IMPORTANT NOTE

The MAERB is sharing a draft of this status report with you now, as we discussed last week. This is a PDF version is simply a draft, and, as such, it CANNOT and SHOULD NOT be completed by you at this time. We will be sending you the final survey via a Survey Monkey link in early August for you to respond to these questions. Please do not try to answer any of the questions right now, as your plans are still very fluid. Rather, we would like to gather the information in August, once all your plans have been finalized and implemented. The reason for sending you this draft is so that you will know ahead of time what we tentatively plan to include in August’s survey. If you have any ideas for what we should be asking, feel free to write Sarah Marino (smarino@maerb.org).

MAERB STATUS REPORT

All Program Directors of CAAHEP-accredited programs are required to fill out a Status Report form by September 1, 2020, to report on the status of their program and the interruptions and alterations that occurred within it due to COVID-19. You will be doing so by Survey Monkey, and you will be sent the link in the beginning of August.

Based on the MAERB Statement Focused on COVID-19 Adjustments, programs were given the authority to design broader approaches to the practicum, including simulation, so that the students can successfully achieve the practicum experience. In addition, programs can use simulation or online resources to ensure that students have achieved the psychomotor and affective competencies.

While it remains true that the Program Director is the individual with the discretion (in compliance with State and Federal regulations) to determine the achievement or the equivalence and the methods that are used by the program, MAERB is requiring each program to fill out the Status Report survey for two purposes: first, to gather data about the range of the adjustments and the techniques that were being used; second, to ensure that we as a community are able to learn and grow from this experience as we move forward in a post-COVID-19 world.

Thank you for responding to this survey, and we will be sharing the data with you on the MAERB website and, with luck, at the MAERB Forum in Lake Buena Vista, Florida, this September.

Below, for your reference only, is a draft copy of the Status Report survey which will be emailed via a Survey Monkey link to all program directors in August 2020.

Online Education

The majority, if not all, of our educational institutions have placed their cognitive/didactic information online. The following questions are designed to capture the trends in online education for medical assisting students:

Q1: How has the content been delivered?

- Asynchronously (students work independently at times that are best for them)
- Synchronously (students meet as a group for lectures, discussions, activities)
- Both
• Other: (If you choose “other,” please specify how the content was delivered.)

Q2: Through which month in 2020 were you told that you need to teach online?
• May
• June
• July
• August
• Other: (If “other,” please specify the month.)

Q3: What online tools did you use to demonstrate hands-on activities related to the cognitive objectives?
• Videos
• Live demonstrations
• Both
• Other: (If “other,” please specify the tool.)

Student Achievement of the Psychomotor and Affective Techniques/Competencies

Q4: How did you alter the sequence of your program in order to ensure that the students covered and achieved the psychomotor and affective competencies? Check all that apply.
• I shifted the content of the course, removing competencies and placing them later in the curriculum or course.
• I moved the entire course to a new sequence to ensure that certain hands-on competencies could be taught and achieved face-to-face at a later point in time.
• I did not need to make any alterations to the curriculum, due to the luck of the timing.
• Other: (If “other,” please specify what you did.)

Q5: What are you doing to ensure that the students are achieving all the psychomotor and affective competencies in the MAERB Core Curriculum prior to graduating from the program? Check all that apply.
• Use of an onground simulation lab
• Use of onground, small-group lab work
• Use of onground, individual lab work
• Use of online case-studies or scenarios
• Use of digital case-studies
• Did not need to make any alterations to the curriculum, due to the luck of the timing

Practicum Experience

Q6: Prior to the COVID-19 outbreak, how many practicum hours did your program require?
• 160 hours
• 161-179 hours
• 180-199 hours
• 200-219 hours
• 220-239 hours
• 240-259 hours
• 260 hours or more

Q7: Did you alter the number of practicum hours required based due to the COVID-19 outbreak?
• Yes
• No

Q8: If you altered the number of practicum hours, is this reduction in hours going to be permanent?
• Yes
• No
• Unsure

Q9: To ensure that students were able to experience a practicum/externship, what were the following techniques that you used? Check all that apply.
• The combination of 1) simulation and 2) an onsite practicum experience
• Project-based learning with interaction of a practicum site
• Project-based learning with simulation
• The transferring in of relevant work experience or volunteer experience for one or more students, based on our program’s policy regarding experiential-learning or prior-learning
• The combination of 1) simulation, 2) case studies, and 3) an onsite practicum experience
• Use of our program’s traditionally designed practicum only
• Other: (If “other,” please specify the technique.)

Student Progress in the Program

Q10: The COVID-19 outbreak affected students’ progression in CAAHEP-accredited medical assisting programs in several different ways. Please check all that apply for your program.
• Students received an “incomplete,” with completion scheduled for a later time
• Students were put on a leave of absence, with the intention of picking up lab course work at a later date
• Students were put on a leave of absence, with the intention of completing a scheduled practicum at a later date
• Other: (If “other,” please specify.)

Student Completion of the Program

Q11: For the cohorts that were originally (i.e., pre-COVID-19) scheduled to graduate in the spring, summer, or fall of 2020, what percentage graduated on time?
• 1 – 24%
Q12: For the cohorts that were originally scheduled to graduate in the spring, summer, or fall of 2020, what percentage had a delayed graduation?

- 1 – 24%
- 25 – 49%
- 50 – 74%
- 75 – 100%

**Narrative Reports**

Q13: In a paragraph, outline briefly the major adjustments that you made to the program as a result of the coronavirus. Consider the changes in the sequence, the modality, the construction of the practicum, the lab work, and so on. Many of you have sent such a letter to the MAERB office. In that instance, feel free to cut and paste.

Q14: As you rapidly shifted modality and structures in the spring of 2020, what new techniques and/or modalities did you use that you will now consider permanently incorporating into your program, having found them to be successful and useful?

**Attestation**

In responding to the COVID-19 pandemic and creating equivalent experiences for the students, I attest that the students who have participated in the educational experience during this time period and who graduated have achieved the outcomes that the CAAHEP *Standards and Guidelines* outline to prepare competent entry-level medical assistants and to ensure patient safety and well-being. In addition, I
attest that students on the pathway to graduation will receive the necessary tools and resources to achieve those outcomes.

Electronic Signature