

**Elmira Business Institute**  
**Student Syllabus: Medical Law and Ethics (MED210)**

**Prerequisites: Medical Terminology (MED110)**

**Course Credits/ Clock Hours: 3/45**

**Course Delivery Mode: Residential**

**Course Description**

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This course provides the student with an overview of the legalities and ethical behavior associated with a medical practice or facility. Emphasis will be placed on the medical assistant's legal and ethical responsibilities, giving consideration to liabilities associated with communicable diseases, patient contracts, consent and release forms, narcotics control, physician licensing, the Good Samaritan Act, arbitration procedures, and the Anatomical Gift Act. (Lec/Lab/Ext/Total) (45/0/0/45).

**Student Learning Outcomes**

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Upon completion of this course, students will be able to:

- Describe the code of ethics and standards of care for various medical occupations and organizations.
- Analyze the implications of HIPAA for a health care facility.
- Differentiate between legal, ethical, and moral issues affecting health.
- Define and explain patient rights.
- Evaluate the impact and importance of cultural.
- Create and complete an in-depth research project pertaining to an ethical, legal, and/or a risk management issue related to the medical work environment.
- Demonstrate a state's legal scope of practice.

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**Research Project:** The research project for the course will be an in-depth 7 to 10 page paper on a Medical Legal, Medical Ethical, or a Risk Management Issue. The student will also include how Cultural Diversity plays a role in their selected topic. This paper MUST be in MLA format, typed, double spaced, 12 point font, Times New Roman with a cover page, in-text citations, and a reference page with a minimum of three academic medical and/or credible sources. Upon completion of the written paper, the student will present an oral presentation to the class in outline format.

**Required Course Texts & Course Materials**

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*Legal and Ethical Issues for Health Professions*, Elsevier Evolve, 4th Edition, ISBN: (9780323496414)

HIPAA Online, Elsevier Evolve, 4<sup>th</sup> ed. ISBN: (9780323581349)

**Supplemental educational learning materials may include and are not limited to**

*Maguire, Mary H., Garoupa, Clifford. Annual Editions. Drugs, Society, and "Behavior* 2014, 29<sup>th</sup> ed.

Articles on-line from library databases and other sites, educational videos, and/or guest speakers as assigned throughout the course.

May include:

*Ohio vs. Alfieri*. Court TV. West Thomson Learning. New York, New York. ISBN 0-7668-1099-2.

*Miss Evers Boys*. By Walter Bernstein David Feldshah. Dir. Joseph Sargent. Perf. Laurence Fishburn, Craig Sheffer Alfre Woodard. Prod. HBO. 1997. Television.

*Something the Lord Made*. Dir. Joseph Sargent. Perf. Alan and Def, Mos Rickman. Prod. Cort/Madden Productions. 2004. Television.

### **Assessment**

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Medical Assisting students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. The student must pass every competency in order to pass the course. A minimum grade of a “C” is required to pass the course. Documentation will be housed in the student’s academic file.

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

### **Student Homework Policy Statement**

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

### **Calculation of a Semester Credit Hour**

All coursework at Elmira Business Institute is measured in semester credit hours.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

### **Definition of a Contact Hour**

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

**Evaluation**

<b>Assessment Type</b>	<b>% of Grade</b>
Attendance/Professionalism	15%
Midterm/Final Examination	20%
Quizzes/Tests	20%
Homework	25%
Competencies/Project	20%
<b>Total</b>	<b>100%</b>

**Grading Scheme**

<b>Numerical Average</b>	<b>Letter Grade</b>	<b>Quality Points</b>
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

**Course Policies*****Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

### ***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

### ***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

### ***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

**Academic Support**

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***Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “C” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

**Course Schedule**

<b>Lesson #</b>	<b>Topic(s)</b>
1	<b>Introduction to Law &amp; Ethics</b> <ul style="list-style-type: none"> <li>• Why Study Law and Ethics</li> <li>• Comparing Aspects of Law and Ethics</li> <li>• Qualities of Successful Health Care Practitioners</li> </ul>
2	<b>Making Ethical Decisions</b> <ul style="list-style-type: none"> <li>• Value Development Theories</li> <li>• Value Choices Theories</li> <li>• The Seven Principles of Health Care Ethics</li> </ul>
3	<b>Exploring Codes of Ethics</b> – Material to be provided by instructor
4	<b>Working in Health Care</b> <ul style="list-style-type: none"> <li>• Licensure, Certification, Registration, and Accreditation</li> <li>• Physicians' Education and Licensing and Medical Practice Acts and Medical Boards</li> <li>• The Health Care Team</li> <li>• Medical Practice Management Systems</li> <li>• Types of Managed Care</li> <li>• Legislation Affecting Health Care Plans</li> <li>• Telemedicine</li> </ul>
5	<b>Law, The Courts, and Contracts</b> <ul style="list-style-type: none"> <li>• The Basis of and Primary Sources of Law</li> <li>• Classifications of Law</li> <li>• Tort Liability</li> <li>• Contracts</li> <li>• Types of Contracts</li> <li>• Physicians' and Patients' Rights and Responsibilities</li> <li>• Law of Agency and Doctrine of Respondeat Superior</li> </ul>
6	<b>Professional Liability and Medical Malpractice</b> <ul style="list-style-type: none"> <li>• Liability</li> <li>• Standard of Care and Duty of Care</li> <li>• Privacy, Confidentiality, and Privileged Communication</li> <li>• The Tort of Negligence</li> <li>• Elements of a Lawsuit</li> <li>• Alternative Dispute Resolution</li> </ul>
7	Cultural Diversity in Health Care – Material to be provided by instructor
8	<b>Midterm Exam</b> <b>Defenses to Liability Suits</b> <ul style="list-style-type: none"> <li>• Preventing Liability Suits</li> <li>• Types of Defenses</li> <li>• Risk Management</li> <li>• Professional Liability Insurance</li> </ul>

9	<b>Medical Records and Informed Consent</b> <ul style="list-style-type: none"> <li>• Medical Records</li> <li>• Medical Records Ownership, Retention, and Storage</li> <li>• Confidentiality and Informed Consent</li> <li>• Health Information Technology (HIT)</li> </ul>
10	<b>Privacy Law and HIPAA</b> <ul style="list-style-type: none"> <li>• Privacy and the United States Constitution</li> <li>• Health Insurance Portability and Accountability Act (HIPAA) History, Language, and Standards</li> <li>• Special Requirements for Disclosing Protected Health Information</li> <li>• Patient Rights</li> <li>• Recognizing and Dispelling Myths about HIPAA</li> </ul>
11	<b>Physicians' Public Duties and Responsibilities</b> <ul style="list-style-type: none"> <li>• Vital Statistics</li> <li>• Records for Births and Deaths</li> <li>• Public Health Statutes</li> <li>• Reportable Diseases and Injuries</li> <li>• Drug Regulations</li> </ul>
12	<b>Workplace Legalities</b> <ul style="list-style-type: none"> <li>• How the Law affects the workplace</li> <li>• Employee Safety and Welfare</li> <li>• Infection Control in the Medical Office</li> <li>• Clinical Laboratory Improvement Act (CLIA)</li> </ul>
13	<b>The Beginning of Life and Childhood</b> <ul style="list-style-type: none"> <li>• Genetics and Heredity</li> <li>• Genetic Testing</li> <li>• Genetic Engineering</li> <li>• Conception and the Beginning of Life</li> <li>• Rights of Children</li> </ul>
14	<b>Death and Dying</b> <ul style="list-style-type: none"> <li>• Attitudes toward Death and Dying</li> <li>• Determination of Death</li> <li>• Caring for Dying Patients</li> <li>• The Right to Die Movement</li> <li>• The National Organ Transplant Act</li> <li>• The Grieving Process</li> </ul>
15	<b>Review for Final Examination</b>
16	<b>Final Examination</b>

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017 klp, August 2018 js, Revised August 2019 em, Revised December 2019 drg*



**Medical Legal, Medical Ethical, or a Risk Management Rubric**

	<b>Excellent 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>Score:</b>
<b>Content and Completeness:</b> (7-10 pages) Introduction, all questions answered about topic chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (10+ pages)	Student meets the upper end of the requirement (8-9 pages)	Student has at least 7 full pages.	Student has less than 6 full pages	
<b>Grammar:</b>	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
<b>Resources:</b> (3 minimum)	Student uses <u>more sources</u> than are required, and sources used are <u>all medical academic and credible</u> .	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
<b>MLA:</b>	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: \_\_\_\_/16

Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes\_\_\_\_No\_\_\_\_

Student Name \_\_\_\_\_

Semester \_\_\_\_\_

Instructor \_\_\_\_\_

**Medical Law and Ethics Competency Checklist (2015 Standards)**

Comp	Description	CAAHEP Identifier	Date Achieved	Grade	Instructor signature
1	Develop a Plan for Separation of Personal & Professional Ethics	XI.P.1			
2	Locate a state's legal scope of practice for Medical Assistants	IX-P2, IX-A2			
3	Demonstrate Sensitivity to Patient Rights	X.A.1			
4	Apply the Patient Bill of Rights as it applies to: a) Choice, consent, and refusal of treatment	X.P.4			
5	Report Illegal Activities in the Healthcare setting following proper protocols	X.P.6			
6	Apply HIPAA rules in regard to: Privacy and release of information	X.P.2			
7	Protect the integrity of the Patient's Medical Record	X.P.2 X.A.2			
8	Recognize the impact personal ethics and morals have in the delivery of healthcare	XI.A.1			
9	Perform compliance reporting based on public health statutes: a) communicable diseases b) abuse, neglect, wounds of violence	X.P.5			
10	Compare criminal and civil law as they apply to the practicing medical professional	XI.A.1			
11	Describe the components of HIPAA.	X.C.6			
12	Define morals and ethics	XI.C.1			
13	Define the following medical legal terms a) consents b) respondeat superior c) defendant/plaintiff d) negligence e) malpractice f) Good Samaritan Act g) Uniform Anatomical Gift Act h) Living Will	X.C.7			

Sup	Research Paper/ Presentation				
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**All competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.**

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Course MED 210** **Semester:** \_\_\_\_\_  
**Jaime Nguyen MD, Legal and Ethical Issues for Health Professions** **Instructor:** \_\_\_\_\_  
**ABHES 2018 Skills Correlations**

Competencies	Text Chapter	EVALUATION INSTRUMENT: (Textbook/Study Guide Procedure Numbers)	Course	Date	Grade	Faculty Initials	PD Approval
<b>1. General Orientation</b>							
b. Compare and contrast the allied health professions and understand their relation to medical assisting	<b>Chapter 2</b>	<b>Competency #2</b> Locate a State's Legal Scope of Practice for Medical Assistants	<b>MED 210</b>				
d. List the general responsibilities and skills of the medical assistant	<b>Chapter 2</b>	<b>Competency #2</b> Locate a State's Legal Scope of Practice for Medical Assistants	<b>MED 210</b>				
<b>4. Medical Law and Ethics</b>							
a. Follow documentation guidelines	<b>Chapter 4</b>	<b>Competency #6</b> Apply HIPAA rules in regards to Privacy and Release of Information	<b>MED 210</b>				
	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				
b. Institute federal and state guidelines when: 1) Releasing medical records or information 2) Entering orders in and utilizing electronic health records	<b>Chapter 4</b>	<b>Competency #6</b> Apply HIPAA rules in regards to Privacy and Release of Information	<b>MED 210</b>				
	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				
d. Distinguish between employer and personal liability coverage	<b>Chapter 9</b>	<b>Competency #14-</b> Professional Liability Scenario's	<b>MED 210</b>				
e. Perform risk management procedures	<b>Chapter 2</b>	<b>Competency #16</b> The Basics of Ethics and Risk Management	<b>MED 210</b>				
f. Comply with federal, state, and local health laws and regulations as they relate to healthcare settings	<b>Chapter 2</b>	<b>Competency #2</b> Locate a State's Legal Scope of Practice for Medical Assistants	<b>MED 210</b>				
	<b>Appendix C</b>	<b>Competency #15</b> Case - Scenarios 3- Notification of Abnormality in X-Ray. (2)	<b>MED 210</b>				

1) Define the scope of practice for the medical assistant within the state where employed 2) Describe what procedures can and cannot be delegated to the medical assistant and by whom within various employment settings 3) Comply with meaningful use regulations	<b>Chapter 1</b>	<b>Competency #17</b> Delegation of Duties for a Medical Assistant (2)	<b>MED 210</b>				
g. Display compliance with the Code of Ethics of the profession	<b>Chapter 2</b>	<b>Competency #5</b> Report an illegal / unethical activity in the healthcare setting following a specific protocol.	<b>MED 210</b>				
	<b>Chapter 5</b>	<b>Competency #8</b> Describe the process of compliance reporting for errors in patient care. Complete an incident report passed on an error in patient care.	<b>MED 210</b>				
h. Demonstrate compliance with HIPAA guidelines, the ADA Amendments Act, and the Health Information Technology for Economic and Clinical Health (HITECH) Act	<b>Chapter 1</b>	<b>Competency #3 and #4</b> Demonstrate Sensitivity to Patient's Rights and Summarize and Apply the Patient's Bill or Rights.	<b>MED 210</b>				
	<b>Chapter 4</b>	<b>Competency # 7</b> Protect the Integrity of the Medical Record	<b>MED 210</b>				
	<b>Chapter 4</b>	<b>Competency #11</b> Describe the components of HIPAA explain the following acronyms HITECH, GINA and ADA	<b>MED 210</b>				
<b>5. Human Relations</b>							
a. Respond appropriately to patients with abnormal behavior patterns	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				
b. Provide support for terminally ill patients 1) Use empathy when communicating with terminally ill patients 2) Identify common stages that terminally ill patients experience 3) List organizations and support groups that can assist patients and family members of patients experiencing terminal illnesses	<b>Chapter 4</b>	<b>Study Guide:</b> Critical Thinking Activity D: Community Resources for Individuals with Terminal Illness	<b>MED 210</b>				
	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				

c. Assist the patient in navigating issues and concerns that may arise (i.e., insurance policy information, medical bills, and physician/provider orders)	Chapter 3	<b>Study Guide:</b> Critical Thinking Activity B: Patient Advocate	<b>MED 210</b>				
e. Analyze the effect of hereditary and environmental influences on behavior	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				
f. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork	<b>Chapter 2</b>	<b>Competency #12</b> Define Morals and Ethics, Demonstrate and appropriate response to an ethical issues.	<b>MED 210</b>				
g. Partner with health care teams to attain optimal patient health outcomes	<b>Chapter 8</b>	<b>Competency #9</b> Perform compliance reporting based on public health statutes for communicable diseases, abuse, neglect, exploitation and wounds of violence.	<b>MED 210</b>				
h. Display effective interpersonal skills with patients and health care team members	<b>Chapter 2</b>	<b>Competency #5</b> Report an illegal / unethical activity in the healthcare setting following a specific protocol.	<b>MED 210</b>				
i. Demonstrate cultural awareness	<b>Chapter 2</b>	<b>Competency #1</b> Develop a plan for separation of person and professional ethics	<b>MED 210</b>				

All Competencies listed must have had a minimum of two attempts and have been completed with a grade of 85% or better.

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Medical Program Director Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Career Readiness Assessment “CRA”   ☐Midterm   ☐Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
<b>Attendance</b>		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
<b>Class Engagement (Initiative)</b>		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
<b>Behavior</b>		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
<b>Professionalism</b>		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: \_\_\_\_/100

**Professionalism Grade**  
**15%**