting program provides all the required elements of a CAAHEP-accredited program: 1) teaching and assessing the MAERB Core Curriculum; 2) student achievement of the psychomotor and affective competencies and; 3) the unpaid practicum. In addition, the program has a relationship with a healthcare system, either informally or through a registered apprenticeship, in which students may, if they choose, participate in an apprenticeship. It is, however, an "add on" to the accredited program, not a substitution for any of the required components.

To ensure the integrity of the CAAHEP-accredited program, any program that has an apprenticeship component will need to submit documentation for approval. That documentation will vary according to the circumstances and nature of the apprenticeship component, and the program will work directly with the MAERB Executive Director in achieving approval.

Programs that currently have an apprenticeship component are grandfathered into this policy, but they will be contacted to ensure that MAERB's records are in order.

Program Directors with any questions or comments about this proposed policy should contact Sarah Marino (smarino@maerb.org). The MAERB Policy and Procedures Committee will be discussing and voting upon policy 133 in July 2020.

Virtues of Accreditation

The MAERB is going to be showcasing the Virtues of Accreditation on a regular basis in its semi-annual MAERB Report. At the September 2019 MAERB Forum, during the brief discussion of the three-year CMA (AAMA) pilot program that allows graduates from unaccredited medical assisting programs to sit for the CMA (AAMA), participants requested that MAERB provide a brief outline of the virtues of accreditation so that Program Directors and other instructional staff of CAAHEP-accredited medical assisting programs can discuss the benefits of CAAHEP accreditation with administrators at the organizations that sponsor the medical assisting program.

Below you will find a list of accreditation virtues that we first published in fall 2019. We solicited responses from our community members, and we received one important piece of input that we have highlighted in red below. The MAERB continues to welcome your participation in this process, as we realize that you, too, have a list of the virtues of accreditation that you outline when you speak to students, administrators, and employers.

- **Accreditation assures professional competence**: Graduates from a CAAHEP-accredited program have covered the comprehensive MAERB Core Curriculum and achieved the psychomotor and affective competencies to ensure patient safety.
- **Accreditation offers standardization, uniformity, and consistency**: All CAAHEP-accredited programs cover the same MAERB Core Curriculum, so employers can be guaranteed that the students know a given body of entry-level knowledge.
- **Accreditation requires external verification, review, and validation**: In fulfilling the standards, CAAHEP-accredited programs submit their outcomes to MAERB for an annual review and go through a comprehensive site visit review with CAAHEP every ten years.
- **Accreditation protects Resources:** The accreditation *Standards and Guidelines* specify that the students and faculty have access to specific resources in order to ensure that the program can comply with the national standards.
- **Accreditation enhances the institution's reputation**: Institutions participating in programmatic accreditation distinguish themselves from other institutions.
- **Accreditation is public**: CAAHEP-accredited programs are listed in a CAAHEP database for student and educator access, and CAAHEP-accredited programs post their status and outcomes.
- **Accreditation travels well**: Employers across the country recognize the value of accreditation.
- **Accreditation advances the profession**: The standardization, uniformity and consistency that accreditation ensures, as well as the review of the *Standards and Guidelines* and MAERB Core Curriculum, move the profession forward toward greater recognition in the allied health field.

You can help us by adding to this list, so please contact Sarah Marino (smarino@maerb.org) with your suggestions, and we will continue with this list.