MAERB Site Visit Interview Questions

Purpose of the Interviews

During the comprehensive review site visit, MAERB Site Surveyors will meet with people who, to a greater or lesser degree, interact with the CAAHEP-accredited medical assisting program. The purpose of these meetings is to clarify and verify information provided by the program in the Self-Study and its appendices. In these conversations, the Site Surveyors will ask a range of questions to help the team understand how the CAAHEP-accredited medical assisting program and the program sponsor complies with the CAAHEP *Standards and Guidelines*. The Site Visit Agenda Template identifies the groups of people with whom the Surveyors will meet, so please look at that resource in conjunction with this one.

The questions below are representative examples, not a complete list. Surveyors will adapt questions based on the Self-Study, additional documentation, and the other meetings of the site visit. Similar topics may be discussed with more than one group to understand different perspectives. Participants should be prepared to describe their own experiences and interactions with the CAAHEP-accredited medical assisting program.

Program Director

Surveyors' goal: To understand how the Program Director oversees the program, monitors compliance, and uses information to guide improvement within the context of the CAAHEP accreditation processes.

Focus: Discussion will address program oversight, challenges, institutional support, resources, outcomes, and how faculty ensure coverage and assessment of the MAERB Core Curriculum.

- What did you learn about your program as you completed the Self-Study, and what changes have you made as a result?
- How do you work with faculty to ensure that the MAERB Core Curriculum is taught, and students achieve the required competencies?
- How do you use your advisory committee, outcome results, and the annual resource assessment to identify and address program needs?

Administrative Leadership

Surveyors' goal: To understand the institution's commitment to the CAAHEP-accredited program and the resources available to support the program. In addition, the Site Surveyors will read a formal script outlining the accreditation process.

Focus: Discussion will explore the program's place within the institution, resource and budget decisions, institutional review of outcomes, and support for the Program Director and faculty.

- What do you value about CAAHEP accreditation for the medical assisting program?
- How does the institution determine and respond to the program's resource needs?
- How does institutional leadership review program outcomes and support improvement?

Faculty and Instructional Staff

Surveyors' goal: To learn how the faculty work with the MAERB Core curriculum and the support they receive.

Focus: Discussion will cover curriculum coverage, laboratory and instructional resources, student assessment and support, and opportunities for professional development.

- How do you ensure that the courses you teach cover the relevant MAERB Core Curriculum content?
- How do you assess and track students' achievement of psychomotor and affective competencies?
- What resources and professional development opportunities help you teach effectively?

Curriculum Meeting: Program Director, Faculty, and Instructional Staff

Surveyors' goal: To review coverage of the curriculum and learn how it taught and assessed.

Focus: Using examples of coursework, activities, assessments, and skills documentation, the group will discuss how cognitive objectives and psychomotor and affective competencies connect within the MAERB Core Curriculum.

- What is one of the most challenging parts of the MAERB Core Curriculum to teach, and how do you help students master it?
- Can you walk us through how you teach and assess a particular cognitive objective or hands-on competency?
- How do your classroom and laboratory activities connect the knowledge that students learn with the skills that they must demonstrate?

Practicum Coordinator

Surveyors' goal: To understand how practicum experiences are arranged, supervised, and evaluated.

Focus: Discussion will address site selection, orientation of site supervisors, student preparation, administrative and clinical experiences, communication, and responses to concerns.

- How do you select and evaluate practicum sites?
- How do you orient site supervisors and stay in contact with students and supervisors during practicum?
- How do you ensure that students perform both administrative and clinical tasks on the Practicum and receive meaningful evaluations?

Students: Pre-Practicum (if applicable)

Surveyors' goal: To learn from the student perspective how the MAERB Core Curriculum is taught and if the program is following Standard V Fair Practices.

Focus: Discussion will cover information received before enrollment, instruction and skill assessment, access to instructors, laboratory supplies, academic support, and preparation for credentialing and employment.

- How did the information you received before enrolling compare with your actual experience in the program?
- How are you taught and evaluated on the medical assisting skills you are expected to learn?
- When you need help with coursework or laboratory resources, whom do you contact?

Practicum Students (if applicable)

Surveyors' goal: To learn how the students assess their preparation for the practicum and the supervision and support they receive.

Focus: Discussion will address placement and orientation, actual clinical and administrative tasks, supervision, evaluation, practicum hours, and communication with the program.

- What information and orientation did you receive from your program before beginning the practicum?
- What clinical and administrative skills are you practicing at your site?
- Who supervises and evaluates you, and whom would you contact if a concern arose?

Graduates

Surveyors' goal: To learn the graduates' perception of how the program prepared them for credentialing and employment.

Focus: Discussion will focus on the relevance of coursework and skills to professional responsibilities, credentialing examination preparation, employment experiences, and suggestions for improvement.

- How well did the program prepare you for your responsibilities as a medical assistant?
- How did the program help you prepare for a medical assisting credentialing examination?
- If you could change one thing about the program, what would it be?

Advisory Committee (Communities of Interest)

Surveyors' goal: To understand how community perspectives inform program goals, curriculum, resources, and improvement.

Focus: Discussion will explore members' involvement, local workforce needs, review of program outcomes, feedback on graduate preparation, and the program's response to committee recommendations.

- What do you discuss and learn during advisory committee meetings?
- How has the committee used program outcomes or employer feedback to recommend improvements?
- What suggestions have committee members made in recent years, and how has the program responded to these suggestions?

Support Services (If Included in the Visit)

Surveyors' goal: To understand how institutional services meet the needs of medical assisting students.

Focus: Depending on which staff members are interviewed, discussion may include admissions and disclosures, library resources, tutoring, disability accommodations, career placement, or financial aid.

- How do students learn about and access the support services available to them?
- How does your department determine whether its resources meet medical assisting students' needs?
- What changes have you made in response to student needs or feedback?