



Assessment-Based Certificate Program in Allied Health Education **Participant Manual**

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AMERICAN ASSOCIATION
OF MEDICAL ASSISTANTS®

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Introduction

Welcome!

Established in 1955, the American Association of Medical Assistants (AAMA) continues to be the premier organization dedicated to serving the interests of medical assistants. In fact, it is the only association in the world devoted exclusively to the medical assisting profession. The mission of the American Association of Medical Assistants® is to provide the medical assistant professional with education, certification, credential acknowledgment, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

One of the most important AAMA benefits available to medical assistants and other health professionals is high quality continuing education that meets national standards and provides objective evidence of attainment of knowledge in a specific area of the health sciences. This Assessment-Based Certificate program in Education is an example of this type of continuing education course.

About the ABC-Allied Health Education Program

The AAMA Assessment-Based Certificate in Allied Health Education (ABC-AHE) Program provides comprehensive education in three key domains of knowledge:

- The Principles of Adult Learning
- Effective Classroom Instruction
- Assessment, Evaluation, and Other Aspects of Allied Health Education

This Program expands and advances knowledge and understanding of these important aspects of—and the medical assistants' or other healthcare professionals' roles within—education.

All of the following three eLearning-based courses, and a final assessment, must be completed to earn the certificate:

- Course 1: The Principles of Adult Learning
 - Module 1: Introduction to Adult Learning
 - Module 2: Instructional Design
 - Module 3: Learning Techniques and Technology
- Course 2: Effective Classroom Instruction
 - Module 1: Designing for the Classroom
 - Module 2: Teaching Methods for the Classroom
 - Module 3: Online Learning and the Virtual Classroom



- Course 3: Assessment, Evaluation, and Other Aspects of Allied Health Education
 - Module 1: Assessment and Evaluation
 - Module 2: Diversity, Equity, and Inclusion
 - Module 3: Communication Skills for Educators

A full Program Outline of the courses, lessons, and learning objectives is contained at the end of this manual.

Program Goals

The AAMA Assessment-Based Certificate in Medical Assisting and Allied Health Education Program (ABC-AHE) provides the elements of educational theory needed to equip practicing medical assistants (or other allied health professionals) to become educators in medical assisting or other allied health programs. The content of the ABC-AHE also offers a comprehensive review and reinforcement for current medical assistant/allied health educators.

Target Audiences

The primary target audience for the ABC-AHE are: (1) practicing medical assistants who want to become adjunct or full-time instructors in medical assisting programs; and (2) medical assisting educators who want to reinforce their skills and become program directors of medical assisting programs. The secondary target audience are practitioners in other allied health fields who want to teach in medical assisting or other allied health programs.

Program Development

Content development and revisions are directed by AAMA's Continuing Education Board (CEB). A Subject-matter Expert Committee, appointed by the CEB, reviews and guides content development from needs analysis through the launch of each Certificate Program as well as all ongoing reviews and substantive educational content updates (as well as assessment updates). The CEB also engaged external subject-matter experts in allied health education to review the content of the program for completeness, relevancy, and accuracy.

The CEB works in collaboration with the AAMA internal team with guidance by an instructional design team to ensure that content is developed and updates are cascaded across all program components in an instructionally-sound and consistent manner and that revisions are executed within the established framework of the program.

All educational content is reviewed at least once annually by the CEB and the Subject-matter Expert Committee for accuracy, relevance, and to assess if updates are required.

Assessment Development

Annually, a statistical analysis of the results for each assessment item (question) is performed. Items that perform poorly or are answered incorrectly by a substantial portion of candidates are flagged for review by the Subject-Matter Expert Committee. This process may be followed more frequently if the content requires an update or if an item is brought to the attention of the CEB, by a



candidate for example, or if the CEB or SME Committee becomes aware of a necessary update to the content (e.g., a new educational methodology is recommended, requiring an update to the educational content and the assessment). During this annual review, appropriate stakeholders review the exam form for relevancy and integrity. During such review, the SME Committee, with assistance from the AAMA internal team and instructional design/psychometric teams, confirm that the form aligns with the educational content, and revisions are executed appropriately and as necessary.

The SME Committee reviews all flagged items. If the SME Committee determines that an item is defective, the item will be assessed for corrective action, which may include revising or replacing the item.

If revisions to the assessment are required, the SME Committee, AAMA internal review teams, and support team (e.g., instructional design and psychometric teams) assess if content revisions are necessary due to a revision to content, the item analysis, or both. If changes are required, revisions are executed and verified by the SME Committee and AAMA internal review teams, with guidance by the instructional design and psychometrics team.



What You Need to Know as a Program Participant

Enrollment Requirements

Program requirements for the ABC-AHE are limited to the completion of the three (3) modular courses of the ABC-AHE and passing the final assessment. There are no prerequisites for enrolling in the ABC-AHE program. With the assistance of subject-matter experts (SMEs), the Continuing Education Board of the AAMA established these requirements for the purpose of ensuring that completers have demonstrated the knowledge necessary for medical assistants (and other health professionals) to work proficiently and effectively in the allied health education field.

How to Access AAMA Educational Content

As a first step, login to the AAMA e-Learning center to select and purchase the Assessment-Based Certificate Program in Education.

Once you purchase the program, you will see the agreement page with the honor code to accept. Upon acknowledgment and confirmation, the 90-day access period starts, and you will be brought to a page with the links to all three courses.

Click the title of the course to reach the course material. Once you click a course link to access the course material, you will see two

icon links, one to the eLearning content and one to the corresponding eHandbook. By clicking the eLearning icon, you will then see the structured lessons for the course. From there you can navigate the eLearning material for the program. As lessons are completed, the e-Learning center will track and save your progress. Additionally, you can download the eHandbook which provides summary information as well as supplementary content for the course.

Once the course material is completed, you will be allowed to take a course-level post-test to aid in content retention and help you track your progress. Once this post-test is finished, the course will be considered completed, though you can refer to the material as needed during the 90-day course window (except when you are taking the final assessment, at which time the eLearning content is inaccessible).

Once all three courses in this program have been completed, you can then take the final, Certificate-awarding assessment. It is a closed book exam for which you will have 150 minutes to complete all 99 randomized, multiple choice/multiple response questions. You will be allowed to return to questions at your discretion throughout the allotted time and will submit for grading when complete.

Upon exam submission, you will immediately receive your score in the e-Learning center. Those who achieve a minimum passing score of at least 70% (at least 69 out of 99 items correct) will earn 27 CEUs for the program, which automatically are added to your AAMA CEU transcript. Those who do not pass will be allowed up to two retakes. However, there is a 14-business day washout



period after failing the exam before retake. Once this period has elapsed, you may begin your next attempt.

A post-evaluation will be available after you complete your last attempt of the Assessment-Based Certificate Program in Education final assessment. Users who passed the exam can then download their certificate.

NOTE: If you experience technical or navigational difficulty with the course, contact the AAMA Continuing Education department by phone, 9:00-5:00 Central Time, Monday-Friday. Alternatively, email ContinuingEducation@aama-ntl.org with your query. Responses are handled by department representatives and escalated to the Continuing Education and Membership Manager when necessary.

Assessments and Continuing Education Credits

Self-paced knowledge checks are integrated throughout the courses and a practice exam is included for each course. You must pass the final certificate-awarding assessment with a score of 70% or higher in order to earn the CEU credit and the Certificate. This is a timed, 2-hour, closed-book test, with no option for going back into the course once the test has been started. Two retakes are permitted, with a minimum of 14 days between retakes required.

This Certificate Program has been approved for 27 AAMA CEUs in the General (G) category.

The time allotted for completion of the Certificate Program is 90 days, including the final assessment.

About the Assessment

When you have completed all of the educational content in the Certificate program, you will be allowed to take the final summative assessment.

The Certificate program assessment consists of 99 multiple-choice and multiple-response questions. Question order and responses are randomized. A team of subject-matter experts developed the final assessment questions to test your achievement of the learning objectives listed at the beginning of every lesson in the program. The subject-matter experts also set the passing score, following best practices and principles of testing methodologies.

The assessment is administered online via the AAMA's learning management system (the e-Learning center), which is the same system you will use to access the educational content of the program. You must have completed all of the courses in the program in order to log in and take the final assessment. You are required to log in to the LMS with your own unique ID and password. Once you log in to take the assessment, you will be asked to read and agree to an honor code verifying your identity. You must also agree to take the assessment without assistance from anyone else and without consulting resource materials, and without providing assistance to anyone else.

You will be allowed a maximum of two (2) hours to complete the examination. An online countdown clock is viewable at all times during the test session to help you keep track of how much time is left in the test session. You are permitted to return to items (within the total time limit). However, once you begin the assessment, you



must complete it in that session. In other words, you cannot log out and resume the test at another time.

Appeals Regarding Assessment Results

Participants who fail the assessment and believe that a scoring error may have occurred may request that their exam be rescored. This request must be made in writing (email is acceptable) to a member of the AAMA staff.

Assessment Records

AAMA maintains an internal database of certificate holders based on record documentation received from participants at the time of registration and from their assessment activity in the learning management system. All assessment scores and records are maintained in the learning management system.

Requirements for ABC-AHE Certificate Holders

Earning the ABC-AHE Certificate

The AAMA Continuing Education Board (CEB) has the sole authority to issue an ABC-AHE Certificate only to those medical assistants (and other health professionals) who:

1. Have completed the three (3) courses of the ABC-AHE
2. Have passed the final summative assessment; **and**
3. Have complied with, and continue to comply with, the policies of the ABC-AHE Program.

No factors other than the above three (3) will be taken into consideration by the CEB in making decisions about awarding the ABC-AHE Certificate and revoking the ABC-AHE Certificate.

Ownership of the ABC-AHE Certificate

The AAMA maintains sole ownership of the ABC-AHE certificates issued to completers of the ABC-AHE Program. The AAMA shall have enforceable arrangements with those medical assistants and other health professionals who have been awarded the ABC-AHE certificate to ensure that, in the event of revocation of the ABC-AHE, the ABC-AHE certificate must be returned to the AAMA Continuing Education Department. Also, the medical assistant or health professional who has had her/his ABC-AHE revoked must refrain from stating that she/he had been awarded the ABC-AHE certificate.



Certificate vs. Certification

The ABC-AHE Program is an assessment-based certificate program, not a professional certification program. As a recipient of the Assessment-Based Certificate in Education, you cannot claim that the ABC-AHE is a professional certification, and you are not allowed to use any initialisms in reference to the ABC-AHE after your name. Recipients of the ABC-AHE who are proven to have disregarded this policy will have their ABC-AHE revoked, must return the ABC-AHE certificate to the AAMA Continuing Education Department, and will have their names removed from the public roster of ABC-AHE holders.

As a Completer and Certificate holder, you are allowed to:

- ✓ State you hold or have earned the American Association of Medical Assistants (AAMA) Assessment-based Certificate in Allied Health Education.
- ✓ Appropriately indicate your Certificate status in your email signatures, Linked In page, website, marketing collateral, and social media channels.

As a Completer and Certificate holder, you are not allowed to:

- ✗ State you are Certified in Allied Health Education or that you are a Certified Allied Health Educator
- ✗ Use any acronyms or letters after your names that reference the AAMA ABC-AHE Certificate or to make improper inferences of the AAMA ABC-AHE designation and logo.

Certificate Verification

The names of completers of the Assessment-Based Certificate in Allied Health Education (ABC-AHE) Program are available on the AAMA website. (Holders of the ABC-AHE may choose to not have their names listed on the AAMA website.) This allows employers, prospective employers, health professionals, patients, and individuals from other communities of interests to verify quickly and simply whether a medical assistant or a health professional has completed and holds the ABC-AHE Certificate.

Verification requests are handled by AAMA staff and responded to as soon as possible (typically within one business day). Our privacy policy dictates that assessment results and other personal information from an AAMA ABC-AHE completer's file is not disclosed to a third party without prior written permission from the certificate holder. However, if AAMA is contacted by a corporation, healthcare institution, individual, state licensing board, or other appropriate stakeholder regarding your status as an ABC-AHE Certificate holder, the staff will confirm if your Certificate is valid.

If you do not wish for your name to be listed publically on the AAMA website as a Certificate Holder, contact the AAMA after completing the program by telephone or by emailing ContinuingEducation@aama-ntl.org.



Equal Opportunity and Accommodations

The American Association of Medical Assistants (AAMA) does not discriminate on the basis of race, color, religion, national origin or sex against health professionals who are in the process of enrolling in an AAMA Assessment-based Certificate program, are enrolled in a Certificate Program, or who have completed a Certificate Program and have been awarded a certificate. Membership in the AAMA is not required for enrollment in, or completion of, any AAMA Certificate program.

In establishing and implementing Assessment-Based Certificate Programs, the AAMA will abide by the provisions of the Americans with Disabilities Act (ADA) and attendant regulations issued by the United States Department of Justice. The AAMA will abide by all other applicable statutes, regulations, and judicial decisions.

If you require an accommodation to access the educational content, the course or Certificate assessments, please contact AAMA at ContinuingEducation@aama-ntl.org with your request. Requests are handled on a case-by-case basis.

Disclosures and Data Security

Disclosure of Data

With the exceptions presented in the next paragraph, private information shall not be disclosed to a third party without the written permission of the enrollee or completer. The following are examples of private information:

- Personal information, such as contact information
- Social Security number and date of birth
- Financial information, including credit card information
- Date on which the ABC certificate was issued to a completer
- ABC certificate number
- Final assessment score(s)
- Number of final assessment attempts

Private information (including but not limited to the above) shall not be disclosed to a third party except as necessary for ethical or legal investigations, such as credential violations or allegations of criminal activity. Information may be released in accordance with a subpoena duces tecum issued by a court of competent jurisdiction or a legislative body that has subpoena power.



Security of Data

The security of your data is important to us but remember that no method of transmission over the Internet or method of electronic storage is 100% secure. AAMA will take reasonable steps to ensure that your data is treated securely and in accordance with this Privacy Notice. While we strive to use reasonable means to protect your Personal Data, we cannot guarantee its absolute security.

Data Breach Policy

Once a data breach is discovered, the AAMA staff will immediately implement the AAMA Data Breach Policy. The following are key points of the Data Breach Policy.

Unauthorized access to, unauthorized acquisition of, or accidental release of personal information that compromises the security, confidentiality, or integrity of the personal information of enrollees or completers of AAMA ABCs (and other AAMA continuing education courses) constitutes a data breach.

Reasonable attempt shall be made to notify those whose personal information has been compromised or released without authorization. Concurrent to this action, steps shall be taken to restore data, reinforce security, and to return all systems to full operation as soon as possible.

AAMA Program Data and Records Retention

Documents are retained only so long as they are (1) necessary to the conduct of AAMA's business; (2) required to be kept by statute or government regulation; or (3) relevant to pending or foreseeable investigations or litigation. Retention periods are based primarily on current federal record-keeping requirements and state statutes of limitation.

All ABC-AHE program records are maintained on a secure network that is accessed only by: (1) the Information Technology Manager and (2) the Continuing Education and Membership Manager. Records are stored in a database maintained at the AAMA Executive Office. The computer system is password protected and secure. The AAMA Information Technology Department is responsible for all hardware and software issues pertinent to all AAMA programs, including all ABC programs and other continuing education programs. Adequate database backups are maintained both onsite and offsite.



Program Outline: Knowledge Domains and Learning Objectives

Knowledge Domains/Course Map	Learning Outcomes
Course 1: The Principles of Adult Learning	
Course 1: The Principles of Adult Learning Module 1: Introduction to Adult Learning	<ul style="list-style-type: none"> – Describe the differences between being an adjunct/part-time educator and a full-time educator – Define accreditation and describe the two types: institutional versus programmatic – Identify the seven different types of schools and the characteristics that define them – Describe school governance and its role in higher education – Identify and describe the three key educational theories: behaviorism, cognitivism, and constructivism – Identify the five assumptions, as defined by Malcolm Knowles, related to adult learning – Identify and define the seven learning styles – Define cognitive load theory and discuss the three types – Identify and define the three adult learning theories
Course 1: The Principles of Adult Learning Module 2: Instructional Design	<ul style="list-style-type: none"> – Discuss basic information concerning instructional design – Identify and describe the five instructional design models: <ul style="list-style-type: none"> • Robert Gagné’s nine instructional design principles • The Dick and Carey model • Hybrid model • ADDIE model • ROPES model – Identify and describe the three types of learning domains
Course 1: The Principles of Adult Learning	<ul style="list-style-type: none"> – Describe knowledge acquisition and retention – Identify factors and strategies that affect adult learning and knowledge acquisition – Identify and describe tools being utilized in adult learning



Module 3: Learning Techniques and Technology	<ul style="list-style-type: none"> – Define technology and describe how it affects the adult learner – Define social media and describe how it affects the adult learner – Identify ways to integrate social media into the classroom and the pros and cons of doing so – Define eLearning and describe its relationship to adult learning and its benefits – Identify and describe retention techniques for eLearning – Describe a personal learning network (PLN)
Course 2: Effective Classroom Instruction	
Course 2: Effective Classroom Instruction Module 1: Designing Courses for the Classroom	<ul style="list-style-type: none"> – Identify the basic steps of course development – Differentiate among learning goals, objectives, and outcomes – Describe Bloom’s Taxonomy of educational objectives – Identify alternatives to Bloom’s Taxonomy for teachers – Identify key factors that should be considered in designing a course – Define learning outcomes – Explain how to write effective learning outcomes – Describe the difference between traditional learning and learning based on threshold concepts – Explain the step-by-step procedure for building lesson plans – Identify considerations related to lesson planning for adults students – Describe what a rubric is – Identify the three parts of a rubric – Describe how to create rubrics – Explain the benefits of using rubrics
Course 2: Effective Classroom Instruction Module 2: Teaching Methods for the Classroom	<ul style="list-style-type: none"> – Describe teaching methods used in the traditional classroom setting – Describe teaching methods used in the clinical setting – Describe how to prepare for teaching in the laboratory setting



	<ul style="list-style-type: none"> – Define simulations and describe how they are used for training health care workers – Describe the following classroom teaching methods and advantages and disadvantages of each: <ul style="list-style-type: none"> • Lecture/didactic teaching • Demonstrations • Discussions • Independent study • Hands-on learning/active learning – Describe how classroom setup affects student engagement – Describe how to set up and test technology – Identify materials and resources that should be assembled for classes – List tips and techniques for effective classroom management
Course 2: Effective Classroom Instruction Module 3: Online Learning and Virtual Classroom	<ul style="list-style-type: none"> – Define online learning and identify different types of online learning – Describe the virtual classroom – Identify common challenges faced by virtual instructors – Identify common challenges faced by students in virtual learning environments – Summarize the typical functionality of software platforms for virtual classrooms – Describe key strategies for teaching in virtual classrooms – Use tips to facilitate virtual classroom teaching – Identify the roles of different people at a virtual training event – Describe how to create a guide/agenda for the event – Identify ways to collect feedback during an event – Describe how to rehearse for the event – Describe how to set up and prepare for students to arrive
Course 3: Assessment, Evaluation, and Other Aspects of Allied Health Education	



<p>Course 3: Assessment, Evaluation, and Other Aspects of Allied Health Education</p> <p>Module 1: Assessment and Evaluation</p>	<ul style="list-style-type: none"> – Compare and contrast formative summative assessments with regard to the following: <ul style="list-style-type: none"> • Timing and purpose • Characteristics • Benefits to learners • Benefits to instructors – Identify the main types of objective and subjective assessment items – Describe each type of assessment item in terms of the following: <ul style="list-style-type: none"> • How and when it should be used • Its strengths and limitations – Explain what is meant by “authentic assessment” – Describe the principles of constructing a test – Explain the purposes that course evaluations may serve – Describe the Kirkpatrick Model for course evaluation – Identify the sources from which evaluative feedback may be sought – Describe methods for obtaining evaluative feedback – Identify the steps in planning and implementing course evaluation
<p>Course 3: Assessment, Evaluation, and Other Aspects of Allied Health Education</p> <p>Module 2: Diversity, Equity, and Inclusion</p>	<ul style="list-style-type: none"> – Define diversity, equity, and inclusion as they relate to education – Describe trends in race and ethnicity in the college/university classroom – Explain the concept of “nontraditional students” and describe the challenges they may face in the college/university classroom – Describe the federal legal protections available to students – Explain key concepts and terminology pertaining to students with disabilities – Identify ways to increase the accessibility of the classroom environment and instructional materials – Explain key concepts and terminology related to gender identity and sexual orientation – Describe strategies for creating a welcoming environment for LGBTQ student



Course 3: Assessment, Evaluation, and Other Aspects of Allied Health Education

Module 3: Communication Skills for Educators

- Explain how instructors can build authority in the classroom
- Describe the importance of establishing ground rules for the classroom
- Identify strategies for managing classroom discussions
- Explain why and how instructors can set boundaries with students
- Describe nonverbal aspects of effective communication
- Explain the concept of instructional immediacy and describe strategies for creating immediacy in the classroom
- Describe strategies for keeping students engaged
- Recognize the importance of feedback in the teaching-learning process
- Identify essential features of effective feedback
- Distinguish among the Sandwich, Ask-Tell-Ask, Pendleton, and One-Minute Preceptor models for delivering feedback
- Explain strategies for overcoming barriers to delivering effective feedback

