



MAERB Fall Report

2022

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MAERB Office and Staff

Due to the nature of the virtual office, there will be a shift in the MAERB Office hours. The MAERB office will now be open from 8:00 am – 4:30 pm **EASTERN** rather than **CENTRAL**. You will note that we are using the **EASTERN** time zone in all our announcements, even though you may see some discrepancies in announcements in the past. Because the virtual office allowed for moves in physical locations, three out of the four MAERB staff are now in the **EASTERN** time zone. For our colleagues in the mountain and pacific time zones, we will make sure that we schedule webinars at times in which you can make it.

We are delighted to welcome a new staff member to the MAERB Virtual office, and we wanted to take this opportunity to introduce Danielle Fugate to you. Danielle will be taking over from Robin Light as a part-time Accounting Assistant. She will be sending out invoices, working with the Site Surveyors for travel reimbursements, and keeping MAERB’s accounting systems logical and neat. You can contact her at accounting@maerb.org when you have a question about an invoice or fee, and she will be able to answer all your questions.

As always, you have your dedicated Program Manager, either Jim Hardman (jhardman@maerb.org) or Bethany Hardman (bhardman@maerb.org), so you can reach out to them with questions. If you do not know who your Program Manager is, please contact maerb@maerb.org, and you will receive an answer to that question. Leah Millett (lmillett@maerb.org) is continuing as a part-time administrative assistant as well.

CAAHEP *Standards and Guidelines*

As you all know, the 2022 CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting* rolled out in April 2022. Because there are new requirements and an updated curriculum, there is an implementation timeline for the adoption of the new components with the *Standards and Guidelines* and the MAERB Core Curriculum.

The chart below has been printed in the *Program Director Handbook* and it provides a useful outline of the necessary changes.

Standard	Implementation Deadline
I.B.2 & 3 Award academic credit for the program or have an articulation agreement with an accredited post-secondary institution Have a preparedness plan in place that assures continuity of education services in the event of an unanticipated interruption.	October 1, 2023
II.A Program Goals and Minimum Expectations Minimum Expectations statement changed: “To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”	March 1, 2023
IV.B.1 Graduates pursuing academic education related to progressing in health professions or serving in the military will be counted as placed.	2023 ARF (focused on the 2022 data)
V.A.2.d, e, & f At least the following must be made known to all applicants and students <ul style="list-style-type: none"> • Technical Standards • Occupation Risks • Articulation Agreements V.A.3.c At least the following must be made known to all students <ul style="list-style-type: none"> • Appeals Process 	October 1, 2023

In terms of the MAERB Core Curriculum Changes, it is anticipated that you will begin making the curriculum changes in the fall 2022, with the understanding that every institution is different in how changes in curriculum are approved and implemented. Quite frequently, changes in curriculum can take up to a year, so it is understood that there will be a transition period.

Because curriculum changes take time, programs with visits scheduled in 2022 and 2023 will be visited with the expectation that they will be demonstrating compliance with the MAERB Core Curriculum in the 2015 *CAAHEP Standards and Guidelines*. If, however, there are any curricular citations as a result of the site visits in 2022 and 2023, the CAAHEP letter will provide the curriculum from the 2022 MAERB Core Curriculum, as that will allow Program Directors to keep moving forward in implementing the new curriculum. Beginning with 2024 site visits and beyond, programs will need to demonstrate compliance with the MAERB Core Curriculum in the 2022 *Standards and Guidelines*.

MAERB at the 2022 AAMA Conference

The MAERB is planning to be at the AAMA Annual Conference at the Marriott Myrtle Beach Resort & Spa at Grand Dunes in Myrtle Beach, South Carolina, from October 21-24, 2022. The MAERB will be hosting the following event at the date and time below:

Friday, October 21, 2022, 8:00 am – 5:00 pm EASTERN: Self-Study Workshop, 2022 Standards and Guidelines

This Self-Study Workshop is designed to help continuing and initial accreditation programs prepare for the comprehensive review process. This year's workshop is designed for programs being visited in 2024 and 2025 and will be based upon the CAAHEP *Standards and Guidelines* that are anticipated to be approved in March 2022. Registration for this event will be limited to people who have site visits scheduled in 2024 and 2025, and they will be contacted directly about registration details. There is a limit of 50 participants. At this time, it is not anticipated that there will be any open spots for people who are being visited at a later date.

Sunday, October 23, 2022, 3:30 – 5:30 pm EASTERN: MAERB Forum [PLEASE NOTE CHANGE IN TIME](#)

During the MAERB Forum, you will receive a report about MAERB's activities in 2022, including a discussion of the new CAAHEP *Standards and Guidelines* and the implementation process. There will also be an extended question-and-answer period. All are welcome! Please bring your questions and comments.

For the people who are not able to attend the AAMA conference, MAERB will also be holding a virtual MAERB Forum on Thursday, October 27, 3:30 – 4:45 pm EASTERN. You can register for that event at the following link:

https://us02web.zoom.us/webinar/register/WN_miL6PutzQPu_Lp4SoX8bEA

In addition, MAERB staff, Sarah Marino and Jim Hardman, will be available at the AAMA conference for conversation and consultation.

Annual Report Form (ARF) 2022, Deadlines

The 2022 ARF is coming up, so outlined below are some important dates. Please remember that you should be updating your ARF Tracking Tool regularly so that you can easily fill out your Annual Report Form each year. The MAERB office held a training on the ARF Tracking Tool, and you can find a recording of the April 2022 training under the Resources tab on the ARF page of the MAERB website (www.maerb.org). Look below for information about a live training session.

Fall Submissions, 2022 ARF (2021 admission and graduation cohorts, as well as updates to prior years)

September 8-9, 2022: Program Directors will be sent an email with ARF logistics along with the green light to proceed.

October 14, 2022: Firm deadline for submission of the 2022 ARF

Spring Submissions, 2022 ARF (2021 admission and graduation cohorts, as well as updates to prior years)

December 9, 2022: Program Directors will receive a notice informing them that in approximately 30 days the 2022 ARF will be accessible online.

January 12-13, 2023: Program Directors will be sent an email with brief ARF logistics along with the green light to proceed.

February 17, 2023: Firm deadline for submission of the 2022 ARF

Training Webinar: ARF Tracking Tool, Friday, September 16, 2022, 12:00 – 1:30 EASTERN

As you know, all Program Directors are required to submit their fully updated tracking tool that substantiates the aggregated data that they are reporting on their ARF. In September 2022, the MAERB will be holding a webinar (similar to the April 2022 webinar) for Program Directors to demonstrate effective ways to use the ARF Tracking Tool. The registration link for the webinar on Friday, September 16, 2022, 12:00 – 1:30 EASTERN is listed below. There is currently a training video (which took place in April 2022) posted on the MAERB's website (www.maerb.org) under the Resources tab on the page, "ARF Information." This September 2022 webinar will be recorded and posted on the website, replacing the April 22 video.

You can register for the webinar at the following link:

https://us02web.zoom.us/webinar/register/WN_U2C8TYJSPqPAoVoQvTobw

MAERB's Policies and Procedures Manual

Please download the updated MAERB *Policies and Procedures Manual*, which has been updated to align with the 2022 *Standards and Guidelines*. You will find that there are several policies in which some of the language has changed, but the substance of the policy has stayed the same.

There are also some policies with changes in substance, so it is important to look at the chart outline all the changes at the beginning of the *Policies and Procedures Manual*. Those policies include the following:

- **Policy 125, Accreditation of a Multiple Campus Program**—Program Directors of multiple campus programs can now "visit" the other campuses virtually, keeping a schedule of their availability.
- **Policy 135, Consortium Sponsor**—The Consortia policy was expanded and revised to be more specific to the legal requirements.
- **Policy 140, Transfer of Credit, Advance Placement, Experiential Learning Credit, Articulation Agreements, and Technical Standards**—The policy was updated to include articulation agreements and technical standards.
- **Policy 145, Practicum**—The policy was revised by removing the requirement that there needs to be a statement that the students cannot be compensated, but the emphasis that students cannot be substituted for staff remains in place.
- **Policy 205, Annual Report Form Processing**—When there is a trend of three years in not meeting an ARF outcome, the reviewers will look at the top row in analyzing trends to see if the deficiency has already been corrected.

- **Policy 215, MAERB Core Curriculum**—The statement that students must pass all the psychomotor and affective competencies in a specific course has been removed. The competencies must continue to be passed prior to graduation.
- **Policy 220, Retention of Course Documents and Student Achievement Records**—It is no longer required to demonstrate that the students have passed all the psychomotor and affective competencies within the given course in which they are first assessed. However, it is still required that all graduates from the program pass/achieve the psychomotor and affective competencies prior to graduating from the program; in addition, students must achieve the competencies prior to practicing them at the practicum.
- **Policy 240, Program Director Change/Appointment**—This policy was revised based on changes in Standard III focused on Program Director Qualifications.
- **Policy 250, Medical Assisting Faculty Appointment**—As MAERB has shifted its process for new faculty, this change focused on the new Faculty Attestation Form.
- **Policy 335, Adverse Recommendations: Probation and Withdrawal**—The count of 1/3 of the curriculum shifted based upon the changes in the total number of objectives and competencies included in the new MAERB Core Curriculum.

There was also the addition of a few new Policies, and they are outlined here:

- **Policy 212, Programmatic Summative Measures**—This policy defines the term “programmatic summative measure” that is found in Standard IV.B.1.
- **Policy 227, Preparedness Plan**—This policy was added to clearly define the “preparedness plan” that is outlined in Standard I.B.3.
- **Policy 233, Articulation Agreements for Non-Credit Programs**—This policy was added based upon additions to Standard I.B.2, with the requirement of an articulation agreement for non-credit programs.

As you can discern, there are several changes, so please download a copy of the newly revised *MAERB Policy and Procedures Manual* and review them. The MAERB office will be holding a webinar on the MAERB Policies and Procedures, accompanied by a discussion about the new *CAAHEP Standards and Guidelines*, on Friday, September 30, 2022, from 2:00 pm – 3:30 pm EASTERN. You can register for the webinar at the following link: https://us02web.zoom.us/webinar/register/WN_8V73oAyNSu-ONT2RbgfT3A

MAERB Resources

In conjunction with the rollout of the 2022 *CAAHEP Standards and Guidelines*, MAERB updated its website (www.maerb.org). The MAERB resources are now located on several different pages under the Resources tab on the main page.

In conjunction with the publication of the updated *Policy and Procedures Manual*, we have updated the *Program Director Handbook*, and you will find both documents on the website (see below for exact location). In addition, we posted a new resource, “Occupational Risks, Sample,” on the website, providing an example that Program Directors can use to comply with Standard V.A.2.e. In addition, there were minor corrections made on the MAERB Core Curriculum Crosswalk and the *Educational Competencies for Medical Assistants*. See below for details.

Throughout this MAERB Fall Report, you were informed of several training sessions. You can find a complete list under the *About* tab on the *Events* page. The updates, corrections, and new resources are outlined below indicating the page on which they can be found under the “Resources” tab:

- ARF Information
 - Updated: ARF Tracking Tool Instructions
 - Coming September 9: NEW ARF Videos & 2022 ARF Instructions
- Site Visits and Program Resources
 - New: Fall 2022 MAERB Report
 - Updated: *Program Director Handbook* (changes made to align with *Policies and Procedures Manual*)
 - New: Occupational Risks, Sample (based on Standard V.A.2.e)
- Standards and Policies (Corrections)
 - Corrected: MAERB Core Curriculum Crosswalk
 - 2015 V.P.5 was identified as aligning with A.5, “Respect Diversity,” on the psychomotor tab but with A.4, “Demonstrate Active Listening” on the affective tab. It was corrected on the affective tab to A.5, “Respect Diversity.”
 - Corrected: *Educational Competencies for Medical Assistants*
 - XII.P.4’s was incorrectly worded as “Evaluate the environment to identify unsafe working conditions” and has been corrected to read “Evaluate an environment to identify unsafe conditions.”

MAERB’s Contact Information

Telephone: There is a new telephone message for MAERB: 312-392-0155. When you listen to the message, you will hear the extensions for the MAERB staff. Please call us when you have questions. As you were informed above, MAERB’s office hours are 8:00 am – 4:30 pm EASTERN.

Submitting Self-Studies, Progress Reports, and other Accreditation Materials: Program Directors have the capacity to upload accreditation documentation, such as Self-Study Reports, Progress Reports, Requests for Reconsideration, and other large file submissions, on the *Submissions* tab of the MAERB website. The directions for doing so are on the Documents tab of the MAERB website (www.maerb.org) in the “Program Resources/Accreditation Resources” section. The instructions are titled, “Submitting Documents, MAERB website.” Program Directors were sent their permanent password in May 2020 or at the time of receiving from the MAERB office their official approval as Program Director. This upload system is designed for any large collection of documents. If your submission is not large or multi-layered, you are encouraged to send the documents via email to your Program Manager.

Mailing Address: In order to remit payments via check to MAERB, you would use the following address:

MAERB
2020 N. California Ave., #213
Suite 7
Chicago, IL 60647

Virtues of Accreditation

The MAERB is going to be showcasing the Virtues of Accreditation on a regular basis in its biannual MAERB Report. At the September 2019 MAERB Forum, 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 and have updated since then. The MAERB welcomes your participation in this process, as we realize that you, too, have a list of advantages that you outline when you speak to students, administrators, and employers. Please contact Sarah Marino (smarino@maerb.org) if you have additional ideas.

- **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 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.
- **Accreditation acknowledges accountability:** Educational programs graduating prospective healthcare workers must be accountable in ensuring patient safety, and accreditation supports the process of accountability with curriculum that is innovative, relevant, and current.

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.