

RATIONALE HANDOUT

Below you will find several sample effective rationales. These samples are not designed to work as templates because even when programs have the same citations, the reasons for the citation can vary considerably, but these samples can help to demonstrate the different components of good rationales.

Examples for Standard II.A

The Advisory Committee rosters for the last two years had no public member representative listed, and the Program Director verified that there was no public member currently on the Advisory Committee.

The minutes of the Advisory Committee do not indicate the program's responsiveness to change. For example, the 2013 minutes indicated that the employer representative on the Advisory Committee recommended that the program personnel consider providing the students with instruction in writing a resume for the students' job search. There was no follow-up to that suggestion documented in the minutes for 2014 and 2015. In addition, the Program Director indicated that there had been not action taken on that suggestion.

Examples for Standard III.A

The program director is also the practicum coordinator with teaching responsibilities. There are over 250 students in the program. As the sole full-time program staff, she does not have adequate time to maintain program effectiveness and outcomes. This is evidenced by the failure to incorporate many of the required psychomotor and affective competencies into the curriculum and by the lack of implementation and documentation of graduate and employer surveys.

There is no system that governs the ordering of laboratory supplies, and the students and the faculty indicated that there were shortages at crucial times during the educational process. The faculty and Program Director acknowledged that there was sufficient funds available to replenish the supplies, but the process for ordering those supplies was confusing.

Examples for Standard III.B.2.b

Adjunct faculty do not have documented background in educational theory or techniques.

Full-time faculty do not have documented background in educational theory or techniques.

The faculty member who teaches pharmacology does not have documented background in educational theory or techniques.

Examples for Curricular Citations

Cognitive Objective III.C.1

The assessment tool asks the students to identify one infectious agent, but it does not require the students to identify the four main classes of infectious agents.

Psychomotor Competency IV.P.1: Instruct a patient according to the patient's special dietary needs.

The assessment tool is a writing assignment that does not require the student to instruct the patient, even though it does have the student outlining the important dietary needs.

Affective Competency I.A.1: Incorporate critical thinking skills when performing patient assessment

The assessment tool for I.A.1 is a multiple-choice question, which does not involve the student incorporating critical thinking skills. The question, instead, has the student identifying critical thinking skills rather than using them in patient assessment.

Example for Standard IV.B.1

The program had raw data for the graduate satisfaction surveys and employer satisfaction surveys for 2011, 2012, and 2013; however, there was no raw data for the 2010 and 2009 admission cohorts.

The Program Director explained that she was not able to find the surveys conducted under the direction of the previous Program Director.

Examples for Standard V.A.1

As a formal announcement, the program's letter to the practicum sites incorrectly states that the program follows standards set by AAMA rather than by CAAHEP or MAERB.

The 2011-2013 college catalog (pp.60 &62) states that "medical assisting programs are accredited by CAAHEP"; however, only the diploma program is accredited. Students thought that both programs were accredited.

Example for Standard V.A.2

The 2014-2015 College Catalog does not have the correct required accreditation statement for the Diploma program stating only, "The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)." The wording of the accreditation statement is incorrect in the Medical Assisting Handbook (p. 6) as it misidentifies MAERB as CRB.